

Upper Primary: Semi-Formal Pathway

CYCLE 1 2026-27	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	TRANSPORT	SNOWY ADVENTURE	RECYCLING	AT THE ZOO	POND LIFE	SUMMER HOLIDAYS
English	Power of Reading Text: ▪ The Train Ride	Power of Reading Text: ▪ Blue Penguin	Power of Reading Text: ▪ On Sudden Hill	Power of Reading Text: ▪ Tanka Tanka Skunk	Power of Reading Text: ▪ The Bog Baby	Power of Reading Text: ▪ Splash
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)	Forces and Magnets (Ref: NC/POS - Year 3)	- States of Matter (Ref: NC/POS – Year 4) - Living things and their habitats (Ref: NC/POS - Year 5)	Everyday Materials (Ref: NC/POS – Year 1)	- Living things and their habitats (Ref: NC/POS – Year 2) - Sound (Ref: NC/POS – Year 4)	- Animals including Humans (Ref: NC/POS – Year 1) - Living things and their habitats (Ref: NC/POS – Year 2)	States of Matter – <i>Evaporation and Condensation in the Water Cycle</i> – (Ref: NC/POS – Year 4)
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)	History (Ref: NC/POS – KS2) A significant turning point in British history: 'The first railways'	Geography (Ref: NC/POS – KS1) Human and physical geography: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Ref: NC/POS – KS2) Locational Knowledge: Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle	History (Ref: NC/POS – KS2) Changes in Britain from the Stone Age to the Iron Age: Iron Age hill forts - Tribal kingdoms, farming, art and culture.	Geography (Ref: NC/POS – KS2) Locational knowledge: Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	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 – KS2) The changing power of monarchs using a case study: 'Queen Victoria' including Victorian seaside holidays.

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PSHE (Story Project)	Health and Wellbeing		Relationships		Living in the Wider World	
	- To recognise different feelings - To know that all feelings are okay - To express my wants, needs and feelings - To understand grief, loss and bereavement - To understand that hands are for helping - To understand classroom and school rules	- To recognise safe and unsafe behaviours - To use adult support to regulate my behaviour - To recognise healthy and less healthy choices - To understand why our bodies need healthy food - To understand the importance of exercise and movement - To make healthy choices in daily routines	- To take turns and share safely with others - To follow rules and stay safe in the community - To understand how to stay safe near roads and traffic - To understand how to stay safe near water - To name all body parts correctly, including private body parts - To understand that my body belongs to me	- To understand private and public behaviours - To practise consent and body safety language - To join in play and group activities - To understand how to start and keep friendships - To recognise kind and unkind behaviour - To use kind behaviour to support friendships	- To follow daily routines in order - To become more independent in daily tasks - To manage changes in routine - To make simple choices during routines - To follow toileting and self-care routines - To wash my hands correctly	- To understand personal hygiene and cleanliness - To understand sun safety and staying safe outdoors - To recognise when something feels wrong or unsafe - To identify trusted adults - To ask for help when I need it - To understand basic emergency safety (999) - To stay safe online and in digital spaces

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Art, Design and Technology (MKS SOW)	DT: Mechanisms - Explore movement using simple mechanisms (push, pull, slide) - Develop understanding of cause and effect - Experience how mechanisms are used in transport (doors, ramps) - Build confidence in making and manipulating simple moving models - Engage in sensory and practical learning	Art & Design: Drawing - Explore mark-making using a variety of tools and media - Develop awareness of movement, pattern, and cause and effect - Experience sensory mark-making linked to winter/snow themes - Build confidence in expressing themselves through marks - Engage in repetitive and exploratory creative actions	Art & Design: Sculpture and 3D – Junk Modelling - Explore a variety of recycled and everyday materials - Develop skills in joining, stacking, and constructing - Understand the idea of reusing materials - Express creativity through junk modelling - Engage in sensory and hands-on learning experiences	DT: Puppet making - Explore materials and simple joining techniques - Develop skills in making simple puppets (stick, finger, sock) - Understand purpose (puppets used for storytelling and play) - Build confidence in communication and expressive play - Engage in sensory, creative, and interactive activities	Art & Design: Painting and mixed media - Explore colour, texture, and mark-making through painting - Develop awareness of mixing colours (especially greens and blues) - Use mixed media to create pond-inspired Art & Design work - Engage in sensory exploration and creative expression - Build confidence in making choices and using tools	DT: Cooking and Nutrition – Healthy foods for picnic - Explore healthy foods through sensory experiences - Develop basic food preparation skills (washing, cutting, assembling) - Learn about healthy snack choices for a picnic - Understand simple routines for making food - Build independence in choice-making and following steps

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RE	RE Day: Hinduism	RE Day: Christianity (Christmas Performance)	RE Day: Judaism	RE Day: Islam	RE Day: Sikhism	RE Day: Buddhism
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