



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						
TOPIC	Terrific transport		Toys from the past		Beside the seaside	
Big Question						
Global Goals						
Diversity Awareness	Anti Bullying week Children in Need					
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/Staying Safe <ul style="list-style-type: none"> • Baseline assessment • Road safety Hazard watch <ul style="list-style-type: none"> • Baseline assessment • Is it safe to eat/drink 	Relationships <ul style="list-style-type: none"> • Baseline assessment • Friendship Fire safety <ul style="list-style-type: none"> • Baseline assessment • Hoax calling 	Computer safety <ul style="list-style-type: none"> • Baseline assessment • Online bullying 	Our world <ul style="list-style-type: none"> • Baseline assessment • Growing in our world 	Keeping/staying healthy <ul style="list-style-type: none"> • Baseline assessment + • Washing hands 	Feelings and emotions <ul style="list-style-type: none"> • Baseline assessment • Jealousy Being responsible <ul style="list-style-type: none"> • Baseline assessment • Water spillage

	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>Week 1- Science week. Simple</p> <p>Week 2- Author Week.</p> <p>Text: <u>The Train Ride (Narrative)</u></p> <p>Key skills- How words can combine to make sentences. Joining words with 'and'. Sequence sentences to form narratives Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I.</p> <p>Week 3-4- Sentence stacking- creating own sentences about the story/recount of narrative.</p> <p>Week 5- 6- Independent writing - Big idea replication to a new plot - different character and type of</p>	<p>Text: <u>Poetry- Firework night</u></p> <p>Key skills- Suffix that can be added to verbs where no change in the spelling of the root words. Joining words with 'and'. How words can combine to make sentences. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I.</p> <p>Independent write- Christmas list poem</p> <p>Text: <u>On safari (Non-Fiction)</u></p> <p>Key skills-Regular plural noun suffixes-s or-es How words combine to make sentences. Join words using the word and. Separation of words with spaces. Introduction to capital letters, full stops,</p>	<p>Text -<u>Pinocchio (Traditional tale)</u></p> <p>Key skills- How the prefix un- changes the meaning of verbs and adjectives (negotiation for examples unkind or undoing, untie the boat</p> <p>Week 3,4 and 5- Sentence stacking- Creating own sentence about the story of Pinocchio</p> <p>Week 6&7 Independent writing- Continue with plot - the fox and the cat eventually kidnap Pinocchio. What do they do? How does he escape?</p> <p>Week 8- Recap of Key Skills- Joining words and joining clauses- and because</p> <p>Text- <u>When I am by myself? (Poetry)</u></p> <p>Key skills - Regular plural noun suffixes-s or-es</p> <p>Separation of words with spaces. Capital letters for names and for the</p>	<p>Text- Toys from the past (Non-Fiction)</p> <p>Key skills- How words can combine to make sentences. Joining words and joining clauses 'and'. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I.</p> <p>Week 3-5 Sentence structures- writing a report.</p> <p>Week 6&7 Independent writing- Chocolate from the past.</p> <p>Week 8- Recap of key skills - Using exclamation marks and question marks.</p> <p>Text- narrative- <u>the way back home</u></p>	<p>Non fiction- <u>Seasons Key skills-Suffixes</u> that can be added to verbs where no change is needed in the spelling of root words. E.g helping, helped, helper. How words can combine to make sentences. Joining words and joining clauses using and. Capital letters for names and for the personal I. Separation of words with spaces.</p> <p>Week 3-5 Sentence structure- report about seasons.</p> <p>Week 6-7 Independent writing- create a report about another tree or animals.</p> <p>Week 8- Recap of key skills - Using a variety of conjunctions.</p> <p>Narrative- irish myth- <u>song of the sea</u></p> <p>Key skills- Suffixes that can be added to verbs where no change is needed in the spelling of the root word.</p>	<p>Narrative-story- <u>The storm whale</u></p> <p>Key skills- Combining words to make sentences. Joining words and joining clauses using and,because, but. Sequencing sentences to form short narratives. Capital letters for names and for the personal I. Capital letters for names and for the personal pronouns I.</p> <p>Week 2,3 & 4 Sentence structure- story writing</p> <p>Week 5,6 &7 Independent writing- Continuing the plot - What happened when Noi meets the whale again? What would they do as friends - what adventures would they go? Games they would play.</p> <p>Week 8- recap of key skills- Using a variety of conjunction and a variety of punctuation</p>

	<p>transport.</p> <p>Week 7- Recap of key skills- Finger spaces, full stops and capital letters.</p>	<p>exclamation marks and question marks. Capital letters for names and for the personal pronoun I.</p> <p>Week 3-4- Sentence Stacking Lessons- Creating a non fiction report</p> <p>Week 5-6 Independence writing- travel journal about visit to shuttleworth.</p> <p>Week -7 Recap of Key skills using Take one book- Snow dragon</p>	<p>personal I.</p> <p>Week 1,2 Sentence stacking- Creating a poem.</p> <p>Week 3 and 4 Independent writing- Children create a similar poem using the ideas of food- taste textures.</p> <p>Week 5- Recap of key skills - Rereading work to check for sentence and basic editing.</p>	<p>Key skills - Regular plural noun suffixes-s or -es including the effect of these suffixes on the meaning of the noun. How words can combine to make sentences. Joining words and joining clauses using and. Sequencing sentences to form short narratives. Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and pronouns I.</p> <p><u>Week 2,3,4 & 5 Sentence structure-</u> creating a story about a visit to another planet.</p> <p><u>Week 6&7 Independent writing-</u> same characters different plot - the martian gets stuck on Earth and the boy has to get home.</p> <p>Week 8- Recap of</p>	<p>How words can be combined to make sentences. Joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Capital letters for names and for the personal I.</p> <p><u>Week 2,3,4&5 Sentence structure-</u> create a story</p> <p><u>Week 6&7 Independent writing-</u> Big idea replicated- a magical coat or another magical item that provides powers to those who wear it.</p> <p><u>Week 8- Recap of key skills</u> Editing skills</p>	
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				key skills. Sequencing sentences to create a short narrative.		
MATHEMATICS	-Place Value (within 10) -Addition and Subtraction	-Geometry / Shape -Place Value	-Addition and Subtraction (within 20) -Place Value (within 50)	-Length and Height -Weight and Volume	-Multiplication & Division -Fractions -Geometry (position and direction)	-Place Value (within 100) -Measurement (money) -Time
SCIENCE	<p>Science week</p> <p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>Animals, including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say what parts of the body are associated with each sense.</p>		<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	
COMPUTING		<p>1. Online Safety & Exploring Purple Mash</p> <p>To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple</p>	<p>2. Pictograms</p> <p>To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an</p>	<p>4. Animated Story Books</p> <p>To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including</p>	<p>5. Coding</p> <p>To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what objects and actions</p>	<p>6. Spreadsheets</p> <p>To know what a spreadsheet program looks like. To locate 2Calculate in Purple Mash. To enter data into spreadsheet cells. To use 2Calculate</p>

		<p>Mash to find resources.</p> <p>To become familiar with the icons and types of resources available in the Topics section.</p> <p>To start to add pictures and text to work.</p> <p>To explore the Tools and Games section of Purple Mash.</p> <p>To learn how to open, save and print.</p> <p>To understand the importance of logging out.</p>	<p>experiment</p> <p>3. Lego Builders</p> <p>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.</p> <p>To follow and create simple instructions on the computer.</p> <p>To consider how the order of instructions affects the result.</p>	<p>voice recording and music the children have composed.</p> <p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p> <p>To share e-books on a class display board.</p>	<p>are.</p> <p>To understand what an event is.</p> <p>To use an event to control an object.</p> <p>To begin to understand how code executes when a program is run.</p> <p>To understand what backgrounds and objects are.</p> <p>To plan and make a computer program.</p>	<p>image tools to add clipart to cells.</p> <p>To use 2Calculate control tools: lock, move cell, speak and count.7.</p> <p>Technology Outside of School</p> <p>To walk around the local community and find examples of where technology is used.</p> <p>To record examples of technology outside school.</p>
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	AUTUMN	SPRING	SUMMER
HISTORY	<p>Travel and transport</p> <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Talk and write about the differences between old and new transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. • Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them. <p>Travel, transport, steam engine, petrol/combustion engine, electric cars</p>	<p>Toys</p> <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Identify different sources we can use to find out about the past • Ask and answer simple questions. • Compare two toys from different time periods, identifying similarities and differences. • Use words and phrases relating to the passing of time. <p>Victorian, 20th century, 21st century, wooden, paper, plastic, metal toys, modern, the past</p>	<p>Beside the Seaside</p> <p>Understand changes in living memory.</p> <p>Accurately order events.</p> <p>Compare ideas from different time periods.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Ask and answer questions related to an area of study.</p> <p>Victorian era, promenade, sea bathing, attractions, seaside holidays</p>

	Henry Ford George Stevenson					
GEOGRAPHY	<p>Or local area/ Our School Children know about similarities and differences in relations to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Location and direction</p> <p>Place, town, school, naturals</p>		<p>Our Country Refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1. Use aerial photographs and plan perspectives to recognise landmarks.</p> <p>Map skills Globe and atlas work Location/direction language</p> <p>Left, right, below, near, far.</p>		<p>Wonderful Weather Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom. Refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1. Use aerial photographs and plan perspectives to recognise landmarks. Can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p>Physical and human Geography</p>	
ART and DESIGN	Spirals (Drawing and Sketchbooks) Artist - Molly Haslund		Making Birds (Collage and Making) Artist - Ernst Haekel, Hoang Tien Quyet, John James Audubon, Dusciana Bravura		Exploring watercolour (Colour) Artist - Paul Klee, Emma Burleigh	
DESIGN and TECHNOLOGY	Project Christmas card with moving parts	Mechanisms- sliders and levers	Project Fruit salad	Preparing fruit-fruit salad	Project Freestanding chair	Structures- freestanding structures
MUSIC	Introducing Beat	Adding Rhythm and Pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having fun with Improvisation	Explore Sound and Make a Story
RELIGIOUS EDUCATION	Christianity Creation Story	Christianity - Christmas	Christianity - Jesus as a friend	Christianity - Easter - Palm	Judaism - Shabbat	Judaism - Rosh Hashanah

	Main enquiry question: Does God want Christians to look after the world?	Main enquiry question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Main enquiry question: Was it always easy for Jesus to show friendship?	Sunday Main enquiry question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Main enquiry question: Is Shabbat important to Jewish children?	and Yom Kippur Main enquiry question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
PE	Fundamental Movement Skills 2 & Target Games 2	Net and Wall Game Skills 1 & Invasion Game Skills 1	Gymnastics - Balancing and Spinning on Points and Patches & Yoga	Gymnastics - Wide, Narrow and Curled Rolling and Balancing & Dance - Under the Sea	Locomotion 2 & Athletics 2	Striking and Fielding Game Skills 1 & Create your own Unit (Summer Games)