

## Lower Primary: Pre & Semi-Formal Pathway

| CYCLE 1<br>2026-27                    | AUTUMN 1                                                                                                                                                                      | AUTUMN 2                                                                                                                                                                                                                                             | SPRING 1                                                                                                                                                                                | SPRING 2                                                                                                                                                                                                           | SUMMER 1                                                                                                                                                                                                           | SUMMER 2                                                                                                                                                                         |
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| THEME                                 | WOODLAND<br>WANDER                                                                                                                                                            | ALL ABOUT ME!                                                                                                                                                                                                                                        | PEOPLE WHO<br>HELP US                                                                                                                                                                   | DINOSAURS                                                                                                                                                                                                          | TRANSPORT                                                                                                                                                                                                          | BUILDINGS                                                                                                                                                                        |
| <b>English</b>                        | Communication, reading and writing activities linked to the texts: <ul style="list-style-type: none"> <li>▪ The Gruffalo</li> <li>▪ Goldilocks and The Three Bears</li> </ul> | Communication, reading and writing activities linked to the texts: <ul style="list-style-type: none"> <li>▪ Head, shoulders, knees and toes (singing hands)</li> <li>▪ From head to toe</li> <li>▪ Ten little fingers and ten little toes</li> </ul> | Communication, reading and writing activities linked to the texts: <ul style="list-style-type: none"> <li>▪ 5 Little Firemen (Singing hands)</li> <li>▪ A Superhero like you</li> </ul> | Communication, reading and writing activities linked to the texts: <ul style="list-style-type: none"> <li>▪ One dinosaur went out to play (Singing hands)</li> <li>▪ Dinosaur Roar</li> <li>▪ Cave Baby</li> </ul> | Communication, reading and writing activities linked to the text: <ul style="list-style-type: none"> <li>▪ The Wheels on the Bus (Singing Hands)</li> <li>▪ We all go travelling</li> <li>▪ Naughty Bus</li> </ul> | Communication, reading and writing activities linked to the texts: <ul style="list-style-type: none"> <li>▪ Bizzy Bear Building Site</li> <li>▪ The Three Little Pigs</li> </ul> |
| <b>Mathematics</b><br>(Maths Mastery) | <b>Stages 1 - 4</b>                                                                                                                                                           |                                                                                                                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                                                                                                                                                                  |
|                                       | <ul style="list-style-type: none"> <li>▪ Unit 1: Number Systems</li> <li>▪ Unit 2: Pattern Spotting</li> </ul>                                                                | <ul style="list-style-type: none"> <li>▪ Unit 2: Pattern Spotting</li> <li>▪ Unit 3: Investigating Numbers</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>▪ Unit 4: Exploring Shape</li> <li>▪ Unit 6: Reasoning with Measure</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>▪ Unit 1: Number Systems</li> <li>▪ Unit 12: Exploring Change</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>▪ Unit 3: Investigating Numbers</li> <li>▪ Unit 4: Exploring Shape</li> <li>▪ Unit 6: Reasoning with Measure</li> </ul>                                                     | <ul style="list-style-type: none"> <li>▪ Unit 6: Reasoning with Measure</li> <li>▪ Unit 12: Exploring Change</li> <li>▪ Unit 15: Measuring and Estimating</li> <li>▪ </li> </ul> |

| CYCLE 1<br>2026-27     | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                  | AUTUMN 2                                                                                                                                                                                                                                     | SPRING 1                                                                                                                                                                                                                                                                                                                                         | SPRING 2                                                                                                                                                                                                                                                                                                                                                                                                                         | SUMMER 1                                                                                                                                                                                                                                                                                      | SUMMER 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| THEME                  | WOODLAND<br>WANDER                                                                                                                                                                                                                                                                                                                                                        | ALL ABOUT ME!                                                                                                                                                                                                                                | PEOPLE WHO<br>HELP US                                                                                                                                                                                                                                                                                                                            | DINOSAURS                                                                                                                                                                                                                                                                                                                                                                                                                        | TRANSPORT                                                                                                                                                                                                                                                                                     | BUILDINGS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Science<br>(MKS SOW)   | <p>Living things and their habitat:</p> <ul style="list-style-type: none"> <li>Plants in the forest – identify and describe the structure of woodland plants and trees</li> <li>Animals in the forest – describe and compare the structure of a variety of common woodland animals</li> <li>Identify and name a variety of plants and animals in their habitat</li> </ul> | <p>Animals including humans:</p> <ul style="list-style-type: none"> <li>Notice how people change over time</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Label parts of the body</li> </ul> | <p>Animals including humans:</p> <ul style="list-style-type: none"> <li>Explore basic needs of animals and humans – water, food &amp; air – what are the needs of different animals?</li> </ul> <p>Everyday Materials:</p> <ul style="list-style-type: none"> <li>Explore different materials for making a beds, bandages or shelters</li> </ul> | <p>Living things and their habitats:</p> <ul style="list-style-type: none"> <li>Living, dead and never been alive</li> <li>Animals and their habitats - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> </ul> <p>Animals including Humans:</p> <ul style="list-style-type: none"> <li>Identify carnivores, herbivores and omnivores – linking to dinosaurs</li> </ul> | <p>Forces:</p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Pushes and pulls- how to make the bus go faster/ further</li> </ul> | <p>Materials:</p> <ul style="list-style-type: none"> <li>Rocks – look at how stones are different, explore holding stones and rocks</li> <li>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.</li> <li>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.</li> </ul> |
| Computing<br>(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.                                                                                                                   |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| CYCLE 1<br>2026-27      | AUTUMN 1                                                                                                                                                                                          | AUTUMN 2                                                                                                                                                                                                                   | SPRING 1                                                                                                                                                                                                                          | SPRING 2                                                                                                                                                                                                                                                                     | SUMMER 1                                                                                                                                                                                                    | SUMMER 2                                                                                                                                                                                                               |
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| THEME                   | WOODLAND<br>WANDER                                                                                                                                                                                | ALL ABOUT ME!                                                                                                                                                                                                              | PEOPLE WHO<br>HELP US                                                                                                                                                                                                             | DINOSAURS                                                                                                                                                                                                                                                                    | TRANSPORT                                                                                                                                                                                                   | BUILDINGS                                                                                                                                                                                                              |
| Humanities<br>(MKS SOW) | <b>Geography:</b><br>Geographical skills and fieldwork <ul style="list-style-type: none"> <li>Explore woodland maps</li> <li>Explore position and direction through the story and maps</li> </ul> | <b>History:</b> <ul style="list-style-type: none"> <li>Changes within living memory</li> <li>Compare toys, homes and transport that pupils have now to what was used in the past</li> </ul>                                | <b>History:</b><br>The lives of significant individuals in the past who have contributed to national and international achievements. <ul style="list-style-type: none"> <li>Mary Seacole</li> <li>Florence Nightingale</li> </ul> | <b>Geography:</b><br>Locational knowledge <ul style="list-style-type: none"> <li>Seven Continents and Five Oceans: Use a world map to plot where specific dinosaur fossils were discovered.</li> <li>UK Landmark matching – Dinosaur fossils to the Isle of Wight</li> </ul> | <b>History:</b> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The first aeroplane flight</li> </ul>                               | <b>Geography:</b><br>Locational knowledge <ul style="list-style-type: none"> <li>Explore characteristics of the four countries and capital cities of the United Kingdom by exploring their famous buildings</li> </ul> |
|                         | <b>Geography:</b><br>Human and Physical Geography <ul style="list-style-type: none"> <li>Explore and compare human and physical features of woodland areas</li> </ul>                             | <b>Geography:</b><br>Geographical skills and fieldwork <ul style="list-style-type: none"> <li>Pupils to explore their school. Identify some of the human and physical features by going on a observational walk</li> </ul> |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                              | <b>History:</b> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Neil Armstrong</li> </ul> | <b>History:</b> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally</li> <li>The Great Fire of London</li> </ul>                                            |
| PSHE                    | Health and Wellbeing                                                                                                                                                                              |                                                                                                                                                                                                                            | Relationships                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              | Living in the Wider World                                                                                                                                                                                   |                                                                                                                                                                                                                        |

| CYCLE 1<br>2026-27                       | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                               | AUTUMN 2                                                                                                                                                                                                                                                                                                                                                                                                | SPRING 1                                                                                                                                                                                                                                                                                                                                                 | SPRING 2                                                                                                                                                                                                                                                                                                                                     | SUMMER 1                                                                                                                                                                                                                                                                                                                                     | SUMMER 2                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| THEME                                    | WOODLAND<br>WANDER                                                                                                                                                                                                                                                                                                                                                     | ALL ABOUT ME!                                                                                                                                                                                                                                                                                                                                                                                           | PEOPLE WHO<br>HELP US                                                                                                                                                                                                                                                                                                                                    | DINOSAURS                                                                                                                                                                                                                                                                                                                                    | TRANSPORT                                                                                                                                                                                                                                                                                                                                    | BUILDINGS                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| (Story Project –<br>Non-thematic<br>SOW) | <ul style="list-style-type: none"> <li>To recognise feelings and feelings in others</li> <li>To match emotions</li> <li>To express my needs and feelings and identify what helps me feel better</li> <li>To understand the concept of bereavement and loss</li> <li>To understand the concept of safe vs unsafe</li> <li>To understand the concept of rules</li> </ul> | <ul style="list-style-type: none"> <li>To understand positive behaviour choices</li> <li>To use my words or preferred method of communication instead of actions</li> <li>To explore the concept of healthy eating and foods</li> <li>To make healthy food choices</li> <li>To understand the concept of physical activity and exercise</li> <li>To explore making healthy lifestyle choices</li> </ul> | <ul style="list-style-type: none"> <li>To use resources appropriately in public spaces</li> <li>To follow explicit rules and expectations</li> <li>To practice road safety</li> <li>To understand how to stay safe around water</li> <li>To name and recognise explicit body parts safely</li> <li>To understand private vs public body areas</li> </ul> | <ul style="list-style-type: none"> <li>To understand the concept of early consent</li> <li>To respond to safe touch and unsafe touch</li> <li>To recognise kind and unhelpful behaviour</li> <li>To start and attempt to maintain a friendship</li> <li>To show empathy to friends</li> <li>To follow social rules in friendships</li> </ul> | <ul style="list-style-type: none"> <li>To follow daily routines</li> <li>To sequence routines and independent daily tasks</li> <li>To manage unexpected change in routines and make simple choices</li> <li>To make choices within routines</li> <li>To understand toileting routines</li> <li>To understand handwashing routines</li> </ul> | <ul style="list-style-type: none"> <li>To understand dental hygiene</li> <li>To understand personal care – Keeping clean and healthy</li> <li>To recognise when something is wrong</li> <li>To understand safe or unsafe online situations and how to ask for help</li> <li>To identify trusted adults</li> <li>To understand how and when to dial/call 999</li> <li>To understand the concept of getting help and who to tell</li> </ul> |

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| <p><b>Expressive Arts and Design</b><br/>(MKS SOW)</p> | <ul style="list-style-type: none"> <li>▪ Owl mask – Collage</li> <li>▪ Hedgehog – Leaf rubbings</li> <li>▪ Animal footprints - Painting</li> </ul> | <ul style="list-style-type: none"> <li>▪ Finger and Hand Painting</li> <li>▪ Self-portrait painting</li> <li>▪ Pizza sculpture</li> <li>▪ Wax resist identity painting</li> <li>▪ Collage and 3D monsters</li> </ul> | <p><b>Pre-formal (Engagement Model)</b><br/>Children should:</p> <ul style="list-style-type: none"> <li>▪ Explore colours, textures and materials</li> <li>• Make marks using hands, tools and different media</li> <li>• Express preferences and make choices</li> <li>• Join, combine and manipulate materials</li> <li>• Exploring cause and effect</li> </ul> <p><b>Semi-formal</b><br/>Children should:</p> <ul style="list-style-type: none"> <li>▪ Use colour, shape and pattern purposefully</li> <li>• Develop drawing, painting and collage techniques</li> <li>• Select appropriate tools and materials for a task</li> <li>• Design and create simple products or models</li> </ul> | <p><b>Pre-formal (Engagement Model)</b><br/>Children should:</p> <ul style="list-style-type: none"> <li>▪ Explore dinosaur-inspired colours, textures and natural materials</li> <li>▪ Make marks using paint, crayons, stamps and sensory media</li> <li>▪ Investigate different materials through touch and manipulation</li> <li>▪ Make choices between resources, colours and tools</li> <li>▪ Develop fine motor skills through creative exploration</li> </ul> <p><b>Semi-formal</b><br/>Children should:</p> <ul style="list-style-type: none"> <li>▪ Use drawing, painting and collage to represent dinosaurs and habitats</li> <li>▪ Explore colour, pattern, shape and texture in artwork</li> </ul> | <ul style="list-style-type: none"> <li>▪ Build a 2D car – Playdough mats</li> <li>▪ Collage sun catcher – Hot air balloon</li> <li>▪ 3D rocking boat – Collage and painting</li> <li>▪ London buses – Block printing</li> <li>▪ Trains – Shape collage</li> <li>▪ 3D plane – Painting and making</li> </ul> | <p><b>Pre-formal (Engagement Model)</b><br/>Children should:</p> <ul style="list-style-type: none"> <li>▪ Explore colours, textures and materials</li> <li>▪ Make marks using hands, tools and media</li> <li>▪ Express preferences and make choices</li> <li>▪ Join and manipulate materials</li> <li>▪ Explore shape and space through construction</li> <li>▪ Investigate cause and effect when building and creating</li> </ul> <p><b>Semi-formal</b><br/>Children should:</p> <ul style="list-style-type: none"> <li>▪ Use colour, shape and pattern to represent buildings</li> <li>▪ Develop drawing, painting and collage skills</li> <li>▪ Select appropriate tools and materials for a task</li> </ul> |
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| CYCLE 1<br>2026-27     | AUTUMN 1                     | AUTUMN 2                      | SPRING 1                                                                                                       | SPRING 2                                                                                                                                                                                                                                 | SUMMER 1                            | SUMMER 2                                                                                                                                                               |
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| THEME                  | WOODLAND<br>WANDER           | ALL ABOUT ME!                 | PEOPLE WHO<br>HELP US                                                                                          | DINOSAURS                                                                                                                                                                                                                                | TRANSPORT                           | BUILDINGS                                                                                                                                                              |
|                        |                              |                               | <ul style="list-style-type: none"> <li>Explore how materials can be shaped, joined and strengthened</li> </ul> | <ul style="list-style-type: none"> <li>Select and use appropriate tools and materials independently</li> <li>Create simple 2D and 3D dinosaur models and structures</li> <li>Develop cutting, joining and construction skills</li> </ul> |                                     | <ul style="list-style-type: none"> <li>Design and create simple structures and models</li> <li>Explore how materials can be shaped, joined and strengthened</li> </ul> |
| RE                     | RE Day: Hinduism             | RE Day: Christmas Performance | RE Day: Judaism                                                                                                | RE Day: Islam                                                                                                                                                                                                                            | RE Day: Sikhism                     | RE Day: Buddhism                                                                                                                                                       |
| PE<br>(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                                                                                                                           |

| CYCLE 1<br>2026-27                      | AUTUMN 1                                                                                                                                                                                                                                                                                               | AUTUMN 2      | SPRING 1              | SPRING 2  | SUMMER 1  | SUMMER 2  |
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| THEME                                   | WOODLAND<br>WANDER                                                                                                                                                                                                                                                                                     | ALL ABOUT ME! | PEOPLE WHO<br>HELP US | DINOSAURS | TRANSPORT | BUILDINGS |
| <b>Food<br/>Technology</b><br>(MKS SOW) | Cooking experiences linked to the theme.<br>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. |               |                       |           |           |           |