

Lower Primary: Informal and Semi-Formal Pathway

CYCLE 1 2026-27	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	WOODLAND WANDER	ALL ABOUT ME!	PEOPLE WHO HELP US	DINOSAURS	TRANSPORT	BUILDINGS
English	Communication, reading and writing activities linked to the texts: ▪ The Gruffalo ▪ Goldilocks and The Three Bears	Communication, reading and writing activities linked to the texts: ▪ Head, shoulders, knees and toes (singing hands) ▪ From head to toe ▪ Ten little fingers and ten little toes	Communication, reading and writing activities linked to the texts: ▪ 5 Little Firemen (Singing hands) ▪ A Superhero like you	Communication, reading and writing activities linked to the texts: ▪ One dinosaur went out to play (Singing hands) ▪ Dinosaur Roar ▪ Cave Baby	Communication, reading and writing activities linked to the text: ▪ The Wheels on the Bus (Singing Hands) ▪ We all go travelling ▪ Naughty Bus	Communication, reading and writing activities linked to the texts: ▪ Bizzy Bear Building Site ▪ The Three Little Pigs
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 ▪

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Science (MKS SOW)	Living things and their habitat: - Plants in the forest – identify and describe the structure of woodland plants and trees - Animals in the forest – describe and compare the structure of a variety of common woodland animals - Identify and name a variety of plants and animals in their habitat	Animals including humans: - Notice how people change over time - Notice that animals, including humans, have offspring which grow into adults - Label parts of the body	Animals including humans: - Explore basic needs of animals and humans – water, food & air – what are the needs of different animals? Everyday Materials: - Explore different materials for making a beds, bandages or shelters	Living things and their habitats: - Living, dead and never been alive - Animals and their habitats - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Animals including Humans: - Identify carnivores, herbivores and omnivores – linking to dinosaurs	Forces: - Compare how things move on different surfaces - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Pushes and pulls- how to make the bus go faster/ further	Materials: - Rocks – look at how stones are different, explore holding stones and rocks - Look at different uses of materials from construction to art (including wood, plastic, glass, metal and rock). Build a den, make a tent, shelter etc. - Explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Pupils to explore making their own structures.
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: Geographical skills and fieldwork - Explore woodland maps - Explore position and direction through the story and maps	History: - Changes within living memory - Compare toys, homes and transport that pupils have now to what was used in the past	History: The lives of significant individuals in the past who have contributed to national and international achievements. - Mary Seacole - Florence Nightingale	Geography: Locational knowledge - Seven Continents and Five Oceans: Use a world map to plot where specific dinosaur fossils were discovered. - UK Landmark matching – Dinosaur fossils to the Isle of Wight	History: - Events beyond living memory that are significant nationally or globally - The first aeroplane flight	Geography: Locational knowledge Explore characteristics of the four countries and capital cities of the United Kingdom by exploring their famous buildings
	Geography: Human and Physical Geography Explore and compare human and physical features of woodland areas	Geography: Geographical skills and fieldwork Pupils to explore their school. Identify some of the human and physical features by going on a observational walk			History: - The lives of significant individuals in the past who have contributed to national and international achievements. - Neil Armstrong	History: - Events beyond living memory that are significant nationally or globally - The Great Fire of London
PSHE	Health and Wellbeing		Relationships		Living in the Wider World	

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(Story Project – Non-thematic SOW)	- To recognise feelings and feelings in others - To match emotions - To express my needs and feelings and identify what helps me feel better - To understand the concept of bereavement and loss - To understand the concept of safe vs unsafe - To understand the concept of rules	- To understand positive behaviour choices - To use my words or preferred method of communication instead of actions - To explore the concept of healthy eating and foods - To make healthy food choices - To understand the concept of physical activity and exercise - To explore making healthy lifestyle choices	- To use resources appropriately in public spaces - To follow explicit rules and expectations - To practice road safety - To understand how to stay safe around water - To name and recognise explicit body parts safely - To understand private vs public body areas	- To understand the concept of early consent - To respond to safe touch and unsafe touch - To recognise kind and unhelpful behaviour - To start and attempt to maintain a friendship - To show empathy to friends - To follow social rules in friendships	- To follow daily routines - To sequence routines and independent daily tasks - To manage unexpected change in routines and make simple choices - To make choices within routines - To understand toileting routines - To understand handwashing routines	- To understand dental hygiene - To understand personal care – Keeping clean and healthy - To recognise when something is wrong - To understand safe or unsafe online situations and how to ask for help - To identify trusted adults - To understand how and when to dial/call 999 - To understand the concept of getting help and who to tell

Expressive Arts and Design (MKS SOW)	Sensory creativity: Texture Exploration Key Experiences ▪ Painting with hands/natural tools ▪ Exploring materials (mud, leaves, feathers) ▪ Gluing and sticking textures Mark Making & Movement Key Experiences ▪ Mark making with paint, water, sand. ▪ Large-scale movements (floor painting) ▪ Using different tools (sponges, sticks)	Sensory creativity: Texture & Mark Making Key Experiences ▪ Hand/foot painting ▪ Exploring materials (gel, foam, sand) ▪ Mark-making with hands/tools Colour & Visual Exploration Key Experiences ▪ Exploring coloured lights or paint ▪ Mixing colours through sensory play ▪ Watching changes	Informal (Engagement Model) Children should: ▪ Explore colours, textures and materials ▪ Make marks using hands, tools and different media ▪ Express preferences and make choices ▪ Join, combine and manipulate materials ▪ Exploring cause and effect Semi-formal Children should: ▪ Use colour, shape and pattern purposefully ▪ Develop drawing, painting and collage techniques ▪ Select appropriate tools and materials for a task ▪ Design and create simple products or models	Informal (Engagement Model) Children should: ▪ Explore dinosaur-inspired colours, textures and natural materials ▪ Make marks using paint, crayons, stamps and sensory media ▪ Investigate different materials through touch and manipulation ▪ Make choices between resources, colours and tools ▪ Develop fine motor skills through creative exploration Semi-formal Children should: ▪ Use drawing, painting and collage to represent dinosaurs and habitats ▪ Explore colour, pattern, shape and texture in artwork ▪ Select and use appropriate tools and materials independently	Sensory creativity: Exploring Colour & Texture Key Experiences ▪ Exploring paint using transport objects (car wheels in paint) ▪ Sensory trays with different textures (soft, rough, sticky) ▪ Colour exploration using lights and scarves ▪ Messy play (shaving foam, gel, sand) ▪ Song-based sensory sessions with coloured props Mark Making & Early Art & Design Key Experiences ▪ Rolling cars through paint to create tracks ▪ Large floor mark making (chalk, water painting) ▪ Hand and foot painting ▪ Drawing tracks/roads in sand or foam ▪ Simple “create your journey” Art & Design	Informal (Engagement Model) Children should: ▪ Explore colours, textures and materials ▪ Make marks using hands, tools and media ▪ Express preferences and make choices ▪ Join and manipulate materials ▪ Explore shape and space through construction ▪ Investigate cause and effect when building and creating Semi-formal Children should: ▪ Use colour, shape and pattern to represent buildings ▪ Develop drawing, painting and collage skills ▪ Select appropriate tools and materials for a task
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			Explore how materials can be shaped, joined and strengthened	- Create simple 2D and 3D dinosaur models and structures - Develop cutting, joining and construction skills		- Design and create simple structures and models - Explore how materials can be shaped, joined and strengthened
RE	RE Day: Hinduism	RE Day: Christmas Performance	RE Day: Judaism	RE Day: Islam	RE Day: Sikhism	RE Day: Buddhism
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)
PE (Specialist SOW)	Year 1: Locomotion (Walking)	Year 1: Playing through games	Year 1: Gymnastics (Moving); Dance (Nursery Rhymes)	Year 1: Sending an object	Year 1: Rackets, balls and balloons	Year 1: Sports Day activities; Ball skills (Hands 1)
	Year 2: Locomotion (Jumping)	Year 2: Playing through games	Year 2: Gymnastics (High, Low, Over, Under); Dance (Dinosaurs)	Year 2: Sending an object	Year 2: Rackets, balls and balloons	Year 2: Sports Day activities; Ball skills (Feet 1)
	Year 3: Locomotion (Running)	Year 3: Playing through games	Year 3: Gymnastics (Wide, Narrow, Curled); Dance (Heroes)	Year 3: Ball skills (Hands 1)	Year 3: Rackets, balls and balloons	Year 3: Sports Day activities; Team building

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Food Technology (MKS SOW)	Cooking experiences linked to the theme. Each week pupils will focus on practising the following skills: chopping, cutting, spreading, mixing, crushing, mashing, peeling, grating, kneading, rolling and measuring. As well as practising hygiene, learning about equipment and tasting new foods.					