



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 independence and resilience.</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 independently and collectively as a team.</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 of myself and others and the world we live in.</p>	

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> <hr/> <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 3/9-20/12 (14 wks)		SPRING 7/1-4/4 (12 wks)		SUMMER 22/4-22/7 (12.5 wks)	
School Events <ul style="list-style-type: none"> • Theme days • Community events 	Science Week: Theme Big Bang 3/9-6/9 Key behaviour expectations: 3-27/9 Class Author Week: 9/9-13/9 National Poetry Day (performance poetry) 3/10/24	Anti Bullying Week: (11/11-17/11) King's birthday 14/11 STEAM week: Computing focus 18/11-22/11 Enterprise Day: How can we be creative to raise money for our school at Christmas? (29/11) Take One Book from 3/12/24 - The Christmasaurus (Picture book) by Tom Fletcher	Children's MH week: 3-7/2/25 Internet Safety Week: Inspiring change? Making a difference, managing influence and navigating change online week: 10-14/2/25	Mother Language Day 28/2 Mock SATs Y6:10/3 World Book Day: Wear a Word (6/3) STEAM week: Maths focus 24/3-28/3 Easter Poetry - wb 17/3 (world poetry day- 21/03) Church visit KS2 Easter: 28/3 World Autism Day 2/4/25	St Georges's Day - 23/4/24 KS2 SATs w/c 12-15/5 Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess STEAM week and Healthy living: 19-23/5 DT cooking focus Sports day - 22/5 or 23/5	Careers Month: June International Food Fair- 4/7 Art exhibition day - 11/7
Charity Events	Harvest - Assembly 1/10/24	Poppy Appeal: 4-11/11/24 Children in Need: 15/11/24 Christmas Jumper Day + dinner (17/12)				
FOL Events	Disco (18/10) Non uniform day (24/10)	KS1/Reception Movie Night- (22/11) Enterprise Day (29/11) Refreshments at Nativities (Dec) Junior Performances-16/12	Non Uniform Day- 14/2 Disco- 28/3	Non Uniform Day - 4/4		Summer Disco - 13/6

Pupil Parliament	Session 1 (24/10/24) Wellbeing 11am		Session 2 (30/1/25) 11am		Session 3 (22/5/25) 11am	
Pupil Cabinet	Cabinet vote in class w/c 9/9/24 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor					Celtic Harmony	
TOPIC	Ancient Egypt		Extraordinary Earth	Twisted Tales	Stones and Bones	
Big Question	Why were children so important in Ancient Egypt? What can we learn from the pyramids?		How do we live with natural disasters?	Is there more than one side to every story?	What changes occurred between the Stone Age and Iron Age?	
Global Goals	3, 10, 15	3, 10, 15	3,10, 15	3	3, 5, 10, 16	3, 5, 10, 16
Diversity Awareness	History- Modern Egypt English- absence of colour poems French- Introduction to French language RE- Diwali	Anti Bullying week Children in Need Scientist- Roger Arliner Young. RE- Sikhism- Amrit ceremony.	English and Geography Disaster Relief around the world- Learning about charities that support them. Migration due to disasters.	RE- How is Easter celebrated around the world?	Scientist: Agnes Arber/George Washington Carver English- Secret of Black Rock- effects of Climate change/	Scientist: Mary Anning Geog and RE- Diversity in the Uk
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/staying safe <ul style="list-style-type: none"> Staying safe Leaning out of windows Summative assessment 	Relationships <ul style="list-style-type: none"> Body language Touch Summative assessment Fire safety <ul style="list-style-type: none"> Enya and Deedee visit the fire station 	Computer safety <ul style="list-style-type: none"> Making friends online Summative assessment 	Our world <ul style="list-style-type: none"> Looking after our world Summative assessment 	Keeping/staying healthy <ul style="list-style-type: none"> Medicine Summative assessment 	Feelings and emotions <ul style="list-style-type: none"> Grief Summative assessment Being responsible <ul style="list-style-type: none"> Stealing Summative assessment

- Summative assessment

	AUTUMN		SPRING		SUMMER		
ENGLISH	<p>Week 1- Author Biography</p> <p>Text: Star in the Jar Narrative: Key Skills: Noun prefixes (anti-, super-, auto-)</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Expressing time, place and cause using conjunctions</p> <p>Prepositions</p> <p>Introduction to inverted commas</p> <p>Week 2-4 - Sentence Stacking Lessons To write a story about Tom finding a fallen star relating to acts of kindness.</p> <p>Week 5-6 - Independent writing</p>	<p>Text: The true story of the three little pigs Persuasion: Key Skills: Word families based on common words, showing how words are related in form and meaning</p> <p>Perfect form of verbs</p> <p>Adverbs</p> <p>Week 1-3- Sentence Stacking Lessons To tell an alternative version of a fairytale</p> <p>Week 4-5 - Persuasive letter: Independent writing Think of a different traditional tale and write a persuasive letter to explain why the 'villain' is innocent</p> <p>Week 6-7: Take One Book from- The Christmasaurus (Picture book) by Tom Fletcher</p>		<p>Text: Earthquakes Non-fiction: Non-Chronological Report Key Skills: Adverbs</p> <p>Introduction paragraphs</p> <p>Headings and subheadings</p> <p>Week 1-3 - Sentence Stacking Lessons Writing a non-chronological report about an Earthquake</p> <p>Week 4-5 - Independent writing Pupils write their own non-chronological report about another meteorological disaster</p> <p>Week 6- Recap of Key Skills</p>	<p>Text: Stone age boy Narrative Key Skills: Expressing time, place and cause using conjunctions</p> <p>Prepositions</p> <p>Using inverted commas to punctuate direct speech</p> <p>Week 1-3- Sentence Stacking Lessons</p> <p>Week 4-5 - Independent writing Write a new story of a stone age boy/girl who finds themselves in the Neolithic period. (use visit to Celtic harmony as inspiration)</p> <p>Week 6- Recap of</p>	<p>Text: I asked the little boy who cannot see Poetry</p> <p>Week 1-2 - Sentence Stacking Lessons Creating own poems based on I asked the little boy who cannot see</p> <p>Week 3-4 - Independent writing Have children consider what colours relate to different feelings, sounds and scenes for them</p> <p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p> <p>Week 6- Recap of Key Skills</p>	<p>Text: Street beneath my feet Non-fiction: Explanation Key Skills: Expressing time, place and cause using conjunctions</p> <p>Adverbs</p> <p>Prepositions</p> <p>Introduction paragraphs</p> <p>Headings and subheadings</p> <p>Introduction to inverted commas</p> <p>Week 1-3 - Sentence Stacking Lessons Writing an explanation text about minibeasts</p> <p>Week 4-5 - Independent Writing Pupils write their own explanation text</p>

	<p>Pupils write a continuation of the plot where Tom is lost outside at night and his star friend helps him get home.</p> <p><u>Week 6- Recap of Key Skills</u></p>			<u>Key Skills</u>		<p>about a minibeast of their choice</p> <p><u>Week 6-7 - Recap of Key Skills</u></p>
MATHEMATICS	<p>Place value Addition and Subtraction</p>	<p>Addition and Subtraction Multiplication and Division</p>	<p>Multiplication and Division Length and Perimeter</p>	<p>Fractions Mass and Capacity</p>	<p>Fractions Money Time</p>	<p>Time Shape Statistics</p>
SCIENCE	<p><u>Light</u> <u>Scientist: Thomas Edison</u></p> <p>-recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is</p>	<p><u>Animals, including humans</u> <u>Scientist: Roger Arliner Young</u></p> <p>-identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><u>Forces and magnets</u> <u>Scientist: Sir Isaac Newton</u></p> <p>-compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><u>Rocks</u> <u>Scientist: Mary Anning</u></p> <p>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -recognise that soils are made from rocks and organic matter -describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p><u>Plants</u> <u>Scientist: Agnes Arber/George Washington Carve</u></p> <p>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	

	<p>blocked by a solid object</p> <p>-find patterns in the way that the size of shadows change.</p>					<p>-investigate the way in which water is transported within plants</p> <p>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
COMPUTING	<p><u>1. Coding</u></p> <p>Use If commands to make my programme decide by itself what should happen.</p> <p>Create variables and use them in my algorithms</p> <p>Learning</p> <p>Plan and create a programme that simulates a real situation</p>	<p><u>2. Online Safety</u></p> <p>create appropriate messages for a class blog</p> <p>find a search engine website and search for information</p> <p>explain whether you should trust facts that you find on the internet and how you can help yourself to get true facts</p> <p>understand what different PEGI symbols mean</p> <p>explain why ignoring PEGI symbols is bad</p>	<p><u>3. Spreadsheets</u></p> <p>Enter data into a spreadsheet and generate graphs</p> <p>Use the 'more than', 'less than' and 'equals' tools to compare numbers and complete calculations</p> <p>Give a cell reference such as A2 or C9</p> <p><u>4. Touch typing</u></p> <p>Sit correctly at a computer</p> <p>Know which hand to use to reach which</p>	<p><u>5. Email</u></p> <p>Open and read emails</p> <p>Decide whether the contents of an email are safe or not</p> <p>Write respectful, safe emails and attach files to an email</p>	<p><u>6. Simulations</u></p> <p>Think about different kinds of simulations</p> <p>Explore a simulation and understand how it shows a real life situation</p> <p>Analyse a simulation and understand the rules that make it work</p> <p>Evaluate how closely a simulation matches real life</p>	<p><u>7. Graphing</u></p> <p>Enter data into a spreadsheet</p> <p>Generate graphs using the data entered</p>

			keys on the keyboard 4. Type using more than one finger on each hand			
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	AUTUMN	SPRING	SUMMER
HISTORY	<u>Egyptians</u> 1. Egyptian time-line (Dress up like a mummy super starter) Devise Q's 4. Pyramids 5. Mummification 7. How Egyptians lived (comparison to Egypt now) 8. Artefacts 11. Tutankhamun	<u>Local History- Life in Stevenage</u> -Develop knowledge of local history. -Use various sources of evidence to answer questions based on local history. -Research a specific event from the past linked to local history then write about it.	<u>Stone Age to Iron Age</u> -Understand the changes that Britain went through from the Stone Age to the Iron Age. -Develop knowledge of local History linked to the area of study above. -To develop an understanding of chronology -To make connections between a historical period and present day.
GEOGRAPHY	<u>Land Use</u> Draw simple sketch maps using major landmarks. Identify landmarks using a key. Draw a simple sketch map to show buildings in an area. Annotate a map to show major landmarks. List land uses in urban and rural areas. Identify rural and urban areas in the UK. Explain what most rural land is used for in the UK. Compare two maps. Explain why an area is suited to crop or livestock farming.	<u>Extreme Earth</u> -Describe and understand the key aspects of Earthquakes Describe and understand key aspects of Volcanoes describe the properties of the Earth's layers; explain how a volcano is formed; describe what happens when a volcano erupts; describe some risks and benefits of living near a volcano; explain why earthquakes occur; explain how tsunamis occur; explain how to keep safe in a tsunami; explain where tornadoes happen. <u>Rainforests</u> name some countries where rainforests are found. label a map to show countries	<u>The UK</u> use the 8 compass directions to find a location on a map; name the seas that some rivers flow into; find the names of rivers on a map; name counties local to their area; use a legend to find areas of higher ground on a map; explain why London has changed since AD 43; identify the location of the Prime Meridian; explain some reasons a place may change. -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Locate mountains in the UK - features, compare with mountains in other countries.

		<p>where rainforests are found. find the Equator on a map. know that rainforests are found near the Equator. describe what the weather is usually like in a tropical climate. name the four layers of a rainforest. to know about the climate in each layer. know which animals live in a rainforest. know some similarities between the Amazon rainforest and Sherwood Forest. recognise some differences between the Amazon rainforest and Sherwood Forest. know what deforestation means, can find the tropics of Cancer and Capricorn on a map. know that rainforests are found between the tropics of Cancer and Capricorn.</p>	
<p>ART and DESIGN</p>	<p>Gestural Drawings with Charcoal Focus: Drawing and sketchbooks</p> <p>Knowledge Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. Understand charcoal and earth pigment were our first drawing tools as humans. Know that Chiaroscuro means "light/dark" and we can use the concept to explore tone in drawings.</p> <p>Skills Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. Make charcoal drawings which</p>	<p>Cloth, Thread, Paint Focus: Colour</p> <p>Understand the concept of still life and landscape painting. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.</p> <p>Skills Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own. Develop mark making skills. Continue to develop colour mixing skills. Explore painting over different surfaces,</p>	<p>Making Animated Drawing Focus: Drawing and making</p> <p>Knowledge Understand that animators make drawings that move. Continue to build understanding that sketchbooks are places for personal experimentation. Understand that the way each persons' sketchbook looks is unique to them. Understand that articulated drawings can be animated.</p> <p>Skills Use imaginative and observational drawing skills to make drawings of people/animals which can be animated. Consider background, foreground and subject. Develop mark making skills. Brainstorm animation ideas. Cut out drawings and make simple articulations to make drawings which can be animated. Combine with digital media to make animations.</p>

	<p>explore Chiaroscuro and which explore narrative/drama through lighting/shadow (link to drama). Option to explore making gestural drawings with charcoal using the whole body (link to dance). Explore the qualities of charcoal. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p>	<p>e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Document work using photography considering lighting and focus. Make films thinking about viewpoint, lighting & perspective.</p>	
<p>DESIGN and TECHNOLOGY</p>	<p><u>Food - healthy and varied diet Project- Healthy dip</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. - Using the bridge and claw cut. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. 	<p><u>Mechanisms- levers and linkages Project- moving posters</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage and mechanisms. • Evaluate their own products and ideas 	<p><u>Textiles - 2D shape to 3D product Project- pillow</u></p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, other products with lever and linkage and mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make. <p><u>Technical knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms.

	<p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food from a given variety of given equipment. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 		<p>against criteria and user needs, as they design and make.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 	
MUSIC	Writing Music Down	Playing in a band	Composing using your imagination	More musical styles	Enjoying Improvisation	Opening Night
RELIGIOUS EDUCATION	<p>Hinduism</p> <p>Diwali</p> <p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Sikhism</p> <p>The Amrit Ceremony and the Khalsa</p> <p>Does joining the khalsa make a person a better Sikh?</p>	<p>Christianity</p> <p>Easter</p> <p>What is "good" about Good Friday?</p>	<p>Christianity</p> <p>Forgiveness</p> <p>Jesus' miracles</p> <p>Could Jesus really heal people? Were these miracles or is there some other explanation?</p>	<p>Hinduism</p> <p>Hindu Beliefs</p> <p>How can Brahma be everywhere and in everything?</p>	<p>Sikhism</p> <p>Sharing and Community</p> <p>Do Sikhs think it is important to share?</p>

<p>FRENCH</p>	<p>J' Apprends Le Français (I'm Learning French)</p> <p>To locate France, Paris and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.</p> <p>La Phonétique Phonics and Pronunciation lesson 1 the sounds-ch, oi, ou and on.</p>	<p>Les Animaux (Animals)</p> <p>Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). To use the text Ours Brun, dis-moi (Brown Bear, Brown Bear - What do you see?) to reinforce key vocabulary.</p>		<p>Les Fruits (fruit)</p> <p>Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French. To use the text La chenille affamée (The Very Hungry Caterpillar) to reinforce key vocabulary.</p>	<p>Les Glaces (ice cream)</p> <p>Name, recognise and remember up to 10 ice-cream flavours in French. Attempt to spell some of these flavours. Use the structure 'je voudrais...' plus an ice-cream flavour. Say whether we would like a cone or pot and possibly how many scoops. Learn how to say 'please' and 'thank you' in French.</p>	
<p>PE</p>	<p>Football & Hockey</p>	<p>Basketball & Netball</p>	<p>Gymnastics - Linking Movements Together & Health Related Fitness</p>	<p>Gymnastics - Symmetry and Asymmetry (Partners) & Dance - Egyptians</p>	<p>Tennis & Athletics</p>	<p>Rounders & Cricket</p>