



The Leys Primary and Nursery School

Long term Plan 2024-2025

Year:

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

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

<b>Pupil Parliament</b>	<b>Session 1 (27/9/24) Wellbeing 11am</b>		<b>Session 2 (24/1/25) 11am</b>		<b>Session 3 (16/5/25) 11am</b>	
<b>Pupil Cabinet</b>	Cabinet vote in class w/c 9/9/24 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
<b>Class trip/visitor</b>						Wymondley
<b>TOPIC</b>	<u>Romans</u>		<u>Around the world - Anglo Saxons and the Scots</u>		<u>Crazy Cartography and the Vikings</u>	
<b>Big Question</b>	What was the impact of Roman settlement in Britain?		Why is it important to have sustainable cities and communities?		Why is it important to have peace, justice and strong institutions in the world?	
<b>Global Goals</b>	1, 5, 9, 10, 11	1, 3, 5, 9, 10, 11	3	3	3, 5	4,5
<b>Diversity Awareness</b>		Anti Bullying week Children in Need				
<b>PERSONAL, SOCIAL, HEALTH and ECONOMIC education</b>	<b>A world without judgement</b> Breaking down barriers	<b>Keeping/staying safe</b> Cycle safety  <b>Growing and changing</b> Appropriate touch	<b>Computer safety</b> Online bullying	<b>The working world</b> Chores at home	<b>Keeping/staying healthy</b> Healthy living  <b>First aid</b> Asthma and anaphylactic shock	<b>Feelings and emotions</b> Jealousy  <b>Being responsible</b> Coming home on time

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
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<p><b>ENGLISH</b></p>	<p><b>Text: Float</b> Fiction <b>Key Skills:</b></p> <p>Fronted adverbials Extended noun phrases Using pronouns and proper nouns Speech Marks</p> <p><b>Sentence Stacking:</b> Text type Narrative Story writing based on Float.</p> <p><b>Independant Write:</b> Story writing</p>	<p><b>Text: The Wizards of Once</b> Non-Fiction</p> <p><b>Key skills:</b> Plural and possessive S. Expanded noun phrases. Speech. Fronted adverbial.</p> <p><b>Sentence stacking:</b> Test type Non-Fiction news report based on witches.</p> <p><b>Independent write:</b> Newspaper report.</p>	<p><b>Text: The Ironman</b> Fiction <b>Key Skills:</b> Expanded noun phrases Similes Onomatopoeia Brackets</p> <p><b>Sentence Stacking:</b> Text Type Narrative Story writing based on Ironman</p> <p><b>Independant Write:</b> Continuation of the plot</p>	<p><b>Text: Nikola Tesla</b> Non-Fiction <b>Key Skills:</b> Standard English Expanded noun phrases Fronted adverbials</p> <p><b>Sentence Stacking:</b> Text Type Biography How to write a fact file about a famous inventor.</p> <p><b>Independant Write:</b> Fact File about Alan Turing</p>	<p><b>Text: The River</b> Poetry <b>Key Skills:</b> Metaphor Rhyme Personification Precise Verb</p> <p><b>Sentence Stacking:</b> Text type Poetry Writing poetry based on the poem The River.</p> <p><b>Independant Write:</b> Write a poem about a local river</p>	<p><b>Text: Arther and the Golden Rope</b> Fiction <b>Key Skills:</b> Time adverbs Repetition of verbs Similes Senses</p> <p><b>Sentence Stacking:</b> Text Type Narrative writing based on Arthur and the Golden Rope</p> <p><b>Independant Write:</b> Create a new quest (story writing)</p>
<p><b>MATHEMATICS</b></p>	<p>place Value</p> <p>Addition and Subtraction</p>	<p>Area</p> <p>Multiplication &amp; Division</p>	<p>Multiplication &amp; Division</p> <p>Measurement - Length and perimeter</p>	<p>Fractions</p> <p>Decimals</p>	<p>Decimals</p> <p>Measurement - Time</p> <p>Measurement - Money</p>	<p>Geometry - shape</p> <p>Statistics</p> <p>Geometry - position and direction</p>
<p><b>SCIENCE</b></p>	<p><u>States of matter</u></p> <p>compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p><u>Living things and their habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local</p>	<p><u>Animals including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns</p>	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity ·construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>

			<p>and wider environment. recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>		<p>between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
<b>COMPUTING</b>	<p><b>Coding</b></p> <p>create a flowchart that shows the decisions and actions a computer can take in a programme that I am designing.</p>	<p><b>Online safety</b></p> <p>React to phishing emails in the right way (using simulation).</p> <p>Explain why installing</p>	<p><b>Spreadsheets</b></p> <p>Create spreadsheets that use formulae to calculate.</p> <p>Activate standard formatting such as</p>	<p><b>Writing for different audiences</b></p> <p>Change the size and style of the text being typed.</p>	<p><b>AI</b></p> <p>Learning what AI is and how it is used in our daily lives.</p> <p>Exploring how the use of AI can make certain jobs easier.</p>	<p><b>Effective searching</b></p> <p>Search using keywords instead of typing out a whole question.</p> <p>Find clues that</p>

	<p>Use If/Else commands, Repeat commands, Timer commands and Variables to have a computer respond to input and decide for itself what the output should be.</p> <p>Decompose a real life situation into steps and abstract away unnecessary details to plan a simulation.</p>	<p>apps and downloading files can be dangerous.</p> <p>Put facts that I have found online into my own words and leave signs in my work to show when I have found information online.</p>	<p>currency formatting, decimal formatting or fraction formatting in some cells on the spreadsheet.</p> <p>Generate line graphs from existing data in a spreadsheet.</p>	<p>Understand when it is appropriate to use certain fonts and styles.</p>	<p><b>Animation</b> Create computer generated animations using existing pre-prepared pictures.</p> <p>Add sound effects to animations.</p> <p>Set an animation against a background.</p> <p>Create a stop-motion animation film</p>	<p>show whether information on a website is probably true or not</p> <p><b>Hardware investigations</b></p> <p>Know the names of the different parts that make up a computer.</p> <p>Know the functions of different parts that make up a computer.</p>
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	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>HISTORY</b>	<p>Romans</p> <ol style="list-style-type: none"> <li>1. Locate the Roman period on a timeline</li> <li>2. Understand some of the reasons the Roman Invasion was a success.</li> <li>3. To know that sources about Boudicca contradict each other and to compare these.</li> <li>4. Learn about life in Roman Britain, including entertainment, food and every-day existence.</li> <li>5. Research Roman Gods and Goddesses</li> <li>6. Learn about and create Roman pottery and jewellery.</li> </ol>	<p>Anglo-Saxons</p> <ol style="list-style-type: none"> <li>1. Anglo-Saxon village life</li> <li>7. Artefacts and daily life</li> <li>8. King Alfred the Great</li> <li>9. Crime and punishment (trends over time)</li> </ol>	<p>Vikings</p> <ol style="list-style-type: none"> <li>1. Who were the Vikings?</li> <li>2. Longships</li> <li>5. Homelife</li> <li>6. Danegeld</li> <li>9. End of the Vikings</li> <li>10. Chronology of Romans, Anglos, Vikings</li> </ol>

<b>GEOGRAPHY</b>	<u><b>Somewhere to Settle</b></u> explain what a settlement is; identify important features of a settlement site; list the things settlers need from a settlement site; explain that settlements have been built at different times in history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps; use an atlas to find a route between two places; draw a map of a settlement; create a key for a map.	<u><b>Water</b></u> Explain how to change a solid into a liquid. Describe how to turn a liquid into a gas. Explain where the processes of evaporation and condensation are involved in the water cycle. Explain that the water cycle keeps going. Use the words condensation and precipitation to explain why it rains. Use the words evaporation and condensation to explain why clouds form. Explain some of the steps involved in cleaning water. Suggest ways to remove dirt from water. Explain what causes flooding.	<u><b>All Around the world</b></u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including OS maps) to build knowledge of UK and wider world	<u><b>What's it like in Whitby?</b></u>  identify similarities and differences in locations of Whitby and their school; describe the landscape around Whitby; give some similarities and differences between the landscape near Whitby and where they live; identify the way land is used from a digital map; explain the difference between human geography and physical geography; find information about travel options using a given website; find information about accommodation using a given website; find information about tourist destinations using a given website; identify similarities and differences between the physical geography of Whitby and that of where they live.  Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.
<b>ART and DESIGN</b>	Storytelling Through Drawing Focus: Drawing		Exploring Still Life Focus: Colour and Making	Art of Display Focus: Making
<b>DESIGN and TECHNOLOGY</b>	Structures- shell structures Project - gift box - possibly for enterprise day.		Food technology Project- Bread	Electrical systems- simple programming and controlling Project- torch



<b>MUSIC</b>	"Compose with a Theme"	"Feelings Through	Charanga -Recorder Music World Course 1, 2, 3, 4	Charanga - Recorder Music World Course, 5, 6, 7, 8, 9, 10	Charanga MMC v2 Expression and Improvisation U5	Charanga MMC v2 "The Show Must Go On" U6
<b>RELIGIOUS EDUCATION</b>	<b>Buddhism</b> Life of Buddha Is it possible for everyone to be happy?	<b>Christianity</b> For Christians, when Jesus left; what was the impact of the Pentecost?	<b>Hindu</b> What do Hindu's believe God is like?	<b>Christianity</b> Why do Christians call the day Jesus died 'Good Friday'	<b>Hindu</b> What does it mean to be a Hindu in Britain today?	How and why do people mark the significant events of life.
<b>FRENCH</b>	<b>Les Saisons (Seasons)</b> <b>La Phonétique</b> <b>Phonics and Pronunciation lesson 2</b>		<b>Les Légumes (Vegetables)</b>	<b>Je me présente (Presenting myself)</b>	<b>En Classe (In the classroom)</b>	
<b>PE</b>	Swimming Basketball/netball	Swimming Tag rugby	Swimming Gymnastics	Swimming Dance - Romans	Swimming Yoga	Athletics Rounders