



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		21/11- STEM centre				
TOPIC Big Question	Eastern Europe/Crime and Punishment throughout time 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?		The Monarchy of Britain/ Natural resources What is the benefit of having less inequality between people?		The Ancient Greeks/Magical Maps 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	Anti Bullying week Children in Need Key figure: Katherine Johnson.	fair trade	Natural resources from around the world	ancient Greeks Sikh religion	International food
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/staying safe <ul style="list-style-type: none"> Peer pressure Children's views Adult's views A world without judgement <ul style="list-style-type: none"> Inclusion and acceptance 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 Adult's views 	The working world <ul style="list-style-type: none"> Enterprise Children's views Adult's views 	Keeping/staying healthy <ul style="list-style-type: none"> Smoking Children's views Adult's views First aid	Feelings and emotions <ul style="list-style-type: none"> Anger Children's views Adult's views Being responsible <ul style="list-style-type: none"> Looking out for others Children's views

- Adult's views

- Adult's views

	AUTUMN		SPRING		SUMMER	
ENGLISH	<p><u>Text - 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 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-</p>	<p><u>Text - One small step - Narrative</u></p> <p>https://www.youtube.com/watch?v=yWd4mzGqQYo&ab_channel=CGMeetup <u>CGI Animated Short Film: "One Small Step" by TAIKO Studios CGMeetup</u></p> <p>Key Skills: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</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><u>Text: 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 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</p>	<p><u>Text: Is Screen Use making children lazy? (Non-fiction-balanced argument)</u></p> <p>Key Skills: Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</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 example, later], place [for example, nearby] and number [for example, secondly] or tense</p>	<p>Take One Book from 12/5- Sadie Sprocket Builds a Rocket by Sue Fliess</p> <p><u>Text: The Highwayman Poem</u></p> <p>Key Skills: 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- Sentence Stacking Lessons- Text Type- Poetry Creating own poems based on HighwayMan.</p> <p>Week 5-6- Independant Write- Write a modern day poem for a thief in disguise who steals from people at the shopping</p>	<p><u>Text - 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 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><u>Sentence Stacking Lessons</u> Persuasive letter - ban child labour in the making of football boots</p> <p><u>Week 4-5 - Independent writing</u> Write to major football teams, asking them to use only Fairtrade footballs in their matches.</p> <p><u>Week 6-7- Recap of Key Skills-</u></p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p><u>Week 1 - 3- Sentence Stacking Lessons</u> Text type - Narrative, Luna's story</p> <p><u>Week 4-5 - Independent writing Narrative</u>, same plot from the dads point of view</p> <p><u>Week 6-7- Recap of Key Skills-</u> Character/Setting Descriptions.</p> <p>Take One Book from 3/12/24 - The Christmasaurus (Picture book) by Tom Fletcher</p>	<p>parenthesis</p> <p><u>Week 1 - 3- Sentence Stacking Lessons</u> Text Type- Report-based on a Mars/Space transmission.</p> <p><u>Week 4-5 - 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>choices [for example, he had seen her before] Brackets, dashes or commas to indicate</p> <p>parenthesis</p> <p>Use of commas to clarify meaning or avoid</p> <p>ambiguity</p> <p><u>Week 1 - 3- Sentence Stacking Lessons</u> Text type - Balanced argument</p> <p><u>Week 4-5 - Independent writing Balanced Argument:</u> Is Screen time making children lazy?</p> <p><u>Week 6-7- Recap of Key Skills-</u></p>	<p>centre.</p> <p><u>Week 7- Recap of Key Skills-</u> Character description of a HighwayMan.</p>	<p><u>Week 1 - 3- Sentence Stacking Lessons</u> Narrative- Emotive story</p> <p><u>Week 4-5 - 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><u>Week 6-7- Recap of Key Skills-</u></p>
MATHEMATICS	Place Value Addition and Subtraction Statistics	Multiplication and division Fractions	Fractions Decimals and percentages	Multiplication and division Perimeter and Area	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
HISTORY	<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>

GEOGRAPHY	<p><u>Exploring Eastern Europe</u> 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, 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><u>Enough for Everyone</u> Discuss the difference between natural and man made.</p> <p>Importance of natural resources with a 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><u>Marvellous Maps</u> 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 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	<p>Fashion Design Focus: Colour and Making</p>		<p>Typography and Maps Focus: Drawing</p>		<p>Set Design Focus: Making and Colour</p>	
DESIGN and TECHNOLOGY	<p>Food- celebrating cultures and seasonality Project- Pizza</p>		<p>Mechanical systems- Pulleys or gears Project- vehicles with gears</p>		<p>Electrical systems- monitoring and control Project- Light sensor- garden light</p>	
MUSIC	<p>Charanga MMC v2 Melody and harmony</p>	<p>Charanga MMC v2 Sing and play in</p>	<p>Charanga MMC v2 Composing and</p>	<p>Charanga MMC v2 Enjoying Musical</p>	<p>Charanga MMC v2 Freedom to</p>	<p>Charanga MMC v2 Battle of the</p>

	<p>in Music U1</p> <p>Understanding the difference between a melody and harmony. Singing together, playing tuned instruments to a given tempo, performing and sharing with each other.</p>	<p>different styles U2</p> <p>Singing and playing in a band or ensemble with different styles of music and tempos. Singing together, playing tuned instruments to a sometimes changing tempo, performing and sharing with each other.</p>	<p>Chords U3</p> <p>By playing 3 or more pitches together we can create a chord. Chords are used to make more interesting compositions. Singing together, playing tuned instruments to a sometimes changing tempo, performing and sharing with each other.</p>	<p>Styles U4</p> <p>'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.</p>	<p>Improvise U5</p> <p>An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other while other notes lie further apart. Improvisation means to create music spontaneously without preparation.</p>	<p>Bands U6</p> <p>Create a fun and confident performance with children's own choice of music and songs. Singing together, playing tuned instruments to a given tempo, performing and sharing with each other.</p>
RELIGIOUS EDUCATION	<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>
FRENCH	<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>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.</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</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.</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.	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.	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. Ask and answer questions about what they do in school.	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.		
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