

Upper Primary: Semi-Formal Pathway

CYCLE 3 2028-29	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	OUT OF THIS WORLD	FARMYARD FRIENDS	INSECTS AND BUGS	REPTILES	FOOD, GLORIOUS FOOD	JOURNEYS
English	Power of Reading Text: ▪ Man on the Moon	Power of Reading Text: ▪ What the Ladybird Heard	Power of Reading Text: ▪ Aaarghh. Spider!	Power of Reading Text: ▪ Croc bird	Power of Reading Text: ▪ I will not ever, never eat a tomato	Power of Reading Text: ▪ We're going on a Bear Hunt
Mathematics (Maths Mastery)	Stages 1 - 4					
	▪ Unit 1: Number Systems ▪ Unit 2: Pattern Spotting	▪ Unit 2: Pattern Spotting ▪ Unit 3: Investigating Numbers	▪ Unit 4: Exploring Shape ▪ Unit 6: Reasoning with Measure	▪ Unit 1: Number Systems ▪ Unit 12: Exploring Change	▪ Unit 3: Investigating Numbers ▪ Unit 4: Exploring Shape ▪ Unit 6: Reasoning with Measure	▪ Unit 6: Reasoning with Measure ▪ Unit 12: Exploring Change ▪ Unit 15: Measuring and Estimating
	Stages 5 - 6					
	▪ Unit 1: Number Systems ▪ Unit 2: Pattern Spotting	▪ Unit 2: Pattern Spotting ▪ Unit 3: Investigating Numbers	▪ Unit 4: Exploring Shape ▪ Unit 6: Reasoning with Measure ▪ Unit 5: Generalising Arithmetic	▪ Unit 7/8: Discovering Equivalency/ Reasoning with Fractions ▪ Unit 9: – Solving Problems with Number ▪ Unit 12: Exploring Change	▪ Unit 10: Investigating Statistics ▪ Unit 11: Visualising Shape ▪ Unit 12: Exploring Change	▪ Unit 13: Reasoning Proportionally ▪ Unit 14: Describing Position ▪ Unit 15: Measuring and Estimating

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Science (MKS SOW)	- Light (Ref: NC/POS – Year 3) - Earth & Space NC/POS – Year 5)	Sound (Ref: NC/POS – Year 4)	Living things and their habitats Ref: NC/POS – Year 2 & Year 5)	Animals including humans (Ref: NC/POS – Year 1, 3 & 4)	- Animals including humans (Ref: NC/POS – Year 2 & 4) - Properties and changes of materials (Ref: NC/POS – Year 5)	Plants – (Ref: NC/POS – Year 2 & 3)
Computing (MKS SOW)	Computing skills and concepts should be embedded across all areas of the curriculum, ensuring that Computer Science, Information Technology and Digital Literacy are taught in meaningful contexts and linked to whole-school themes wherever possible.					

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Humanities (MKS SOW)	Geography (Ref: NC/POS – KS1 & 2) Locational knowledge: Name and locate major cities and cities of the UK	History (Ref: NC/POS – KS2) Anglo-Saxons	Geography Geographical skills and fieldwork: (Ref: NC/POS – KS1 & 2) Use simple compass directions; Use world maps, atlases and globes; Use aerial photographs Use simple fieldwork and observational skills	History (Ref: NC/POS – KS) Stone Age	Geography Human and physical geography (Ref: NC/POS – KS1) – Use basic geographical vocabulary to refer to: river, mountain, farm, village, town etc. Human and physical geography (Ref: NC/POS – KS2) – Describe and understand key aspects of rivers, mountains, volcanoes, earthquakes etc.	History (Ref: NC/POS – KS2) The Vikings
PSHE	Health and Wellbeing		Relationships		Living in the Wider World	

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(Story Project)	- To understand complex emotions and emotional changes - To express emotions, worries and needs appropriately - To independently use regulation and coping strategies - To understand grief, loss and emotional resilience - To understand personal boundaries and respectful behaviour - To make thoughtful and safe behaviour choices	- To understand and apply rules across different settings - To self-manage behaviour and emotions more independently - To understand how healthy choices affect long-term wellbeing - To make informed food and drink choices - To understand how physical activity supports physical and emotional health - To take responsibility for healthy routines and self-care	- To cooperate safely and respectfully with others - To understand safety rules in school, community, online and water environments - To stay safe in public and unfamiliar situations - To recognise when others may need help or support - To confidently use accurate body vocabulary and body safety knowledge - To understand consent, body ownership and personal boundaries	- To understand privacy and safe behaviour in different situations - To apply body safety and consent skills independently - To build positive friendships and social confidence - To recognise and respond appropriately to kind and unkind behaviour - To solve friendship problems safely and respectfully - To show empathy, inclusion and support for others	- To independently manage daily routines and responsibilities - To adapt positively to change and unexpected situations - To make decisions and solve problems independently - To develop confidence and resilience in everyday life skills - To independently manage personal hygiene and self-care routines - To understand how hygiene supports health and wellbeing - To confidently manage personal care and healthy habits	- To apply healthy and safe habits in different environments - To independently recognise and respond to unsafe situations - To confidently use trusted adults and safety networks - To stay safe online and in the wider community - To understand emergencies and respond appropriately - To make safe choices when using technology and online devices

Art, Design and Technology (MKS SOW)	Art & Design: Sculpture & 3D form ▪ Explore 3D materials and textures ▪ Develop cause-and-effect understanding through making ▪ Create simple sculptures inspired by space (planets, aliens, rockets) ▪ Build confidence in choice-making and mark-making in 3D ▪ Experience sensory engagement and creative expression	DT: Structures ▪ Explore building and constructing with different materials ▪ Learn about basic structures (houses, fences, barns) ▪ Develop fine motor and problem-solving skills Engage in sensory exploration and cause-and-effect learning ▪ Begin to understand purpose (e.g., animals need shelters)	Art & Design: Craft & Design ▪ Explore craft materials, textures, and colours ▪ Develop design skills through pattern and decoration ▪ Create simple insect-themed crafts ▪ Build independence in choosing and applying materials ▪ Experience enjoyment and sensory engagement in making	Art & Design: Painting and mixed media ▪ Explore colour through painting and sensory experiences ▪ Develop understanding of mixing colours (cause and effect) ▪ Use mixed media to create reptile-inspired art work ▪ Build confidence in mark-making, choice-making, and expression ▪ Engage in multi-sensory creative activities	DT: Cooking and nutrition – simple smoothies ▪ Explore food ingredients through sensory experiences ▪ Develop skills in simple food preparation (washing, cutting, blending) ▪ Learn about healthy foods (fruit-based smoothies) ▪ Experience cause-and-effect (transforming ingredients into a smoothie) ▪ Build independence in choice-making and following simple routines	DT: Wheels and axles ▪ Explore movement (rolling, pushing, sliding) ▪ Understand simple cause and effect (push → move) ▪ Investigate wheels and axles through play and making ▪ Develop basic construction and joining skills ▪ Engage in imaginative play linked to journeys and transport
RE	RE Day: Hinduism	RE Day: Christmas Performance	RE Day: Judaism	RE Day: Islam	RE Day: Sikhism	RE Day: Buddhism

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PE (Specialist SOW)	Year 4: Locomotion (Running and Jumping)	Year 4: Playing through Games	Year 4: Gymnastics (Body Parts); Dance (Mr Candy's Sweet Factory)	Year 4: Ball Skills Hands 1	Year 4: Rackets, Balls and Balloons	Year 4: Sports Day Activities; Team Building
	Year 5: Playing through Games	Year 5: Target Games (Boccia and Kurling)	Year 5: Gymnastics (Canon and Unison); Dance (Wild Animals)	Year 5: Striking and Fielding: Cricket	Year 5: Rackets, Balls and Balloons	Year 5: Sports Day Activities; Athletic Activities
	Year 6: Playing through Games	Year 6: Target Games (Boccia and Kurling)	Year 6: Gymnastics (Levels and Direction); Dance (Cats)	Year 6: Striking and Fielding: Cricket	Year 6: Rackets, balls and balloons	Year 6: Sports Day Activities; Athletic Activities
Music (Specialist SOW)	Rhythm	Primary Nativity	Composition	Upper Primary Performance	Upper Primary Performance	Improvisation
Life skills (MKS SOW)	Taking care of my belongings at home and school	Taking care of myself - 1 (Personal Care and Hygiene)	Keeping myself safe	Making friends	Outside school (Being part of my community)	Taking care of myself - 2 (Healthy eating and Exercise)