



Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
<b>The Leys' learning pathways</b>	<p>EYFS <b>Explore</b> familiar and unfamiliar roles and experiences.</p> <p>KS1 <b>Explore</b> new experiences with confidence.</p> <p>LKS2 <b>Explore</b> the world around me, increasing my knowledge and understanding.</p> <p>UKS2 <b>Explore</b> and challenge my learning in order to promote</p>	<p>EYFS <b>Communicate</b> in a two way conversation.</p> <p>KS1 <b>Communicate</b> my thoughts and feelings in a calm, verbal way</p> <p>LKS2 <b>Communicate</b> verbally, confidently and in writing with increased clarity.</p> <p>UKS2 <b>Communicate</b> clearly and confidently both verbally and in writing.</p>	<p>EYFS <b>Understand</b> my feelings and respond to the feelings of others.</p> <p>KS1 <b>Understand</b> how my actions impact others.</p> <p>LKS2 <b>Understand</b> how my actions affect myself and others around me.</p> <p>UKS2 <b>Understand</b> my strengths and areas for development within our school community.</p>	<p>EYFS <b>Solve</b> problems independently with resilience.</p> <p>KS1 <b>Solve</b> problems independently with resilience in friendships and academics.</p> <p>LKS2 <b>Solve</b> problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 <b>Solve</b> a wide range of problems across the curriculum, both</p>	<p>EYFS <b>Care</b> for myself, others and the world around me.</p> <p>KS1 <b>Care</b> for myself, others and the wider environment.</p> <p>LKS2 <b>Care</b> for myself, others and the wider world.</p> <p>UKS2 <b>Care</b> and understand how to promote the physical and mental well-being</p>	

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
Global Goals	<ol style="list-style-type: none"> <li>1. No poverty</li> <li>2. Zero hunger</li> <li>3. Good health and well-being</li> <li>4. Quality education</li> </ol>	<ol style="list-style-type: none"> <li>5. Gender equality</li> <li>6. Clean water &amp; sanitation</li> <li>7. Affordable and clean energy</li> <li>8. Decent work and economic growth</li> </ol>	<ol style="list-style-type: none"> <li>9. Industry, infrastructure and innovation</li> <li>10. Reduced inequalities</li> <li>11. Sustainable cities and communities</li> </ol>	<ol style="list-style-type: none"> <li>12. Responsible consumption and production</li> <li>13. Climate action</li> <li>14. Life below water</li> <li>15. Life on land</li> </ol>	<ol style="list-style-type: none"> <li>16. Peace, justice, and strong institutions</li> <li>17. Participation for the goals</li> </ol>
<b>SMSC/British Values</b>	<p><b>Social Moral Spiritual Cultural Education</b></p> <p><b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p><b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '<a href="#">British values</a>' of democracy, the rule of law, liberty, respect and tolerance.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>				
	<p><b>British Values Education</b></p> <ul style="list-style-type: none"> <li>● Democracy</li> <li>● The rule of Law</li> <li>● Individual Liberty</li> <li>● Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>				

	AUTUMN		SPRING		SUMMER	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Charity events</li> <li>• Community events</li> </ul>	<b>Music Week: The Power of Music (4/9-8/9)</b>  <b>Class Author Week: Why are we named after this author? (11/9-15/9)</b>  <b>National Poetry Day (performance poetry) 5/10/23</b>	<b>STEAM week: STEM-Building our Future- 06/11-10/11)</b>  <b>Feel Good Week: (13/11-17/11)</b>  <b>Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12)</b>  <b>Take One Book - The Snow Dragon- Abi Aphinstone (December)</b>	<b>Just Talk Day- 05/01/24</b>  <b>Internet Safety Week: Want to Talk about it? (wb 5/2/24)</b>	<b>World Book Day: How have books changed the world? (07/03)</b>  <b>STEAM week: Time 08/03-15/03</b>  <b>Easter Poetry - wb 18/3 (world poetry day- 21/03)</b>	<b>KS2 SATs w/c 13/05</b>  <b>W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock</b>	<b>STEAM week: Ocean Art (Wb: 20/5 - 24/5)</b>  <b>Careers Month June: What is my dream job?</b>  <b>International Food Fair- 08/07</b>  <b>Olympics/Paris- W/C 08. 07</b>
<b>Charity Events</b>	Harvest (Church)	<b>Poppy Appeal 6- 10/11/23</b> <b>Children in Need 17/11/23</b> <b>Christmas Jumper Day (15/12)</b>		Red nose day TBC		
<b>FOL Events</b>	Disco (13/10) Non uniform day	KS1/Reception Movie Night- (10/11)	Non Uniform Day- 16/02	Non Uniform Day - 28/3		Summer Fair (14/06)

	(19/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec) Junior Performances- 18/12	Disco- 9/02			
<b>Pupil Parliament</b>	Cabinet vote (KS2) - w/c 11/9/23 Session 1 (15/9/23) 11am		Session 2 (19/1/24)		Session 3 (19/4/24)	
<b>Class trip/visitor</b>		Shepreth		Fire brigade		Careers visitors
<b>TOPIC</b> <b>Big Question</b>	Poles apart Why do different animals live in different places?		Fire Fire How has London changed since the Great Fire of London?		Sew it How is clothing made?	
<b>Global Goals</b>	3. Good health and well-being	3. Good health and well-being 14. Life below water	3. Good health and well-being 12. Responsible consumption and production 14. Life below water	3. Good health and well-being 13. Climate action	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	8. Decent work and economic growth 9. Industry, innovation and infrastructure 12. Responsible consumption and production
<b>Diversity Awareness</b>	Black history- Saluting Black Women	Anti Bullying week Children in Need	Social structure of society during this period	World book day- celebrating different authors	Clothing industry	Dream job
<b>PERSONAL, SOCIAL,</b>	Keeping/Staying safe - Tying shoelaces	Relationships - Bullying - Body language	Computer safety - Image sharing - Computer	Our world - Living in our world	Keeping/staying healthy - Healthy	Feelings and emotions - Worry and anger

<b>HEALTH and ECONOMIC education</b>	Hazard watch - Is it safe to play with?	Fire safety - Petty arson - Texting whilst driving	safety documentary	- Working in our world	eating - Brushing teeth	Being responsible - Practice makes perfect - Helping someone in need
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	AUTUMN		SPRING		SUMMER	
<b>ENGLISH</b>	<p>Week 1-Music Week: The Power of Music (4/9-8/9)</p> <p>Week 2-Class Author Week: Why are we named after this author? (11/9-15/9) Biography based on class Author.</p> <p><u>Text-Hibernation-Non-chronological report</u></p> <p><u>Key Skills</u></p>	<p><u>Text-Meerkat Christmas</u></p> <p><u>Key skills</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>Text-The great fire of London-Diary entries</p> <p><u>Key skills</u> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>World Book Day: How have books changed the world? (07/03)</p> <p>Easter Poetry - wb 18/3 (world poetry day- 21/03)</p> <p><u>Text-If I were in charge of the world- poetry</u></p> <p><u>Key skills</u> Commas to separate items in a list</p>	<p>W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock</p> <p><u>Text-George and the dragon- narrative-Legend</u></p> <p><u>Key skills</u> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p>	<p><u>Text-The Day the Crayons Quit</u> The children must write a persuasive letter to persuade the items to return to the classroom.</p> <p><u>Key Skills</u> Formation of adjectives using suffixes such as -ful, -less</p> <p>Subordination (using when, if, that, because) and co-ordination</p>

	<p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p><b>Week 1-2- Sentence Stacking Lessons-</b>To write effective sentences for a postcard.</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p>	<p><b>Week 1-2 Sentence Stacking Lessons-</b>To write effective lines for a poem</p> <p><b>Week 3- Independant Write-</b>write a diary as a firefighter in the Great Fire of London or as a modern day firefighter.</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for</p>	<p>(using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Week 1-3- Sentence Stacking Lessons-</b>To</p>
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	<p><b>Week 3-5- <u>Sentence Stacking Lessons</u></b>- To write effective sentences for a non-chronological report on hibernation.</p> <p><b>Week 6-7- <u>Independent Write</u></b>- BBC Clips about hedgehogs. This one explains how the changing seasons affect hedgehogs: <a href="https://www.bbc.co.uk/bitesize/clips/zq9rkqt">https://www.bbc.co.uk/bitesize/clips/zq9rkqt</a> Write a fact file about hedgehogs.</p> <p><b>National Poetry Day (performance poetry) 5/10/23</b></p>	<p><b>Week 3-<u>Independent Write</u></b>-pupils to write a postcard as a different character searching for the perfect Christmas.</p> <p><b>Take One Book - The Snow Dragon- Abi Aphinstone (December)</b></p>	<p><b>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</b></p> <p><b>Week 1-3- <u>Sentence Stacking Lessons</u></b>-To write effective sentences for our diary.</p> <p><b>Week 4-<u>Independent Write</u></b>-write a diary as a firefighter in the Great Fire of London or as a modern day firefighter.</p>		<p><b>example, she is drumming, he was shouting]</b></p> <p><b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> <p><b>Week 1-3- <u>Sentence Stacking Lessons</u></b>- To write effective sentences for our story.</p> <p><b>Week 4-<u>Independent Write</u></b>-Same characters/Different plot: George and the dragon join forces to become a united team to overcome an evil monster that has emerged from the sea.</p>	<p>write effective sentences for a persuasive letter.</p> <p><b>Week 4- <u>Independent Write</u></b>- The children must write a persuasive letter to persuade the items to return to the classroom.</p> <p><b><u>Texts-Plants Information Text</u></b></p> <p><b><u>Key skills</u></b> <b>Formation of adjectives using suffixes such as -ful, -less</b></p> <p><b>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</b></p> <p><b>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man</b></p>
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						<p>in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate</p>
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						<p>items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession</p> <p><b>Week 1-3- <u>Sentence Stacking Lessons</u></b>-To write effective sentences for an information text.</p> <p><b>Week 4-<u>Independent Write</u></b>-Go on a local walk to discover different tree types and take photographs. Find out key facts about these trees. Build an informative text organised into evergreen and deciduous.</p>
<b>MATHEMATICS</b>	Place Value Addition and subtraction	Addition and subtraction Shape	Money Multiplication and Division	Length and height Mass, capacity and temperature	Fractions Time	Statistics Position and direction

<b>SCIENCE</b>	<b>Scientist:</b> Jane Goodall  Habitats: Living and nonliving, different habitats, identifying and naming animals in habitats, insects, food chains. Working scientifically	<b>Scientist:</b> Dr Eugenie Clark  Habitats: Living and nonliving, different habitats, identifying and naming animals in habitats, insects, food chains. Working scientifically	<b>Scientist:</b> Charles Macintosh  Uses of Everyday Materials Working scientifically	<b>Scientist:</b> John McAdam  Uses of Everyday Materials Working scientifically	<b>Scientist:</b> Jane Colden  Growing Plants Working scientifically	<b>Scientist:</b> David Attenborough  Animals including humans. Growth and Survival Working scientifically
<b>COMPUTING</b>	Coding	Online Safety Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music Presenting Ideas

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>HISTORY</b>	<u>Timelines</u>  <u>Music week- The power of Music- How has music changed over the last 60 years.</u>  Study the lives of significant individuals in the past who have contributed to national and international achievements. Use a variety of sources and understand different ways to find out about the past. <u>Bonfire Night</u> <u>Remembrance Day</u>	<u>Fire of London</u>  Understand events beyond living memory that are significant nationally Accurately order events.	<u>Significant people</u> Use a variety of sources and understand different ways to find out about the past

	<u>Christmas in the past.</u>			
	Use a variety of sources and understand different ways to find out about the past			
<b>GEOGRAPHY</b>	<u>What a wonderful world</u>	<u>Sensational safari</u>	<u>Magical mapping</u>	<u>Lets go to China</u>
<b>ART and DESIGN</b>	Explore and Draw Focus: Drawing		Be an Architect Focus: Drawing and Sketchbooks	Expressive Painting Focus: Colour
<b>DESIGN and TECHNOLOGY</b>	<p>Food technology</p> <p>Designing- Design an appealing products for a particular user based on a simple design criteria.- Generate initial ideas and design criteria through investigating a variety of fruits and vegetables.-Communicate these ideas through talk, rating and drawing</p> <p>Making- Use simple utensils to peel, cut, slice, squeeze and chop safely. - Select from a range of fruits and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating- Taste and evaluate a range of fruits and vegetables to determine the intended user's preferences.- Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge-Understand where a range of fruits and vegetables come from e.g. farmed or grown at home and give examples of each.-Understand and use The Eatwell guide to design a snack</p>		<p>Mechanisms</p> <p>Designing- Generate initial ideas and simple design criteria through talking and using your own experiences- Develop and communicate ideas through drawing and mock ups.</p> <p>Making- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing</p> <p>Evaluating- Explore and evaluate a range of products with wheels and axles-evaluate their own ideas throughout their products against original criteria</p> <p>Technical knowledge- Explore and use wheels, axles and axle holders-Distinguish between fixed and freely moving axles</p>	<p>Textiles</p> <p>Designing- Design a functional and appealing product for a user and purpose based on a simple design criteria. -Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock ups and computing technology.</p> <p>Making- Select and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. - Select from and use textiles according to their characteristics.</p> <p>Evaluating- Explore and evaluate a range of existing textile products relevant to the project being undertaken. - Evaluate their ideas throughout and their final products against their original design criteria.</p> <p>Technical knowledge- Understand how a simple 3D textile products are made using</p>

					templates, using a template to create two identical shapes. -Understand how to join fabrics using different techniques e.g running stitches, glue or stapling. - Explore different finishing techniques e.g. painting, fabric crayons, stitching buttons and ribbons	
<b>MUSIC</b>	Pulse, rhythm and pitch	Playing in an orchestra Christmas production	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
<b>RELIGIOUS EDUCATION</b>	Christianity - Teachings of Jesus and beliefs around Christmas.		- Passover	Easter	- Judaism	Rites of passage and good works
<b>FRENCH</b>	Children in Key Stage 1 build on this - To learn formal and informal greetings in French - To say their name and how they are feeling - Learning to listen carefully and repeat what is heard with improving accuracy. Language Angels Unit - <b>Les Salutations completed through French Fridays</b>					
<b>PE</b>	Fundamental Movement Skills 2 & Social Distance 1	Invasion Game Skills 2 & Net and Wall Game Skills 2	Gymnastics - Stretching, Curling and Arching & Yoga	Gymnastics - Pathways: Straight, Zigzag and Curving & Dance - Fire of London	Target Games 3 & Athletics 2	Striking and Field Game Skills 2 & Create your own Unit (Summer Games)