



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</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</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</p>	

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	Social Moral Spiritual Cultural Education Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. 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. Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.				
	British Values Education <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 4/9 - 19/12 (14 wks)		SPRING 5/1-27/3 (11 wks)		SUMMER 13/4-22/7 (14 wks)	
School Events <ul style="list-style-type: none"> • Theme days • Community events 	<p>PSHE Personal Development/British Values/RE Focus: 4/9-5/9</p> <p>Behaviour Curriculum focus: 4-26/9</p> <p>Class Author Week: 8/9-12/9</p> <p>International Day of Democracy: 15/9</p> <p>National Poetry Day (performance poetry): 2/10</p> <p>Global Friday: 10/10</p>	<p>Anti-Bullying Week: 10/11-14/11 including Odd Sock day: 12/11 World Kindness day: 13/11</p> <p>STEAM week: Maths Focus 17-21/11 (How many Jellybeans?)</p> <p>Enterprise Day: 28/11</p> <p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p> <p>Global Friday: 12/12</p> <p>Christmas Jumper and dinner Day 17/12</p>	<p>Peter Pan performance 7th January.</p> <p>National Handwriting day: 23/1</p> <p>Global Friday: 30/1</p> <p>Children's Feel Good Week: 2-6/2 including Time to Talk day 6/2</p> <p>Internet Safety Week: 9-13/2</p>	<p>Mock SATs Y6: 23-26/3</p> <p>Mother Language Day: 27/2</p> <p>World Book Day: 5/3</p> <p>STEAM week: Science Focus 9/3-13/3</p> <p>Easter Poetry - 19/3 (world poetry day- 21/3)</p> <p>Global Friday: 20/3</p> <p>Church visit KS2 Easter: 26/3</p>	<p>Earth Day: 22/4</p> <p>St George's Day: 23/4</p> <p>KS2 SATs w/c 11-14/5</p> <p>Global Friday: 15/5</p> <p>Walk to School and Healthy living week: 18-14/5</p> <p>Sports day - 21 or 22/5</p>	<p>Careers Month: June</p> <p>STEAM week:1-5/6 link to careers?</p> <p>King's birthday 12/6/26</p> <p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p> <p>Global Friday: 3/7</p> <p>World Cup - 10/7</p> <p>Book Swap day: 15/7</p>
Charity Events	<p>Harvest - Assembly 7/10</p>	<p>Poppy Appeal: 3-11/11</p> <p>Children in Need:</p>				<p>National Give Something Away day: 15/7</p>

		21/11				
FOL Events	Disco 17/10 Non uniform day 23/10	KS1/Reception Movie Night- 21/11) Enterprise Day 28/11 Refreshments at Nativities (Dec) Junior Performances- 15/12		Non Uniform Day- 27/3 Disco- 20/3	Non Uniform Day - 22/5	Summer Disco - 12/6
Pupil Parliament	Session 1 26/9 Wellbeing 11am		Session 2 6/2 11am		Session 3 5/6 11am	
Pupil Cabinet	Cabinet vote in class w/c 15/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor						Wymondley Woods 1/7-3/7
TOPIC Big Question	<u>Romans</u> What was the impact of Roman settlement in Britain?		<u>Around the world - Anglo Saxons and the Scots</u> Why is it important to have sustainable cities and communities?		<u>Around the world - Anglo Saxons and the Scots</u> Why is it important to have sustainable cities and communities?	
Global Goals	1, 5, 9, 10, 11	1, 3, 5, 9, 10, 11	3	3	3	3
British Values	Democracy	Democracy	Democracy	Democracy	Democracy	Democracy
Diversity Awareness		Anti-bullying week Children in need 14/11				

PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping/staying safe <ul style="list-style-type: none"> Baseline assessment Cycle safety A world without judgement <ul style="list-style-type: none"> Baseline assessment Breaking down barriers 	Growing and changing <ul style="list-style-type: none"> Baseline assessment Appropriate touch 	Computer safety <ul style="list-style-type: none"> Baseline assessment Online bullying 	The working world <ul style="list-style-type: none"> Baseline assessment Chores at home 	Keeping/staying healthy <ul style="list-style-type: none"> Baseline assessment Healthy living First aid <ul style="list-style-type: none"> Baseline assessment First Aid Year 4 	Feelings and emotions <ul style="list-style-type: none"> Baseline assessment Jealousy Being responsible <ul style="list-style-type: none"> Baseline assessment Coming home on time
--	--	--	---	--	---	--

	AUTUMN		SPRING		SUMMER	
ENGLISH	Text: Float Fiction Key Skills: Fronted adverbials Extended noun phrases Using pronouns and proper nouns Speech Marks Sentence Stacking:	Text: The Creature Non-fiction Key Skills: Relative clauses Expanded noun-phrases Adverbials Simile Emotive verbs Colons Personification	Text: The Ironman Fiction Key Skills: Expanded noun phrases Similes Onomatopoeia Brackets Sentence Stacking: Text Type Narrative Story writing based on	Text: Nikola Tesla Non-Fiction Key Skills: Standard English Expanded noun phrases Fronted adverbials Sentence Stacking: Text Type Biography	Text: Arther and the Golden Rope Fiction Key Skills: Time adverbs Repetition of verbs Similes Senses Sentence Stacking: Text Type Narrative	Text: The River Poetry Key Skills: Metaphor Rhyme Personification Precise Verb Sentence Stacking: Text type Poetry Writing poetry based

	<p>Text type Narrative Story writing based on Float.</p> <p>Independent Write: Story writing</p> <p>Recap key skills</p>	<p>Speech</p> <p>Sentence stacking: Newspaper report based upon plastic pollution.</p> <p>Independent Write: Recap key skills</p> <p>Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher</p>	<p>Ironman</p> <p>Independent Write: Continuation of the plot</p> <p>Recap key skills</p>	<p>How to write a fact file about a famous inventor.</p> <p>Independent Write: Fact File about Marie Curie</p> <p>Recap key skills</p>	<p>writing based on Arthur and the Golden Rope</p> <p>Independent Write: Create a new quest (story writing)</p> <p>Recap key skills</p>	<p>on the poem The River.</p> <p>Independent Write: Write a poem about the seasons</p> <p>Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon</p> <p>Recap key skills</p>
MATHEMATICS	<p>Place value</p> <p>Addition and subtraction</p>	<p>Area</p> <p>Multiplication and division</p>	<p>Multiplication and division</p> <p>Measurement- length and perimeter</p>	<p>Fraction</p> <p>Decimals</p>	<p>Decimals</p> <p>Measurement- money</p> <p>Measurement- time</p>	<p>Geometry- shape</p> <p>Statistics</p>
SCIENCE	<p><u>States of matter</u></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and</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>Living things and their habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group,</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel</p>	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity</p> <p>·construct a simple series electrical circuit, identifying and naming its basic parts, including</p>

	<p>condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>STEAM WEEK</p>		<p>identify and name a variety of living things in their local and wider environment. recognise that environments can change and that this can sometimes pose dangers to living things. construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>STEAM WEEK</p>	<p>through a medium to the ear</p> <p>find patterns 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>cells, wires, bulbs, switches and buzzers</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>
--	--	--	--	---	---

					STEAM WEEK Healthy Living Week
COMPUTING	1) Effective searching 2) Unpacking hardware and software 3) Sound stories	4) Logo	5) Coding	6) Micro:bit	7) Introduction to AI

	AUTUMN	SPRING	SUMMER
HISTORY	<p>Romans</p> <ol style="list-style-type: none"> 1. Locate the Roman period on a timeline 2. Understand some of the reasons the Roman Invasion was a success. 3. To know that sources about Boudicca contradict each other and to compare these. 4. Learn about life in Roman Britain, including entertainment, food and every-day existence. 5. Research Roman Gods and Goddesses 6. Learn about and create Roman pottery and jewellery. 	<p>Anglo-Saxons</p> <ol style="list-style-type: none"> 1. Anglo-Saxon village life 7. Artefacts and daily life 8. King Alfred the Great 9. Crime and punishment (trends over time) 	<p>Vikings</p> <ol style="list-style-type: none"> 1. Who were the Vikings? 2. Longships 5. Homelife 6. Danegeld 9. End of the Vikings 10. Chronology of Romans, Anglos, Vikings
GEOGRAPHY	<p><u>Somewhere to Settle</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</p>	<p><u>All Around the world</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>	<p><u>What's it like in Sicily?</u> Identify key physical and human features of Sicily. Compare these with your own local region to highlight similarities (e.g.,</p>

	<p>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.</p> <p><u>Water</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.</p>	<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>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</p>	<p>coastal features) and differences (e.g., climate, land use) Recognise Sicily's distinctive physical landscapes—volcanoes (e.g., Etna), mountains, coastline, climate zones. Describe how these features shape the environment and human activity (like farming or tourism). Explore how land is used in Sicily: agriculture (olive groves, vineyards), urban areas, and tourism. Compare land-use patterns with local practices—what grows locally, the role of towns, differences in geography & infrastructure . Use enquiry-based fieldwork to gather and analyse data (e.g., map reading, data recording, observational surveys), both at home and through Sicilian case studies. Apply geographical skills: mapwork, data interpretation, comparative analysis between the two regions</p> <p>Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.</p>
ART and DESIGN	Storytelling Through Drawing Focus: Drawing	Exploring Still Life Focus: Colour and Making	Festival Feasts Focus: sculpture

DESIGN and TECHNOLOGY	Structures- shell structures Project - gift box		Food technology Project- Bread		Electrical systems- simple programming and controlling Project- torch	
MUSIC	Musical Structures	Exploring Feelings when you play	Blown Away recorder book1	Blown Away recorder book 2	Be Safe Online	The Show Must go on
RELIGIOUS EDUCATION	Christianity	Christianity	Hinduism	Christianity	Hinduism	Range of religions.
FRENCH	Les Saisons (Seasons) La Phonétique Phonics and Pronunciation lesson 2		Les Légumes (Vegetables)	Je me présente (Presenting myself)	En Classe (In the classroom)	
PE	Invasion Game Skills 4 & Swimming	Tag Rugby & Swimming	Gymnastics - Partner Work- Pushing and Pulling & Swimming	Dance - Romans & Swimming	Athletics & Swimming	Rounders & Swimming