



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 (27/9/24) Wellbeing 11am		Session 2 (24/1/25) 11am		Session 3 (16/5/25) 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		PGL		Church visit (Easter)		
TOPIC	World War II		Climate change		Equality & Sustainability	
Big Question	Why is it important to have peace, justice and strong institutions in the world?		Why is it important to take action to combat climate change and its impact?		Why is it important to build a fairer, more sustainable world?	
Global Goals	4, 5, 10, 16 & 17	7, 13 & 17	7, 13 & 17	3, 9, 10 & 16	8 & 10	7, 8, 9, 10, 11, 12 & 17
Diversity Awareness	British values Different habitats/countries Online safety Trade	Anti Bullying week Children in Need WW2 Evolution	Opinions on eternal life Reproduction Different landscapes around the world Different family set ups	Different family set ups Different landscapes	Medicine and disease around the world Diversity in North America	International food
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/staying safe <ul style="list-style-type: none"> Water safety Summative assessment A world without judgement <ul style="list-style-type: none"> British values Summative assessment 	Growing and changing <ul style="list-style-type: none"> Conception Summative assessment 	Computer safety <ul style="list-style-type: none"> Making friends online Summative assessment 	The working world <ul style="list-style-type: none"> In app purchase Summative assessment 	Keeping/staying healthy <ul style="list-style-type: none"> Alcohol Summative assessment First aid <ul style="list-style-type: none"> Summative assessment 	Feelings and emotions <ul style="list-style-type: none"> Worry Summative assessment Being responsible <ul style="list-style-type: none"> Stealing Summative assessment

	AUTUMN		SPRING		SUMMER	
ENGLISH	<p>Letters from the Lighthouse by Emma Carroll</p> <p>Recount</p> <p>Key Skills: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Write stuff</p> <p>Nonsense poetry - Jabberwocky</p> <p>Not Write Stuff</p>	<p>Rose Blanche by Ian McEwan (Fiction)</p> <p>Narrative</p> <p>Key Skills: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Linking ideas across paragraphs using adverbials of time, place and number</p> <p>Brackets, dashes or commas to indicate Parenthesis</p> <p>Write Stuff</p> <p>Take One Book from 3/12/24 - The Christmasaurus (Picture book) by Tom Fletcher</p> <p>Not Write Stuff</p>	<p>Goldilocks (Non-fiction)</p> <p>Newspaper report</p> <p>Key Skills: Use of the passive to affect the presentation of information in a sentence.</p> <p>Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>How hyphens can be used to avoid ambiguity</p> <p>Write Stuff</p>	<p>Spiderwick's Field Guide to the Fantastical World Around You</p> <p>Character description Fictional narrative Writing to Explain Explanation Text Writing to Instruct-Instructional Text Writing to Inform-Non-Chronological report</p> <p>Not Write Stuff</p>	<p>Scott of The Antarctic Diary</p> <p>Diary entry</p> <p>Key Skills: Indicating degrees of possibility using adverbs</p> <p>Devices to build cohesion within a paragraph</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Write Stuff</p> <p>Take One Book Sadie Sprocket Builds a Rocket by Sue Fliess</p> <p>Not Write Stuff</p>	<p>David Attenborough by Maria Isabel Sanchez Vegara (Non-fiction)</p> <p>Biography</p> <p>Key Skills: Indicating degrees of possibility using adverbs</p> <p>Devices to build cohesion within a paragraph</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Write Stuff (Y5 Unit)</p>
MATHS	<p>Place Value</p> <p>Multiply and Divide by 10, 100 and 1,000</p> <p>Choosing Effective Mental Calculation Strategies</p> <p>Problem Solving with Four Operations</p>		<p>Fraction and Decimal Equivalents</p> <p>Fractions, Decimals and Percentages</p> <p>Calculating Percentages</p>		<p>Dividing Fractions</p> <p>Fraction Problem Solving</p> <p>Order of Operations and Algebra</p> <p>Formal Written Method</p> <p>Ratio and Proportion</p> <p>Volume</p> <p>Measures</p> <p>Statistics - Interpret Line Graphs and Pie</p> <p>Constructing Pie Charts</p> <p>Statistical Representations</p> <p>Further Algebra</p> <p>Financial Maths and</p>	

	<p>Application of Factors, Multiples and Primes</p> <p>Equivalent Fractions</p> <p>Comparing and Ordering Fractions</p> <p>Adding and Subtracting Fractions</p>	<p>Formal Written Method of Multiplication</p> <p>Area of parallelograms and triangles</p> <p>Formal Written Method of Short Division</p> <p>Properties of Shape</p> <p>Multiplying Fractions</p>	<p>for Long Division</p> <p>Exploring Relationships Between Perimeter and Area</p> <p>Recognise and Find Angles</p> <p>Reflection and Translation</p>	<p>Charts</p> <p>Algebra and Sequences</p> <p>Statistics - Calculate and Interpret Mean Average</p> <p>Application of Previous Years' Learning</p> <p>Application of Known Facts and Calculation Strategies</p>	<p>Enterprise</p> <p>Maths Preparation for KS3</p>
<p>SCIENCE</p>	<p>Living Things and their habitats</p> <p>Take an in-depth view at classifying animals, plants and microorganisms.</p> <p>Children will recap their knowledge of broad groups of organisms before taking a much more detailed look at the Linnaeus classification system, how it works and how different species of organisms that are closely related can be identified.</p> <p>Scientist: Jane Goodall</p>	<p>Evolution</p> <p>To develop knowledge of Evolution - who discovered it and how was it discovered</p> <p>To describe inheritance and how it explains the process of evolution</p> <p>To question why offspring are not identical to parents</p> <p>To explore ideas of inherited characteristics</p> <p>To develop knowledge on natural selection - why is it needed? What happens if it didn't occur in nature?</p> <p>To discuss the different</p>	<p>Human development and reproduction (linked with PSHE)</p> <p>To develop knowledge on how we grow and change both emotionally and physically</p> <p>To compare the types of relationships that people have as they develop.</p> <p>Scientist: Robert Winston</p>	<p>Animals & humans</p> <p>To consolidate knowledge of the importance of nutrition and exercise.</p> <p>To develop knowledge of the circulatory system - how does the heart function? What is the difference between oxygenated and deoxygenated blood?</p> <p>To investigate how water and nutrients are transported in the circulatory system and recognise the impact of diet, exercise, drugs and lifestyle on how their bodies function.</p> <p>To investigate and hypothesise how</p>	<p>Electricity & Light</p> <p>To consolidate knowledge of circuits and how they work - recognising circuit symbols</p> <p>To investigate how voltage in cells affects brightness of a lamp in a circuit</p> <p>To compare and give reasons for variations in how components function - brightness, loudness, position</p> <p>To hypothesise, report and present and conclude findings from enquiries in investigations; recording data in a variety of ways (diagrams, labels, classification keys, graphs)</p> <p>Scientist: Granville T. Woods Child-led investigation</p>

		ways in which extinction can occur Scientist: Sir Ian Wilmut (Dolly)		exercise can affect the circulatory system. <u>Hearts</u> Scientist: Noel Fitzpatrick		
COMPUTING	<p>1. Coding Use functions to reduce the amount of coding needed to complete a programme or streamline the code of an existing programme</p> <p>Create algorithms that will allow users to put in more complicated input and have the computer work with it</p> <p>Combine all of my coding skills to create a text-based adventure game</p>	<p>2. Online safety 3. Spreadsheets</p> <p>2. Explain what personal information is and give examples of situations where it is safe and appropriate to share this information</p> <p>2. Respond to cyberbullying appropriately and communicate in a way that keeps me safe from being accused of being a cyberbully</p> <p>2. Explain how spending a long time on activities that mean using a device can be bad for me</p> <p>3. Use formulae to perform mathematical calculations such as finding a percentage increase or decrease</p> <p>3. Use formulae to perform automatically count items on a spreadsheet</p> <p>3. Use spreadsheet</p>	<p>4. Blogging</p> <p>Plan and collaboratively create a blog about a topic</p> <p>Update a previously created blog</p> <p>Comment on blog posts</p>	<p>5. Text Adventures</p> <p>Plan a multi-stage text-based adventure game</p> <p>Create a multi-stage text-based adventure game</p> <p>Plan a map-based adventure game</p> <p>Create a map-based adventure game</p>	<p>6. Networks</p> <p>Know the different types of network, including LAN, WAN and the Internet</p> <p>Understand how networks work and why they are useful</p>	<p>7. Quizzing</p> <p>Answer quizzes created using 2Quiz</p> <p>Create quizzes using 2Quiz for others to answer</p> <p>Do research to find information that can be turned into quiz questions</p>

		operations to help solve real-life problems				
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	AUTUMN	SPRING	SUMMER
HISTORY	<p>World War II</p> <p>Learn where and when the Second World War took place, what life was like for children in WW2 and how Britain defended itself from attack.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - What was WWII and where did it take place? - Propaganda - What was it, and how was it used in the war? - The Blitz (what it was and areas affected) - Life for children during the war - Life for evacuees during the war - Rationing - what was it and how did it affect lives and communities? - Anne Frank: How did Jewish children experience the war? - How did the war affect everyday lives? <p><u>Black History month link: Tuskegee Airmen WW2</u></p>	<p>Maya Civilisation: Who were the Maya? Who discovered them?</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - Maya religion and culture - Maya number system - Maya writing (hieroglyphics) - Maya food (and agriculture - link and compare to Aztec Civilisation) - Maya & Aztec Masks (create our own masks using modroc! - link with DT) <p>K'inich Janaab Pakal, whom we know today as Pakal the Great.</p>	<p>Medicine and Disease How has medicine changed from the days of prehistoric civilisations and witch doctors, to the NHS and modern medical discoveries)</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> - medical practices of prehistoric civilisations and Ancient Egyptians. - Roman attitude towards medicine and how influenced by the Greeks. - Mediaeval medicine and the events during the Black Plague. - medical practices of the Tudor period. - medical advancements during the Victorian period. - Explore medicine in 20th and 21st century
GEOGRAPHY	<p>Trade and Economics</p> <p>Explain why countries need to import goods; describe the climate and landscape of El Salvador; list some issues facing people living in El Salvador; explain the meaning of fair trade; describe the fair trade process for some products; describe an example of a global supply chain; list some of the positive and negative effects of multinational companies on local trade; identify similarities and differences between trading today and different periods in history.</p>	<p>Our Changing World</p> <p>Learn all about the Earth's extremes, from raging tropical storms to violent erupting volcanoes to terrifying towering tsunamis. Also explore how climate change is affecting these extremes, and how these ever-changing weather conditions are affecting people, communities and landscapes.</p>	<p>The Americas (link with History)</p> <p>Discover the continent of North America and all its countries, cities and landscapes.</p> <p>Explore the various geographical features of different areas of North America and compare them with our own locality.</p>

ART and DESIGN	<p>Activism Focus: Collaging, Drawing</p> <p>Knowledge Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist.</p> <p>Skills Explore what kinds of topics or themes YOU care about. Articulate your fears, hopes, dreams. Think about what you could create (possibly working collaboratively) to share your voice and passion with the world.</p> <p>Children to create their own zines. Supply children with a variety of magazine imagery which can be used to communicate their message. Invite children to modify their chosen imagery, by cutting, folding, sticking and juxtaposing whilst thinking about the composition of their zine pages. Encourage experimentation and exploration of how best to communicate their message through text and word.</p>		<p>2D to 3D Focus: Drawing</p> <p>Knowledge Understand that there is a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. Understand that graphic designers use typography and image to create packaging which we aspire to use. Understand that there are technical processes we can use to help us see, draw and scale up our work.</p> <p>Skills Explore using negative and positive space to "see" and draw a simple element/object. Use the grid system to scale up. Use collage to add tonal marks to the "flat image". Make visual notes to capture, consolidate and reflect upon the artists studied.</p>		<p>Brave Colour Focus: Making</p> <p>Knowledge Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork. Understand that artists and designers add colour, texture, meaning and richness to our life.</p> <p>Skills Use the device of a scaled model to imagine what your installation might be, working in response to a brief or "challenge" to enable a viewer to "have a physical experience of colour." Use a variety of materials, including light and sound, to make a model of what you would build. Think about the structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel. Explore colour: make colours, collect colours, experiment with how colours work together.</p>	
DESIGN and TECHNOLOGY	<p>Structures - Anderson shelters <u>Project- Frame structures</u> <u>Strengthen-</u> wood, materials <u>Joining-</u> L join with card triangles</p>		<p>Textiles <u>Project- Purse/ phone case</u> Sewing chain stitch Fastening buttons or velcro</p>		<p>Mechanisms <u>Project moving toys</u> <u>Key knowledge, skills and vocabulary</u> - Cams- shapes and movement</p>	
MUSIC	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour
RELIGIOUS EDUCATION	Buddhism	Christianity Christmas	Christianity Christmas	Christianity Easter	Islam Beliefs and Moral Values	
FRENCH	Chez Moi (My home)		Ma famille (my family)		Les vêtements (Clothes)	

	<p>Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'...</p> <p>Use the conjunction 'et' (and) to link two sentences together.</p> <p>Phonics and Pronunciation lesson 1 and 2 Hearing and saying the sounds - ch, oi, ou, an, i, in, ique, ille</p>		<p>Remember the nouns for family members in French from memory. Describe their own or a fictitious family in French by name, age and relationship. Count up to 100 in French. Understand possessive adjectives better in French ('my' form only).</p>		<p>Recognise and recall from memory items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour. Phonics and Pronunciation lesson 3 and 4 Hearing and saying the sounds - eau, eux, e, é, è, qu, gne, ç, en and an</p>	
PE	Football & Tag Rugby	Basketball & Netball	Gymnastics - Counter-Balance & Counter Tension & Gymnastics - Group Sequencing	Dance- World War 2 & Lacrosse	Athletics & Health Related Fitness	Rounders & Swimming