



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

	independence and resilience.			independently and collectively as a team.	of myself and others and the world we live in.
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 • 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 1/9 - 18/12 (15 wks)		SPRING 4/1-25/3 (11 wks)		SUMMER 12/4-16/7 (13 wks)	
School Events • Theme days • Community events	Behaviour/Routines This is me week - owning my journey Focus: 2/9-4/9 Class Author and Personal Development focus: 7-11/9 International Day of Democracy: 15/9 National Poetry Day (performance poetry): 1/10 Harvest assembly: 5-9/10/26 Global Friday: 9/10	Anti-Bullying Week: 9/11-13/11 including Remembrance: 11/11 Odd Sock day: 12/11 World Kindness day: 13/11 Money week: 2-6/11 Enterprise Day: 27/11 Take One Book from: 30- 11/12 - Global Friday: 11/12 Christmas Jumper and Dinner Day: 16/12 Class Parties: 17/12	Drama day: 4/1 National Handwriting day: 22/1 Global Friday: 29/1 Feel Good Week - This is me: 1-5/2 Internet Safety Week: 8-12/2	Mock SATs Y6: 22-25/2 Mother Language Day: 26/2 World Book Day: 4/3 Global Friday: 5/3 STEAM week: Science focus 8/3-12/3 Church visit KS2 Easter: 18/3 Easter Poetry - 19/3 (world poetry day) Colour fun run 25/3 11.45am-12.30	Earth Day: 22/4 St George's Day: 23/4 KS2 SATs w/c 10-13/5 Global Friday: 14/5 STEAM week: Careers focus 17-21/5 Walk to School and Healthy living week: 24-28/5 Sports day - 27 or 28/5	Careers Month: June Global Fri: 11/6 King's birthday: 18/6/26 Take One Book from: 21-25/6 Transition day: 8/7 The Leys has Talent: 9/7

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

journey!	Pupil Cabinet Speech 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	Moral, Social Democracy, Rules of Law, Individual Liberty, Mutual Respect	Spiritual, Moral, Social, Cultural Democracy, Individual Liberty, Mutual Respect, Tolerance	Moral, Social Democracy, Mutual Respect	Spiritual, Moral, Social, Cultural Tolerance	Moral, Social Democracy, Individual Liberty	Spiritual, Moral, Social Democracy, Rule of Law, Individual Liberty, Mutual Respect
Diversity Awareness	Black history	Anti Bullying week Children in Need	Social structure of society during this period	World book day- celebrating different authors	Clothing industry	Dream job
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Keeping Safe - What I know now - Road Safety Fire Safety - What I know now - Hoax calling	Relationships - What I know now - Friendships	Computer Safety - What I know now - Online bullying	Our World - What I know now - Growing in our world	A World Without Judgement - What I know now - Democracy Keeping healthy - What I know now - Washing hands	Feelings & Emotions - What I know now - Jealousy Being responsible - What I know now - Water spillage

	AUTUMN		SPRING		SUMMER	
ENGLISH	Week 1 <u>Text: The Train Ride (Narrative)</u> Key skills- How words can combine to make sentences. Joining words with 'and'. Sequence sentences to form narratives Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I. Week 3-4- Sentence stacking- creating own sentences about the story/recount of narrative. Week 5- 6- Independent writing - Big idea replication to a new plot - different	<u>Text: Poetry- Firework night</u> Key skills- Suffix that can be added to verbs where no change in the spelling of the root words. Joining words with 'and'. How words can combine to make sentences. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I. Independent write- Christmas list poem <u>Text: On safari (Non-Fiction)</u> Key skills-Regular plural noun suffixes-s or-es How words combine to	<u>Text -Pinocchio (Traditional tale)</u> Key skills- How the prefix un- changes the meaning of verbs and adjectives (negotiation for examples unkind or undoing, untie the boat Week 3,4 and 5- Sentence stacking- Creating own sentence about the story of Pinocchio Week 6&7 Independent writing- Continue with plot - the fox and the cat eventually kidnap Pinocchio. What do they do? How does he escape? Week 8- Recap of Key Skills- Joining words and joining clauses- and because <u>Text- When I am by myself? (Poetry)</u>	Text- Toys from the past (Non-Fiction) Key skills- How words can combine to make sentences. Joining words and joining clauses 'and'. Separation of words with spaces. Introduction to capital letters, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal I. Week 3-5 Sentence structures- writing a report. Week 6&7 Independent writing- Chocolate from the past.	Non fiction- Seasons Key skills-Suffixes that can be added to verbs where no change is needed in the spelling of root words. E.g helping, helped, helper. How words can combine to make sentences. Joining words and joining clauses using and. Capital letters for names and for the personal I. Separation of words with spaces. Week 3-5 Sentence structure- report about seasons. Week 6-7 Independent writing- create a report about another tree or animals. Week 8- Recap of key skills - Using a variety of conjunctions. Narrative- irish myth- song of the sea	Narrative-story- The storm whale Key skills- Combining words to make sentences. Joining words and joining clauses using and,because, but. Sequencing sentences to form short narratives. Capital letters for names and for the personal I. Capital letters for names and for the personal pronouns I. Week 2,3 & 4 Sentence structure- story writing Week 5,6 &7 Independent writing- Continuing the plot - What happened when Noi meets the whale again? What would they do as friends - what adventures would they go? Games they would play.

	character and type of transport. Week 7- Recap of key skills- Finger spaces, full stops and capital letters.	make sentences. Join words using the word and. Separation of words with spaces. Introduction to capital letters, full stops, exclamation marks and question marks. Capital letters for names and for the personal pronoun I. Week 3-4- Sentence Stacking Lessons- Creating a non fiction report Week 5-6 Independence writing- travel journal about visit to shuttleworth. Week -7 Recap of Key skills using Take one book- Snow dragon	Key skills - Regular plural noun suffixes-s or-es Separation of words with spaces. Capital letters for names and for the personal I. Week 1,2 Sentence stacking- Creating a poem. Week 3 and 4 Independent writing- Children create a similar poem using the ideas of food- taste textures. Week 5- Recap of key skills - Rereading work to check for sentence and basic editing.	Week 8- Recap of key skills - Using exclamation marks and question marks. <u>Text- narrative- the way back home</u> Key skills - Regular plural noun suffixes-s or -es including the effect of these suffixes on the meaning of the noun. How words can combine to make sentences. Joining words and joining clauses using and. Sequencing sentences to form short narratives. Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and pronouns I. <u>Week 2,3,4 & 5 Sentence structure-</u> creating	Key skills- Suffixes that can be added to verbs where no change is needed in the spelling of the root word. How words can be combined to make sentences. Joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Capital letters for names and for the personal I. <u>Week 2,3,4&5 Sentence structure-</u> create a story <u>Week 6&7 Independent writing-</u> Big idea replicated- a magical coat or another magical item that provides powers to those who wear it. <u>Week 8- Recap of key skills</u> Editing skills	<u>Week 8- recap of key skills-</u> Using a variety of conjunction and a variety of punctuation
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				a story about a visit to another planet. <u>Week 6&7</u> <u>Independent writing</u>- same characters different plot - the martian gets stuck on Earth and the boy has to get home. Week 8- Recap of key skills. Sequencing sentences to create a short narrative.		
MATHEMATICS	Place value Addition and subtraction	Addition and subtraction Geometry - Shape	Place value up to 20 Addition and subtraction up to 20.	Place Value upto 50 Length and Volume Mass and height	Multiplication Fractions Position and direction	Place value up to 100 Money Time
SCIENCE	Animals Including Humans - Biology I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common		Materials - Physics I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. I can describe the simple properties of a variety of everyday materials.		Seasonal Changes - Physics I can observe changes across four seasons. I can observe and describe weather associated with the seasons and	Plants - Biology To identify and describe the basic structure of a variety of common flowering plants including trees. To identify and name a variety of common wild and

	animals (fish, amphibians, reptiles, birds and mammals including pets) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		I can compare and group together a variety of everyday materials on the basis of their simple properties.		how day length varies.	garden plants including deciduous and evergreen trees
COMPUTING	1) introduction to Purple Mash	2) Creative computing	3) Data Explorers	4) Creating and following instructions	5) Coding	6) Technology around us

	AUTUMN	SPRING	SUMMER
HISTORY	Travel and transport most children will be able to: • Talk and write about the differences between old and new transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. • Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.	Toys most children will be able to: • Identify different sources we can use to find out about the past • Ask and answer simple questions. • Compare two toys from different time periods, identifying similarities and differences. • Use words and phrases relating to the passing of time.	Seaside Understand changes in living memory. Accurately order events. Compare ideas from different time periods. Identify similarities and differences between ways of life in different periods. Use common words and phrases relating to the passing of time. Ask and answer questions related to an area of study.
GEOGRAPHY	Our local area/Our School Children know about similarities and differences in relations to places, objects, materials and living things. They talk about the features of their own	Our Country Refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1.	Wonderful Weather Recognise and label common weather conditions (e.g. sunny, rainy, windy, snowy, cloudy) Observe and record daily weather using simple tools and charts

	immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Use aerial photographs and plan perspectives to recognise landmarks. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Identify patterns in weather over time Understand how weather affects daily life, clothing choices, and activities Match weather types with seasons and describe seasonal changes Interpret simple weather forecasts and symbols Present basic weather information using spoken or written formats Compare weather in the UK with that in hot and cold locations around the world
ART and DESIGN	Spirals Knowledge Understanding drawing is a physical activity. Introducing what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made. Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid. Skills Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration.	Making birds Knowledge Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. Understanding collage is the art of using elements of paper to make images. Understand we can create our own papers with which to collage. Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. Understand the meaning of "Design through Making" Skills Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. Practise observational drawing.	Watercolours Knowledge Understanding watercolour is a media which uses water and pigment. Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. Skills Develop experience of primary and secondary colours. Explore mark making. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to "imagine" an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.

	Use colour (pastels, chalks) intuitively to develop spiral drawings. Develop experience of primary and secondary colours. Practise observational drawing. Explore mark making		Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. Use a combination of two or more materials to make sculpture. Use construction methods to build. Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy.		Reflect upon the artists' work, and share your response verbally ("I liked..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well"). Share their response about classmates' work.	
DESIGN and TECHNOLOGY	Mechanisms- sliders and levers Project- Moving Christmas cards		Food technology Project- Fruit salad		Structures- freestanding structures Project- Freestanding chair	
MUSIC	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having fun with Improvisation	Explore Sound and Make a Story
RELIGIOUS EDUCATION	Unit 7 - Who do Christians say made the world?	Unit 8 - Why does Christmas matter to Christians?	Unit 9 - Who is Jewish and how do they live?	Unit 10 - What do Christians believe God is like?	Unit 11 - What does it mean to belong to a faith community?	Unit 12 - How should we care for the world and for others, and why does it matter?
FRENCH	French Friday words					
PE	Target games & fundamental skills	Invasion games & yoga	Gymnastics and net and wall game skills	Gymnastics & Dance	Athletics & OAA	Striking and Fielding Game Skills & Personal Challenges

