



| Values                      | Inclusivity                                                                                                                                                                                                                                                           | Respect                                                                                                                                                                                                                                                                              | Empathy                                                                                                                                                                                                                                                                                     | Determination                                                                                                                                                                                                                                                                                                          | Aspiration                                                                                                                                                                                                                                                     | Empowerment |
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| The Leys' learning pathways | EYFS Explore familiar and unfamiliar roles and experiences.<br><br>KS1 Explore new experiences with confidence.<br><br>LKS2 Explore the world around me, increasing my knowledge and understanding.<br><br>UKS2 Explore and challenge my learning in order to promote | EYFS Communicate in a two way conversation.<br><br>KS1 Communicate my thoughts and feelings in a calm, verbal way<br><br>LKS2 Communicate verbally, confidently and in writing with increased clarity.<br><br>UKS2 Communicate clearly and confidently both verbally and in writing. | EYFS Understand my feelings and respond to the feelings of others.<br><br>KS1 Understand how my actions impact others.<br><br>LKS2 Understand how my actions affect myself and others around me.<br><br>UKS2 Understand my strengths and areas for development within our school community. | EYFS Solve problems independently with resilience.<br><br>KS1 Solve problems independently with resilience in friendships and academics.<br><br>LKS2 Solve problems regarding school life independently with resilience and seek support openly<br><br>UKS2 Solve a wide range of problems across the curriculum, both | EYFS Care for myself, others and the world around me.<br><br>KS1 Care for myself, others and the wider environment.<br><br>LKS2 Care for myself, others and the wider world.<br><br>UKS2 Care and understand how to promote the physical and mental well-being |             |

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|                            | independence and resilience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  | independently and collectively as a team. | of myself and others and the world we live in. |
| <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 1/9 - 18/12 (15 wks)                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                            | SPRING 4/1-25/3 (11 wks)                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                     | SUMMER 12/4-16/7 (13 wks)                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                           |
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| <b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Community events</li> </ul><br><b>Assembly - 5/2</b><br><b>Curriculum fair - 21/5</b><br><b>To be confirmed</b> | <b>Behaviour/Routines</b><br>This is me week - owning my journey<br>Focus: 2/9-4/9<br><br>Class Author and Personal Development focus: 7-11/9<br><br>International Day of Democracy: 15/9<br><br>National Poetry Day (performance poetry): 1/10<br><br>Harvest assembly: 5-9/10/26<br><br>Global Friday: 9/10 | <b>Anti-Bullying Week:</b><br>9/11-13/11 including Remembrance: 11/11<br>Odd Sock day: 12/11<br>World Kindness day: 13/11<br><br><b>Money week:</b> 2-6/11<br><br><b>Enterprise Day:</b> 27/11<br><br><b>Take One Book from:</b><br>30- 11/12 -<br><br><b>Global Friday:</b> 11/12<br><br><b>Christmas Jumper and Dinner Day:</b> 16/12<br><br><b>Class Parties:</b> 17/12 | <b>Drama day:</b> 4/1<br><br><b>National Handwriting day:</b><br>22/1<br><br><b>Global Friday:</b> 29/1<br><br><b>Feel Good Week - This is me:</b> 1-5/2<br><br><b>Internet Safety Week:</b> 8-12/2 | <b>Mock SATs Y6:</b> 22-25/2<br><br><b>Mother Language Day:</b> 26/2<br><br><b>World Book Day:</b> 4/3<br><br><b>Global Friday:</b> 5/3<br><br><b>STEAM week:</b><br>Science focus 8/3-12/3<br><br><b>Church visit KS2 Easter:</b> 18/3<br><br><b>Easter Poetry -</b><br>19/3 (world poetry day)<br><br><b>Colour fun run</b> 25/3<br>11.45am-12.30 | <b>Earth Day:</b> 22/4<br><br><b>St George's Day:</b><br>23/4<br><br><b>KS2 SATs w/c</b> 10-13/5<br><br><b>Global Friday:</b> 14/5<br><br><b>STEAM week:</b><br>Careers focus 17-21/5<br><br><b>Walk to School and Healthy living week:</b> 24-28/5<br><br><b>Sports day -</b> 27 or 28/5 | <b>Careers Month:</b><br>June<br><br><b>Global Fri:</b> 11/6<br><br><b>King's birthday:</b><br>18/6/26<br><br><b>Take One Book from:</b> 21-25/6<br><br><b>Transition day:</b> 8/7<br><br><b>The Leys has Talent:</b> 9/7 |

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| <b>Charity Events</b>                     | Harvest - Assembly                                                                                                           | Poppy Appeal: 2-11/11<br><br>Children in Need:<br>20/11<br><br>Reverse Calendar -Food<br>Shed                                                                      |                                                                                             | The Great Athlete        |                                                                                          | 25/6 - Support the<br>Lister Big Build                  |
| <b>FOL Events</b>                         | Disco 16/10<br><br>Non uniform day<br>23/10                                                                                  | KS1/Reception Movie<br>Night- 20/11<br>Enterprise Day 28/11<br>Refreshments at KS1<br>performances 9/12/26<br>Y1 -9.30am, Y2 -2pm<br>EYFS 15/12/26 - 9 am,<br>2 pm | Disco 5/2<br><br>Non-school Uniform<br>12/2                                                 | Non Uniform Day-<br>25/3 | Non Uniform Day -<br>28/5 (if not Sports<br>Day)                                         | Summer Disco -<br>18/6<br><br>Non Uniform Day -<br>16/7 |
| <b>Pupil Parliament</b>                   | Session 1 25/9 Wellbeing 11 am                                                                                               |                                                                                                                                                                    | Session 2 15/1 11am                                                                         |                          | Session 3 5/6 11am                                                                       |                                                         |
| <b>Pupil Cabinet</b>                      | Cabinet vote in class<br>w/c 18/9<br>1st meeting -                                                                           | 2nd meeting -                                                                                                                                                      | 3rd meeting -                                                                               | 4th meeting -            | 5th meeting -                                                                            | 6th meeting -                                           |
| <b>Class trip/visitor</b>                 |                                                                                                                              |                                                                                                                                                                    |                                                                                             |                          |                                                                                          | Wymondley Wood                                          |
| <b>Oracy<br/>Speak like a<br/>leader!</b> | Just one Minute- This is me! Week 1/2<br>Pupil Cabinet Speech- Presenter mode<br><br>Daily Talk Time in lessons-Explore mode |                                                                                                                                                                    | World Book Day debates- Presenter<br>mode<br><br>Daily Talk Time in lessons-Explore<br>mode |                          | Public Speaking Task-Presenter<br>mode<br><br>Daily Talk Time in lessons-Explore<br>mode |                                                         |
| <b>This is me-<br/>Owning my</b>          | Just one Minute- This<br>is me!                                                                                              | STEAM week Focus                                                                                                                                                   | New Year's<br>reflection                                                                    | STEAM week focus         | Career Month and<br>my aspirations                                                       | STEAM week focu                                         |

|                |                                                                                                                                                                                                                                                                                                                                                  |                                                       |                                                                                                                                                                                                                                                                                                                                                         |                                                       |                                                                                                                                                                                                                                                                                                                                                           |                                                       |
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| journey!       | Pupil Cabinet Speech<br>Half-termly reviews in Personal Development journals.                                                                                                                                                                                                                                                                    | Half-termly reviews in Personal Development journals. | Half-termly reviews in Personal Development journals.                                                                                                                                                                                                                                                                                                   | Half-termly reviews in Personal Development journals. | Half-termly reviews in Personal Development journals.                                                                                                                                                                                                                                                                                                     | Half-termly reviews in Personal Development journals. |
| British Values | 1, 5, 9, 10, 11                                                                                                                                                                                                                                                                                                                                  | 1, 3, 5, 9, 10, 11                                    | 3                                                                                                                                                                                                                                                                                                                                                       | 3                                                     | 3                                                                                                                                                                                                                                                                                                                                                         | 3                                                     |
| British Values | <u>Democracy and The Rule of Law</u><br><br><b>Subjects: PSHE, Personal Development, History, English</b><br><br>- Hold class votes for Jobs/responsibilities<br>- Debate perspectives in English regarding current issues/ incidents.<br>- Identify the meaning of both terms.<br>- Create a class charter and discuss why rules are important. |                                                       | <u>Individual Liberty and Respect</u><br><br><b>Subjects: PSHE, RE, Computing, PE-</b><br><br>-Discuss rights and responsibilities.<br>- Explore online safety and making responsible choices.<br>- Encourage pupils to set personal learning goals.<br>- Encourage self confidence, pride and encouragement.<br>- Promote fair play and respect in PE. |                                                       | <u>Tolerance and Acceptance</u><br><br><b>Subjects: RE, Geography, History, English, Art</b><br><br>-Learn about different religions and worldviews.<br>- Compare cultures around the world.<br>- Read books featuring diverse characters and experiences. - Celebrate different cultural festivals and traditions.<br>- Discuss what makes us different. |                                                       |

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| <b>Diversity Awareness</b>                             | British values<br>Online safety<br>Settlements                                                                                                                                                                           | Anti-bullying week<br>Children in need<br>Online safety<br>British values<br>Settlements                             | Online safety<br>British values                                                                                   | Online safety<br>British values                                                                                    | Different cultures and beliefs<br>Online safety<br>British values                                                                                                                                                                                   | Online safety<br>British values                                                                                                                                                                                                          |
| <b>PERSONAL, SOCIAL, HEALTH and ECONOMIC education</b> | <b>Keeping safe</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Cycle safety</li> </ul> <b>First aid</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>First Aid Year 4</li> </ul> | <b>Growing and changing</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Relationships</li> </ul> | <b>Computer safety</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Online bullying</li> </ul> | <b>The working world</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Chores at home</li> </ul> | <b>A world without judgement</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Breaking down barriers</li> </ul> <b>Keeping healthy</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Healthy living</li> </ul> | <b>Feelings and emotions</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Jealousy</li> </ul> <b>Being responsible</b> <ul style="list-style-type: none"> <li>What I know now</li> <li>Coming home on time</li> </ul> |

|                | <b>AUTUMN</b>                                                                                          |                                                                                                             | <b>SPRING</b>                                                                                              |                                                                                                          | <b>SUMMER</b>                                                                                                |                                                                                             |
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| <b>ENGLISH</b> | <b>Text:</b> Float<br>Fiction<br><b>Key Skills:</b><br><br>Fronted adverbials<br>Extended noun phrases | <b>Text:</b> The Creature<br>Non-fiction<br><b>Key Skills:</b><br>Relative clauses<br>Expanded noun-phrases | <b>Text:</b> The Ironman<br>Fiction<br><b>Key Skills:</b> Expanded noun phrases<br>Similes<br>Onomatopoeia | <b>Text:</b> Nikola Tesla<br>Non-Fiction<br><b>Key Skills:</b> Standard English<br>Expanded noun phrases | <b>Text:</b> Arther and the Golden Rope<br>Fiction<br><b>Key Skills:</b> Time adverbs<br>Repetition of verbs | <b>Text:</b> The River<br>Poetry<br><b>Key Skills:</b> Metaphor<br>Rhyme<br>Personification |

|                    |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                        |                                                                                                                                                                                         |                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                               |
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|                    | Using pronouns and proper nouns<br>Speech Marks<br><br><b>Sentence Stacking:</b><br>Text type Narrative<br>Story writing based on Float.<br><br><b>Independent Write:</b><br>Story writing<br><br>Recap key skills     | Adverbials<br>Simile<br>Emotive verbs<br>Colons<br>Personification<br>Speech<br><br><b>Sentence stacking:</b><br>Newspaper report based upon plastic pollution.<br><br><b>Independent Write:</b><br>Recap key skills<br><br><b>Take One Book from:</b> | Brackets<br><br><b>Sentence Stacking:</b><br>Text Type Narrative<br>Story writing based on Ironman<br><br><b>Independent Write:</b><br>Continuation of the plot<br><br>Recap key skills | Fronted adverbials<br><br><b>Sentence Stacking:</b><br>Text Type Biography<br>How to write a fact file about a famous inventor.<br><br><b>Independent Write:</b> Fact File about Marie Curie<br><br>Recap key skills | Similes<br>Senses<br><br><b>Sentence Stacking:</b><br>Text Type Narrative writing based on Arthur and the Golden Rope<br><br><b>Independent Write:</b><br>Create a new quest (story writing)<br><br>Recap key skills | Precise Verb<br><br><b>Sentence Stacking:</b><br>Text type Poetry<br>Writing poetry based on the poem The River.<br><br><b>Independent Write:</b><br>Write a poem about the seasons<br><br><b>Take One Book from:</b><br><br>Recap key skills |
| <b>MATHEMATICS</b> | Place value<br><br>Addition and subtraction                                                                                                                                                                            | Area<br><br>Multiplication and division                                                                                                                                                                                                                | Multiplication and division<br><br>Measurement- length and perimeter                                                                                                                    | Fraction<br><br>Decimals                                                                                                                                                                                             | Decimals<br><br>Measurement- money<br><br>Measurement- time                                                                                                                                                          | Geometry- shape<br><br>Statistics                                                                                                                                                                                                             |
| <b>Science</b>     | <b>States of Matter - Chemistry</b><br>-Compare and group materials together, according to whether they are solids, liquids or gases.<br>-Observe that some materials change state when they are heated or cooled, and |                                                                                                                                                                                                                                                        | <b>Sound - Physics</b><br><b>-Identify</b><br>How sounds are made, associating some of them with something vibrating.                                                                   | <b>Animals Including Humans - Biology</b><br>- Describe the simple functions of the basic parts of the digestive system in humans.                                                                                   | <b>Electricity - Physics</b><br>-Identify common appliances that run on electricity.<br>Construct a simple series electrical circuit, identifying                                                                    | <b>Living Things and Habitats - Biology</b><br>-To recognise that living things can be grouped in a variety of ways.                                                                                                                          |

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|                  | <p>measure or research the temperature at which this happens in degrees Celsius.</p> <p>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>-Recognise that vibrations from sounds travel through a medium to the ear.</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 the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p>and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> | <p>-To explore and use classification keys to help group.</p> <p>-Identify and name a variety of living things in the environment.</p> <p>-Recognise that environments can change and this can sometimes pose dangers to living things.</p> |
| <b>COMPUTING</b> | <p>1) Effective searching</p> <p>2) Unpacking hardware and software</p> <p>3) Sound stories</p>                                                                                                                                  | <p>3) Sound Stories</p> <p>4) Logo</p>                                                                                                                                                                                                                                                | 5) Coding                                                                                                                                                                               | 6) Micro:bit                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 7) Introduction to AI                                                                                                                                                                                                                       |

|           | AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SPRING                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SUMMER                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| HISTORY   | <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>                                                                                                                                                                                                                                                                                                                                                   |
| GEOGRAPHY | <p><b><u>Somewhere to Settle</u></b><br/>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.</p> <p><b><u>Water</u></b><br/>Explain how to change a solid into a liquid. Describe how to turn a liquid into a gas. Explain where the processes of evaporation</p> | <p><b><u>All Around the world</u></b></p> <p>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)</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><b><u>What's it like in Sicily?</u></b></p> <p><b>Identify</b> key physical and human features of Sicily.<br/><b>Compare</b> these with your own local region to highlight similarities (e.g., coastal features) and differences (e.g., climate, land use)<br/><b>Recognise</b> Sicily's distinctive physical landscapes—volcanoes (e.g., Etna), mountains, coastline, climate zones.<br/><b>Describe</b> how these features shape the environment and human activity (like farming or tourism).<br/><b>Explore</b> how land is used in Sicily: agriculture (olive groves, vineyards),</p> |

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|                       | 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. |                     |                                                 |                | urban areas, and tourism.<br><b>Compare</b> land-use patterns with local practices—what grows locally, the role of towns, differences in geography & infrastructure .<br><b>Use</b> enquiry-based fieldwork to gather and analyse data (e.g., map reading, data recording, observational surveys), both at home and through Sicilian case studies.<br><b>Apply</b> geographical skills: mapwork, data interpretation, comparative analysis between the two regions<br><br>Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied. |                     |
| ART and DESIGN        | Storytelling Through Drawing<br>Focus: Drawing                                                                                                                                                                                                                                                                                                                       |                     | Exploring Still Life<br>Focus:Colour and Making |                | Festival Feasts<br>Focus: sculpture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                     |
| DESIGN and TECHNOLOGY | Structures- shell structures<br>Project - gift box                                                                                                                                                                                                                                                                                                                   |                     | Food technology<br>Project- Bread               |                | Electrical systems- simple programming and controlling<br>Project- torch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |
| MUSIC                 | Exploring Musical Contrasts                                                                                                                                                                                                                                                                                                                                          | Create and Notation | Blown Away recorder book1                       | Be Safe Online | Blown Away recorder book 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | FX Sound Effects    |
| RELIGIOUS EDUCATION   | Christianity                                                                                                                                                                                                                                                                                                                                                         | Christianity        | Hinduism                                        | Christianity   | Hinduism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Range of religions. |

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| <b>FRENCH</b> | Les Saisons<br>(Seasons)<br><br>La Phonétique<br>Phonics and Pronunciation lesson 2 |                                         | Les Légumes<br>(Vegetables)                  | Je me présente<br>(Presenting myself)                                                | En Classe<br>(In the classroom)         |                                        |
| <b>PE</b>     | <b>Invasion Game Skills<br/>4<br/>&amp;<br/>Swimming</b>                            | <b>Tag Rugby<br/>&amp;<br/>Swimming</b> | <b>Dance - Romans<br/>&amp;<br/>Swimming</b> | <b>Gymnastics -<br/>Partner Work-<br/>Pushing and Pulling<br/>&amp;<br/>Swimming</b> | <b>Athletics<br/>&amp;<br/>Swimming</b> | <b>Rounders<br/>&amp;<br/>Swimming</b> |