

Lower Primary: Informal & Semi-Formal Pathway

CYCLE 2 2027-28	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	SUPER SENSES	FARMYARD FUN	UNDER THE SEA	HOMES	In THE GARDEN	JUNGLE JINGLE
English	Communication, reading and writing activities linked to the texts: ▪ Brown Bear, Brown Bear What do you see? ▪ Polar Bear, Polar Bear What do you hear? ▪ Owl Babies	Communication, reading and writing activities linked to the texts: ▪ Old MacDonald (singing hands) ▪ Oh Dear!	Communication, reading and writing activities linked to the texts: ▪ Down in the Deep Blue Sea song ▪ Commotion in the Ocean ▪ The Snail on the Whale	Communication, reading and writing activities linked to the texts: ▪ A new house for mouse ▪ The Tiger who came to Tea	Communication, reading and writing activities linked to the text: ▪ I Dig my garden (singing hands) ▪ I went to the Garden (singing hands) ▪ The Very Hungry Caterpillar	Communication, reading and writing activities linked to the texts: ▪ Down in the Jungle (Singing hands) ▪ Walking through the Jungle (Singing hands) ▪ The Monkey Puzzle
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

Science (MKS SOW)	Light & Seasonal changes • Light and Dark, and Day & Night ▪ Seasonal changes - explore how the owl's tree changes over the different seasons	Animals including humans: ▪ Notice that farm animals have offspring that grow into adults ▪ Learn how animals obtain their food from a variety of plants and animals. Explore simple food chains within the farm setting	Living things and their habitats: ▪ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants for example the ocean, forest, jungle, Arctic etc	Everyday materials: ▪ Look at household objects and distinguish between an object and the material from which it is made ▪ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ Describe the simple physical properties of a variety of everyday materials ▪ Compare and group together a variety of everyday materials on the basis of their simple physical properties. Healthy Foods ▪ Describe the importance of eating the right amounts of different types of food.	Plants: ▪ Identify and name a variety of common wild and garden plants, including trees. ▪ Observe how seeds grow into plants, by planting seeds in the school garden ▪ Identify and describe the basic structure of a variety of common flowering plants, including trees. ▪ Explore how plants need water, light and a suitable temperature to grow and stay healthy	Animals including Humans: ▪ Identify and compare a variety of common jungle animals, and describe and compare their structure ▪ Notice that animals, including humans, have offspring which grow into adults ▪ Explore the life cycles of frogs and butterflies
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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.					
Humanities (MKS SOW)	Geography Place Knowledge - Explore hot and cold places to live. - Compare London to the Arctic (where Polar bears live) and the Sub-Saharan (where the lion lives)	Geography Human and Physical Geography Compare the human and physical features of a farm to a city	History The lives of significant individuals in the past who have contributed to national and international achievements. - Christopher Columbus Geography Geographical skills and fieldwork - Identify oceans on maps, atlases and globes	History The lives of significant individuals in the past who have contributed to national and international achievements Explore Monarchs and the homes that they live/lived in	Geography Human and Physical Geography - Explore seasonal and daily weather patterns - Compare hot and cold areas of the world and what gardens there might look like	History The lives of significant individuals in the past who have contributed to national and international achievements - Explore the lives of famous explorers from now and the past – David Attenborough and Mary Kingsley - Explore how their clothes, transport and materials have changed.

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PSHE (Story Project – Non- thematic SOW)	Health and Wellbeing		Relationships		Living in the Wider World	
	- To recognise and name own feelings using colours - To practice early self-regulation strategies - To express needs and feelings appropriately - To explore the concept of grief, loss, and bereavement - To understand the concept that hands can help, not hurt - To recognise classroom and home rules	- To make positive behaviour choices - To understand the impact of behaviour on others - To identify different foods and their categories - To make simple healthy choices - To understand the benefits of exercise - To recognise personal body needs	- To play alongside others safely (outdoor/communitiy safety) - To follow explicit rules and expectations - To practice road safety (Stop, Look, Listen) - To understand how to stay safe around water - To name and recognise explicit body parts safely - To understand the concept that 'My Body Belongs to Me' ("Mine")	- To understand the concept of private vs public and the concept of 'Safe and Unsafe' touch - To understand the concept of saying "No" and "Stop" (Early Consent) and telling a trusted adult - I can explore playing alongside others (Parallel Play) - To engage in turn-taking in play - To understand the concept of kind vs unhelpful behaviour - To understand the concept of being a good friend and begin to maintain friendships	- To follow daily routines - To manage changes in routine - To build independence in daily activities - To recognise the sequence of daily activities - To follow toileting routines - To wash hands using a clear routine - To practice dental hygiene	- To keep skin clean and healthy - To recognise when something is wrong - To practice online safety - To ask for help when needed - To understand how and when to call 999 - To identify trusted adults

Expressive Arts and Design (MKS SOW)	Informal (Engagement Model) Children should: ▪ Explore a range of sensory materials linked to sight, sound, touch, smell and taste ▪ Make marks using sensory paints, textured tools, scented materials and tactile media ▪ Investigate different textures, colours, lights and sounds through active exploration ▪ Make choices between sensory resources, colours, textures and creative tools ▪ Develop fine motor skills through squeezing, pressing, rolling, stamping and manipulating materials ▪ Respond to and engage with sensory experiences through art-making activities Semi-formal Children should: ▪ Use drawing, painting, printing	Sensory creativity: Exploring Farm Materials Key Experiences ▪ Encountering farm-related textures ▪ Messy, hands-on sensory play ▪ Discovering materials freely Colour & Mark-Making (Farm Colours) Key Experiences ▪ Exploring farm-inspired colours (brown, green, yellow) ▪ Making marks through movement Sound & Movement on the Farm Key Experiences ▪ Experiencing farm sounds and rhythms ▪ Expressing creatively through movement	Sensory creativity: Water Exploration Key Experiences ▪ Experiencing water through touch, sight, and movement ▪ Exploring flow, splashing, and pouring ▪ Beginning to develop familiarity with water as a creative medium Colour & Light (Ocean Colours) Key Experiences ▪ Experiencing mixing blue, green, and shimmering paint colours ▪ Watching light move in ways that resemble water Exploring visual calmness and flow Texture & Sea Creatures Key Experiences ▪ Exploring textures linked to sea life ▪ Sensory contrasts (e.g. smooth, slippery, bumpy)	Sensory creativity: Exploring Animal Homes (Den, Nest, Burrow) Key Experiences ▪ Experiencing different types of animal homes ▪ Being inside and outside spaces ▪ Exploring enclosure and shelter ▪ Den building with blankets and cushions ▪ Nest trays (twigs, grass, soft materials) ▪ Tunnel crawling (burrows) ▪ Hiding animals Textures of Homes Key Experiences ▪ Exploring natural building materials ▪ Sensory contrast Light & Dark (Inside Homes) Key Experiences ▪ Exploring dark/light environments ▪ Using black & white paint ▪ Feeling enclosed vs open spaces	Informal (Engagement Model) Children should: ▪ Explore garden-inspired colours, textures and natural materials ▪ Make marks using paint, crayons, stamps, leaves, flowers and sensory media ▪ Investigate natural materials through touch, smell and manipulation ▪ Make choices between resources, colours, textures and creative tools ▪ Develop fine motor skills through planting, scooping, pressing, rolling and creative exploration ▪ Engage with sensory experiences linked to the garden, including soil, water, plants and natural objects Semi-formal Children should: ▪ Use drawing, painting, printing and collage to represent plants, flowers,	Sensory creativity: Jungle Colours (Painting & Colour Exploration) Key Experiences ▪ Exploring vibrant jungle colours ▪ Watching colours mix and change Jungle Textures (Collage & Materials) Key Experiences ▪ Exploring textures found in the jungle ▪ Creating using layered materials Patterns & Marks (Print & Design) Key Experiences ▪ Creating patterns inspired by jungle animals ▪ Exploring repeated marks and prints
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	and collage to represent the five senses and sensory experiences ▪ Explore colour, pattern, shape, texture and sound-inspired artwork ▪ Select and use appropriate tools, materials and techniques independently ▪ Create simple 2D and 3D sensory-themed artwork, models and displays ▪ Develop cutting, joining, modelling and construction skills using a variety of materials ▪ Express preferences and ideas through artwork inspired by what they see, hear, touch, smell and taste ▪ Experiment with mixing colours, combining textures and using different media to create sensory effects				insects and garden environments ▪ Explore colour, pattern, shape and texture found in nature ▪ Select and use appropriate tools and materials independently ▪ Create simple 2D and 3D garden-themed artwork, models and structures ▪ Develop cutting, joining, modelling and construction skills using natural and manufactured materials ▪ Observe and recreate seasonal changes, plants and living things through creative work ▪ Experiment with printing, weaving, rubbing and mixed-media techniques inspired by the garden ▪ Express ideas and experiences of outdoor learning through a range of artistic media	
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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
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.					