



Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	<p>EYFS Explore familiar and unfamiliar roles and experiences.</p> <p>KS1 Explore new experiences with confidence.</p> <p>LKS2 Explore the world around me, increasing my knowledge and understanding.</p> <p>UKS2 Explore and challenge my learning in order to promote</p>	<p>EYFS Communicate in a two way conversation.</p> <p>KS1 Communicate my thoughts and feelings in a calm, verbal way</p> <p>LKS2 Communicate verbally, confidently and in writing with increased clarity.</p> <p>UKS2 Communicate clearly and confidently both verbally and in writing.</p>	<p>EYFS Understand my feelings and respond to the feelings of others.</p> <p>KS1 Understand how my actions impact others.</p> <p>LKS2 Understand how my actions affect myself and others around me.</p> <p>UKS2 Understand my strengths and areas for development within our school community.</p>	<p>EYFS Solve problems independently with resilience.</p> <p>KS1 Solve problems independently with resilience in friendships and academics.</p> <p>LKS2 Solve problems regarding school life independently with resilience and seek support openly</p> <p>UKS2 Solve a wide range of problems across the curriculum, both</p>	<p>EYFS Care for myself, others and the world around me.</p> <p>KS1 Care for myself, others and the wider environment.</p> <p>LKS2 Care for myself, others and the wider world.</p> <p>UKS2 Care 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"> 1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education 	<ol style="list-style-type: none"> 5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth 	<ol style="list-style-type: none"> 9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities 	<ol style="list-style-type: none"> 12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land 	<ol style="list-style-type: none"> 16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - 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>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>				
	<p>British Values Education</p> <ul style="list-style-type: none"> ● Democracy ● The rule of Law ● Individual Liberty ● Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith 				

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	Music Week: The Power of Music (4/9-8/9) Class Author Week: Why are we named after this author? (11/9-15/9) National Poetry Day (performance poetry) 5/10/23	STEAM week: STEM-Building our Future- 06/11-10/11) Feel Good Week: (13/11-17/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - The Snow Dragon- Abi Aphinstone (December)	Just Talk Day- 05/01/24 Internet Safety Week: Want to Talk about it? (wb 5/2/24)	World Book Day: How have books changed the world? (07/03) STEAM week: Time 08/03-15/03 Easter Poetry - wb 18/3 (world poetry day- 21/03)	KS2 SATs w/c 13/05 W/C- 13/05- TAKE ONE Book - The Secrets of Black Rock	STEAM week: Ocean Art (Wb: 20/5 - 24/5) Careers Month June: What is my dream job? International Food Fair- 08/07 Olympics/Paris- W/C 08. 07
Charity Events	Harvest (Church)	Poppy Appeal 6- 10/11/23 Children in Need 17/11/23 Christmas Jumper Day (15/12)		Red nose day TBC		
FOL Events	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			
Pupil Parliament	Cabinet vote (KS2) - w/c 11/9/23 Session 1 (15/9/23) 11am		Session 2 (19/1/24)		Session 3 (19/4/24)	
Class trip/visitor		Exo-Mars Trip				
TOPIC	Eastern Europe/Crime and Punishment throughout time.		The Monarchy of Britain/ Natural resources		The Ancient Greeks/Magical Maps	
Big Question	Why is it important to have peace, justice and equality in the world? Why should we explore beyond our world when we still have problems here?		What is the benefit of having less inequality between people?		How can we create an infrastructure that helps everyone? What is the perfect city?	
Global Goals	14. Life on Land. 15. Life in the Sea.	16. Peace, justice, and strong institutions 13. Climate action	10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 7. Affordable and clean energy	9. Industry, infrastructure and innovation	8. Decent work and economic growth
Diversity Awareness	Author Biography Exploring eastern Europe	Feel good week Children in Need	fair trade	Natural resources from around the world	ancient Greeks Sikh religion	International food/ Olympics
PERSONAL, SOCIAL, HEALTH and	Keeping/staying safe <ul style="list-style-type: none"> Peer pressure Children's views 	Growing and changing <ul style="list-style-type: none"> Puberty Children's views Adult's views 	Computer safety <ul style="list-style-type: none"> Image sharing Children's views 	The working world <ul style="list-style-type: none"> Enterprise Children's views 	Keeping/staying healthy <ul style="list-style-type: none"> Smoking Children's 	Feelings and emotions <ul style="list-style-type: none"> Anger Children's

ECONOMIC education	<ul style="list-style-type: none"> Adult's views <p>A world without judgement</p> <ul style="list-style-type: none"> Inclusion and acceptance Children's views Adult's views 		<ul style="list-style-type: none"> Adult's views 	<ul style="list-style-type: none"> Adult's views 	<ul style="list-style-type: none"> views Adult's views <p>First aid</p>	<ul style="list-style-type: none"> views Adult's views <p>Being responsible</p> <ul style="list-style-type: none"> Looking out for others Children's views Adult's views
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	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>Week 1- Music week- listening to disney songs- writing own disney themed song. Recap of simple and complex sentences.</p> <p>Week 2- Biography based on class Author. Skills- Recap of sentence structure/Fronted Adverbials.</p> <p>Text: <u>The Highwayman Poem</u></p> <p>Key Skills:</p>	<p>Text: <u>Mars transmission (Non-Fiction/Fiction)</u></p> <p>Key Skills: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for</p>	<p>Text - <u>One small step - Narrartive</u></p> <p>https://www.youtube.com/watch?v=yWd4mzGgQYo&ab_channel=CGMeetup CGI Animated Short Film: "One Small Step" by TAIKO Studios CGMeetup</p> <p>Key Skills: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	<p>Text - <u>Kick - Persuasive letter</u></p> <p>Key Skills: Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Devices to build cohesion within a paragraph [for example, then, after</p>	<p>Text: <u>Detailed timeline of Ancient Greece - Non-fiction/information text</u></p> <p>Key Skills: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter]</p> <p>The difference between structures typical of</p>	<p>Text - <u>Kensukes Kingdom - Narrative</u></p> <p>Key Skills: How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the</p>

	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Week 3-4- <u>Sentence Stacking Lessons</u> Text Type- Poetry Creating own poems based on HighwayMan.</p> <p>Week 5-6- <u>Independent Write</u> Write a modern day poem for a thief in disguise who steals from people at the shopping centre.</p> <p>Week 7- <u>Recap of Key Skills</u>- Character description of a HighwayMan.</p>	<p>example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Week 1 - 3- <u>Sentence Stacking Lessons</u> Text Type- Report- based on a Mars/Space transmission.</p> <p>Week 4-5 - <u>Independent writing</u> Report- Pupils imagine they are part of the first mission to that planet and become stranded following some disaster. Pupils write a transmission home to be broadcast home.</p> <p>Text - The Snow Dragon- Take 1 Book:</p> <p>Week 6-7- <u>Recap of Key Skills</u>-</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Week 1 - 3- <u>Sentence Stacking Lessons</u> Text type - Narrative, Luna's story</p> <p>Week 4-5 - <u>Independent writing Narrative</u>, same plot from the dads point of view</p> <p>Week 6-7- <u>Recap of Key Skills</u>- Character/Setting Descriptions.</p>	<p>that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Week 1 - 3- <u>Sentence Stacking Lessons</u> Persuasive letter - ban child labour in the making of football boots</p> <p>Week 4-5 - <u>Independent writing</u> Write to major football teams, asking them to use only Fairtrade footballs in their matches.</p> <p>Week 6-7- <u>Recap of Key Skills</u>-</p>	<p>informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p> <p>Week 1 - 3- <u>Sentence Stacking Lessons</u> Report on the timeline of the Ancient Greeks</p> <p>Week 4-5 - <u>Independent</u></p>	<p>greenhouse was broken (by me)].</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Week 1 - 3- <u>Sentence Stacking Lessons</u> Narrative- Emotive story</p> <p>Week 4-5 - <u>Independent writing</u> Continuation with plot: Write the next plot points and introduce Kensuke - the man on the island. Write about how he teaches Michael ways to eat, make art and relax on the island.</p> <p>Week 6-7- <u>Recap of</u></p>
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		Character/Setting Descriptions.			<p>writing Interview a parent/caregiver/teacher and identify key moments in their life e.g. date they were born, early schooling, first job etc. Which parts of their life had the most impact?</p> <p>Week 6-7- <u>Recap of Key Skills-</u></p>	Key Skills-
MATHEMATICS	Place Value Addition and Subtraction Statistics	Multiplication and division Perimeter and Area	Multiplication and division Fractions	Fractions Decimals and percentages	Decimals Properties of shape	Converting units Measurement-Volume
SCIENCE	Forces	The Earth and Space	Materials	Materials	Living Things	Living Things
COMPUTING	Coding/Online safety	Online safety/Spreadsheets	Spreadsheets/databases	Simulations/3D modelling	3D modelling /Concept mapping	Concept mapping

	AUTUMN	SPRING	SUMMER
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<p>HISTORY</p>	<p><u>Crime and punishment throughout time.</u></p> <p>(NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>Medieval- Anglo-Saxons- Normans-Later middle ages-Early modern era- moving further through time and comparing to nowadays.</p> <p>Children can create a timeline of changes in crime and punishment. Creating historically valid questions. Use different historical sources to find facts and information. Research famous people around crime and punishment. Give reasons why certain punishment was used and why it has been changed.</p>	<p><u>Queen Victoria and King John</u></p> <p>(NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs using case studies such as John, Anne and Victoria)</p> <p>How Queen Victoria/King John changed/adapted the nation- influenced the world. Develop an understanding of chronology? Timeline of implementations Victoria/King John put in place.</p> <p>Similarities/differences between the two monarchs.</p> <p>To make connections between a historical period and present day? Note and contrast trends over time?</p>	<p><u>Ancient Greeks</u></p> <p>(NC- Ancient Greece - a study of Greek life and achievements and their influence on the western world)</p> <p>Ancient Greeks- Timeline, History- why are the Greeks so famous?, how did they live- compared to life now. What are the Key Events of the greeks- Classical period- Invasion.What influence did they have on life now?</p>
<p>GEOGRAPHY</p>	<p><u>Exploring Eastern Europe</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions,</p>	<p><u>Enough for Everyone</u></p> <p>Discuss the difference between natural and man made.</p> <p>Importance of natural resources with a</p>	<p><u>Marvellous Maps</u></p> <p>Use an index to find a place name. Find the correct page in an atlas by using the index. Explain why maps have symbols on</p>

	<p>key physical and human characteristics, countries, and major cities describe a continent as a large landmass; explain that continents are groups of countries; identify some countries in Europe; use an atlas to find the names of countries. tell you about important physical features of an area of eastern Europe; tell you about the climate of an area of eastern Europe; tell you about the human geography of an area of eastern Europe; explain what planning is needed for a trip abroad; identify the countries affected by the Chernobyl nuclear disaster.</p> <p>Use maps, atlases, globes</p>		<p>focus on land use and economic activity.</p> <p>Oils, metals, minerals, energy, water- Why do these materials need to be protected and used responsibly? How do the discovery of these resources impact society (types of settlements)</p> <p>Threats to natural resources. What would happen without these? What are these resources used for?</p> <p>Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.</p>		<p>them. Recognise some map symbols on an Ordnance Survey map. Give co-ordinates by going across first and then up. Find a location from four-figure coordinates. Find differences between photographs of the same location. Find similarities between photographs of the same location. Find differences between maps of the same location. Find a location on a page by using simple co-ordinates. Identify physical features on a map. Use a key to find out what a symbol means. Give four-figure co-ordinates for a location. Find similarities between maps of the same location</p>	
ART and DESIGN	Fashion Design Focus: Colour and Making		Typography and Maps Focus: Drawing		Set Design Focus: Making and Colour	
DESIGN and TECHNOLOGY	Food- celebrating cultures and seasonality Project- Pizza		Mechanical systems- Pulleys or gears Project- vehicles with gears		Electrical systems- monitoring and control Project- Light sensor- garden light	
MUSIC	Steel Pans	Steel Pans	Steel Pans	Steel Pans	Steel Pans	Steel Pans

<p>RELIGIOUS EDUCATION</p>	<p>How does a Hindu show commitment to God?</p> <p>Edited Autumn term as Hinduism covered in Yr4 - How do Jews show commitment to God?</p>	<p>Is the Christmas story true?</p>	<p>Are Sikh stories important today?</p>	<p>Easter celebrations -Holy week -Did Jesus know God's plan for him?</p>	<p>How do Sikhs show commitment to God?</p>	<p>How do Christians show commitment to God?</p>
<p>FRENCH</p>	<p>La Date (the date)</p> <p>Recognise and recall the months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French.</p> <p>Phonics and Pronunciation lesson 1,2,3 Hearing and saying the sounds - ch, oi, ou, an, i, in, ique, ille, eau, eux, e, è and é.</p>	<p>As-tu un animal ? (Do you have a pet?)</p> <p>Know the nouns and indefinite articles for common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.</p>	<p>À l'école (At school)</p> <p>Name the subjects studied at school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving justification for that subject. Start to tell the time by learning how to say the time by hour. Explore the irregular, high frequency verb 'aller' (to go) in full.</p>	<p>.Au salon de thé (At the tea shop)</p> <p>Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play.</p>		

			Ask and answer questions about what they do in school.			
PE	Invasion Game Skill 4 & Football	Basketball & Netball	Gymnastics - Matching, Mirroring & Contrast & Gymnastics - Partner Work - Under & Over	Dance - The Victorians & Team Building & Problem Solving	Athletics & Lacrosse	Danish Longball & Leadership