

Ecclesfield Primary School Long Term Plan 2025/ 2026 Year Group: Foundation Stage (F2)
LEARNING MINDSETS: RESPECT, RESPONSIBILITY, RESILIENCE

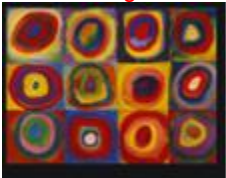
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>-match and sort, compare amounts</p> <p>-compare size, mass & capacity, exploring pattern</p> <p>It's me 1,2,3!</p> <p>-representing, comparing, composition 1,2,3</p> <p>-circles and triangles, positional language</p> <p>Place value (to 2)</p> <p>Matching and sorting amounts</p> <p>Comparing amounts</p> <p>Representing</p> <p>Counting forwards and backwards</p> <p>More/less</p> <p>Odd and even</p> <p>Addition and Subtraction</p> <p>Composition</p> <p>Multiplication and division</p> <p>Doubling and halving</p>	<p>It's me 1,2,3!</p> <p>-representing, comparing, composition 1,2,3</p> <p>Light and dark</p> <p>-representing numbers to 5, one more or less</p> <p>-shapes with 4 sides, time</p> <p>Place value (to 5)</p> <p>Comparing amounts</p> <p>Representing</p> <p>Counting forwards and backwards</p> <p>Odd and even</p> <p>Addition and Subtraction</p> <p>One more/less</p> <p>Composition</p> <p>Problem solving</p> <p>Multiplication and division</p> <p>Doubling and halving</p> <p>Shape, space and measures</p> <p>Triangles</p> <p>Rectangles</p> <p>Squares</p> <p>Pentagons</p> <p>time</p>	<p>Alive in 5</p> <p>-introducing 0, comparing numbers to 5, composition of 4&5</p> <p>-compare mass, compare capacity</p> <p>Growing 6,7,8!</p> <p>-making pairs, combining 2 groups</p> <p>-length & height, time</p> <p>Place value (to 7)</p> <p>Comparing amounts</p> <p>Representing</p> <p>Counting forwards and backwards</p> <p>Odd and even</p> <p>Addition and Subtraction</p> <p>One more/less</p> <p>Combining 2 groups</p> <p>Composition</p> <p>Problem solving</p> <p>Multiplication and division</p> <p>Doubling and halving</p> <p>Shape, space and measures</p> <p>Comparing mass/capacity</p> <p>Length/height</p> <p>hexagons</p> <p>time</p>	<p>Growing 6,7,8!</p> <p>-making pairs, combining 2 groups</p> <p>-length & height, time</p> <p>Building 9 & 10</p> <p>-comparing numbers to 10, number bonds to 10</p> <p>-3D shape, pattern</p> <p>Place value (to 10)</p> <p>Comparing amounts</p> <p>Representing</p> <p>Counting forwards and backwards</p> <p>Odd and even</p> <p>Addition and Subtraction</p> <p>One more/less</p> <p>Combining 2 groups</p> <p>Composition</p> <p>Number bonds to 10</p> <p>Problem solving</p> <p>Multiplication and division</p> <p>Doubling and halving</p> <p>Shape, space and measures</p> <p>Length/height</p> <p>Time</p> <p>3D shape</p> <p>Pattern</p>	<p>To 20 and beyond</p> <p>-building numbers beyond 10, counting patterns beyond 10</p> <p>-spatial reasoning, math, rotate, manipulate</p> <p>First then, now</p> <p>-adding more, taking away</p> <p>- spatial reasoning, compose and decompose</p> <p>Place value (to 20)</p> <p>Comparing amounts</p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Deepening understanding, patterns and relationships</p> <p>Odd and even</p> <p>Addition and Subtraction</p> <p>Taking away</p> <p>Adding more</p> <p>Multiplication and division</p> <p>Doubling and halving</p> <p>Sharing and grouping</p> <p>Shape, space and measures</p> <p>Length/height</p> <p>Spatial reasoning</p> <p>Compose and decompose shapes</p>	<p>Find my pattern</p> <p>-doubling, sharing and grouping, even and odd</p> <p>-spatial reasoning, visualise and build</p> <p>On the move</p> <p>-deepening understanding, patterns and relationships</p> <p>- spatial reasoning, mapping</p> <p>Place value (to 20)</p> <p>Comparing amounts</p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Deepening understanding, patterns and relationships</p> <p>Odd and even</p> <p>Addition and Subtraction</p> <p>Taking away</p> <p>Adding more</p> <p>Multiplication and division</p> <p>Doubling and halving</p> <p>Sharing and grouping</p> <p>Shape, space and measures</p> <p>Length/height</p> <p>Spatial reasoning</p> <p>Compose and decompose shapes</p>

	<p><u>Shape, space and measures</u></p> <p>Circles</p> <p>Positional language</p> <p>Compare size, mass and capacity, exploring pattern</p>					
	<p>Number Sense and Fluency</p> <p>Range of problem solving and reasoning activities</p>					
English		<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>				
		<p>The children’s communication and language skills will be developed throughout their time in FS. Opportunities are provided through provision and the following activities:</p> <ul style="list-style-type: none"> Listening and attention games <ul style="list-style-type: none"> Singing Rhyming activities Circle time Story time/reading for pleasure Floor book – asking questions <ul style="list-style-type: none"> Talk partners Sharing news <p>Whole class reading sessions</p> <p>Class bear to take home each week- start from</p>				
<p><u>Key Texts</u></p> <p>Nonfiction</p> <p>Poetry</p> <p>Fiction</p>	<p>Class books: Elmer</p> <p>Reading Skills: Read individual letters by saying the sounds for them.</p> <p>Writing Skills: <u>Writing Skills:</u> <u>Composition (oral)</u> Describing Elmer Narrative – sequencing events <u>Transcription</u> Hear and record initial sounds in words.</p>	<p>Class books: Kipper’s Birthday Elf hook</p> <p>Reading Skills: Anticipate – where appropriate – key events in stories Begin to retell stories. Use recently introduced vocabulary Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school’s phonic programme. Read words consistent with their phonic knowledge by sound-blending</p> <p>Writing Skills: <u>Composition (oral)</u> Describing Narrative – sequencing events <u>Transcription</u> Hear and record initial sounds in words.</p>	<p>Class books: Going on a bear hunt</p> <p>Reading Skills: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Writing Skills: <u>Composition (oral)</u> Narrative – used repeated refrains, inventing</p> <p>Poetry Instructions – how to play hide and seek</p>	<p>Class books: Not a box Lost in the toy museum.</p> <p>Reading Skills: Retell a story, joining in with repeated refrains Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use and understand recently introduced vocabulary during discussions about</p>	<p>Class books: The Very Hungry Caterpillar</p> <p>Reading Skills: Reading Skills: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Class books: Jack and the beanstalk Supertato</p> <p>Reading Skills: Reading Skills: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Have some favourite books and be able to talk about them Create own stories based on my interests and stories I have read. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Writing Skills: <u>Composition (oral)</u> Writing Narrative – Talk for writing Narrative – inventing own stories</p>

		<div>Labels</div> <div>Lists</div>	<div><u>Transcription</u> Begin to write simple captions. Scaffolded narrative using structure ‘I can see...I see...” and children complete structure.</div> <div>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</div> <div>To adapt a familiar story by using their own ideas.</div>	<div>stories, non-fiction, rhymes and poems and during role-play. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs.</div> <div><u>Writing Skills: Composition (oral)</u> Narrative - used repeated refrains, inventing</div> <div>Poetry</div> <div>Instructions - how to play hide and seek</div> <div><u>Transcription</u> Begin to write simple captions. Scaffolded narrative using structure ‘I can see...I see...” and children complete structure.</div> <div>Instructions - how to play hide and seek</div> <div>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</div>	<div><u>Writing Skills: Composition (oral)</u> <u>Writing</u> Narrative - Talk for writing Narrative - inventing own stories Description</div> <div>Poetry Write simple phrases and sentences that can be read by others using a pattern like ‘it is a...’ <u>Transcription</u> Scaffolded narrative using structure ‘I can see...I see...” and children complete structure. Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed.</div>	<div>Description Poetry Write simple phrases and sentences that can be read by others using a pattern like ‘it is a...’ <u>Transcription</u> Scaffolded narrative using structure ‘I can see...I see...” and children complete structure. Children to complete a ‘big write’ to re-tell key features of the story ‘Jack ans the beanstalk’ Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed.</div>
Phonics	Baseline assessments.	<div><u>Baseline assessments.</u></div> <div><u>s/ <s> /a/ <a> /t/ <t> /p/ <p> /i/ <i> /n/ <n> /m/ <m> /d/ <d> I, the, no /g/ <g> /o/ <o> /c/ <c> <k> put, of, is /k/ <ck> /e/ <e> /u/ <u> /r/ <r> to, go, into /s/ <ss></u></div> <div><u>Assess and review week R: I pull /h/ <h> /b/ /f/ <f> /l/ <l> <ll> as, his.</u></div> <div><u>Assess and Review as needed.</u></div>	<div>Phonics:</div> <div><u>/j/ <j> /v/ <v> /w/ <w> /ks/ <x> he, she, buses /y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch> we, me, be /sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk> push /ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa> was, her -es (where there is no change to the root word) Assess and review week R: 2 Review week</u></div>	<div>Review week</div> <div>R: 4 /oo/ <oo> (book) /ar/ <ar> /ur/ <ur> /oo/ <oo> (food) /or/ <or> they, all, are /ow/ <ow> /oi/ <oi> /ear/ <ear> /air/ <air> /ure/ <ure> /er/ <er> /oa/ <ow> ball, tall Assess and review week R: 5 Review week R: 6</div>	<div>Review week R: 7 said, so, have Review week R: 8 were, out, like Review week R: 9 some, come, there Review week R: 10 little, one, do Assess and review week R: 11 children, love Review week R: 12</div>	<div>Phase 4: 1 CVCC -ed /ed/ Phase 4: 2 CCVC -ed /t/ Phase 4: 3 CCVCC -ed /d/ Phase 4: 4 CCCVC Assess and review week R: 13 Phase 4: 5 CCCVCC -er -est</div>

			R:3-my, you Assess and Review as needed.			
PSED	<ul style="list-style-type: none">Identifying feelingsBuilding positive relationshipsKnowing the importance of sleep and tooth brushingClass rules	<ul style="list-style-type: none">Identifying and explaining feelingsBuilding independence (toileting, eating)School rules	<ul style="list-style-type: none">Setting goals - perseveranceKnowing right from wrongKeeping healthy	<ul style="list-style-type: none">Working as part of a group/classUnderstanding others' feelings	<ul style="list-style-type: none">Making healthy food choicesWorking independently	<ul style="list-style-type: none">Remaining focussedExplaining right and wrongBeing resilient
<div>Understanding the world (incl. online safety)</div> <div>Past and present (History)</div> <div>People, Culture and Communities (RE)</div> <div>The natural world (Geography, Science)</div>	<div>Our past (History)</div> <div>How do humans change as they grow? Look at the human life cycle from baby to elderly person and sequence the key life cycle changes incorporating important events. Discuss the sizes and explain that we get bigger in size as we grow older. Explain the different abilities and the different things that we can do as we get older and discuss the different phases that we go through. As part of this, we will sequence key life cycle stages in our lives and discuss important events at each stage.</div> <ul style="list-style-type: none">How I have changed since I was a babyPast and present events in our lives and family membersSimilarities and differencesDiscussing our family tree- who is older? Who is the youngest? How are members of your family similar/different?Families - similarities and differences between each other's families within the classPeople who help us/are special to us <div>Key concepts: Change and continuity, chronology.</div> <div>Investigating our school Our immediate environment (classroom and school)</div> <div>Locating different parts of the classroom and school and roles within the school</div>	<div>Celebrations (RE)</div> <ul style="list-style-type: none">Special events and celebrationsComparing celebrationsDifferent beliefsFood and clothes in celebrationsBonfire night, Christmas, Diwali <div>Seasons</div> <ul style="list-style-type: none">Autumn - what has changed?weatherclothing <div>Key concepts: Comparing, similarities and differences</div> <div>Historical event (Bonfire night)</div> <ul style="list-style-type: none">what happened, why is it a significant event? How do we celebrate Bonfire Night in Britain?Sequencing the story of Guy Fawkes <div>Comparing past and present images of celebrations of Bonfire Night</div> <div>CONCEPTS- Time, change and chronology, Similarity and difference, Significance, Interpretations, Historical evidence</div>	<div>Contrasting environments (Geography, Science)</div> <div>Investigating Hot and Cold Places</div> <div>Contrasting environments (Geography, Science)</div> <div>Similarities and differences</div> <div>Weather</div> <div>Changing states of matter - water, freezing</div> <div>Observations over time</div> <div>Looking at other countries which are cold-similarities and differences.</div> <div>Know the name of the 4 SEASONS.</div> <div>Know basic vocabulary for weather.</div> <div>Types of clothes needed for cold temperatures.</div> <div>Know that there are hot and cold places in the world.</div> <div>Weather in Sheffield/Uk</div> <div>Is it always the same in all parts of the UK?</div> <div>F2 thermometer-recording</div>	<div>Toys (History)</div> <div>We will name different types of toys.</div> <div>We will look at toys from the past and consider what materials were used.</div> <div>We will discuss how old toys worked. We will look at toys from the past and consider what materials were used and look at sorting toys into sets to see how they work.</div> <div>We will ask the question - How do they compare to the toys that we have now?</div> <ul style="list-style-type: none">We will look at the question of how and why has the same style of toy changed over time?Comparing - similarities and differences - How do toys of the past compare to the toys that we have now? How and why has the same style of toy changed over time? We will sort toys from the past and present and consider which toys are no longer made and how they have changed over time (e.g. battery powered toys). We will consider the significance and impact of this. <div>We will compare the toys and look at the</div>	<div>Growing - minibeast/plants (Geography, Science)</div> <ul style="list-style-type: none">Lifecycles, sequencesObservations over timeExplore the natural world around them.Make observations and drawing pictures of animals and plants (linked to garden topic)Recognise some environments that are different from the one they live. <div>Seasons</div> <ul style="list-style-type: none">Spring - what has changed?weathercomparing to autumn and winter <div>Key concepts: Change, predicting, testing, asking questions.</div> <div>Investigating the outside of our school</div> <div>Map skills (linked to topic) - use map skills to locate outside features of school.</div> <div>Explore the external world around them, making observations and drawing pictures of animals and plants (linked to garden topic)</div> <div>Field Work and Map Skills</div> <div>What words can I use to describe where the garden area is/ animals and plants found, forward backward near far left right?</div> <div>Describe the route from their classroom to the field-positional language-up down left, right</div> <div>Use of simple compass directions N/S</div> <div>Our school from above-use aerial map to identify school and the features around the school.</div>	<div>Who is in my Family? Grandma's Bill book as a focus text.</div> <div>Baby</div> <div>toddler</div> <div>child</div> <div>teenager</div> <div>adult</div> <div>old</div> <div>older</div> <div>young</div> <div>younger</div> <div>Generations</div> <div>Grandparents</div> <div>Great grandparents</div> <div>Relationships</div> <div>Special</div> <div>Past</div> <div>Present</div> <div>Birthdays</div> <div>Weddings</div> <div>Christenings</div> <div>Parties</div> <div>generations</div> <div>Who is in my family?</div> <div>Who is in my wider family?</div> <div>Celebrations with families?</div> <div>Changes (linked to transition - linked to PSED).</div> <ul style="list-style-type: none">how we have changed, looking at our journey through the year, including significant events through the foundation yearDiscuss what we are looking forward to in Year 1 <div>Key concepts:</div> <div>Changes, chronology</div>

	<p>What is our school called? Place-What is the address? Roles within our wider community People who help us in our community and locality What jobs do people do in school-interview office/cook/caretaker/cleaner/other teachers? Different Cultures How different cultures celebrate different festivals around the world. Field Work and Map Skills Where am I (in the room-what parts of the room do I use -positional language next to above behind in front) Take pictures of class toy in different places and make a photo montage using positional language. Create sound maps around school-what different sounds do I hear-kitchen/office/classrooms/hall Map journeys around school to hall/field/home mapping different places in the building can pupil name-hall office, kitchen, other classrooms, ICT room. Who works in these spaces? • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites</p>		<p>temperature (increase/decrease) • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites.</p> <p>Seasons</p> <ul style="list-style-type: none">• Winter – what has changed?• weather• comparing to autumn – what is different? What is the same?• Sorting and matching items to seasons• Understand the effect of changing seasons on the natural world around them <p>Key concepts: Place, environment Predicting, testing</p>	<p>similarities and differences in what toys were made of.</p> <p>Toys from the present</p> <ul style="list-style-type: none">• Naming different types of toys• Which toys are no longer made?• Sorting how toys work and how that has changed over time (e.g. battery powered). <p>Key concepts: Change and continuity, chronology.</p>	<p>Which parts of the external school grounds do they use/not use. Label a map of the external areas of the school-writing what they do/don't do there. Make simple maps showing play areas/no go areas for the next F2 class. Hot Weather Observations- clouds/temperature/sunlight Winter/Spring – what has changed? Weather Comparing to autumn – what is different? What is the same? Sorting and matching clothing items to seasons • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites.</p>	
--	--	--	--	---	--	--

			MAP SKILLS - Cold Places - where are they in relation to where we are?			
Expressive art and design Creating with materials Being imaginativ e and expressive	I wonder...who is special Painting/Collage/ Drawing Research: Colour: Kandinsky 	I wonder...what sparkles in the sky Painting/Collage/Drawing/Printing Research: Bonfire night, firework videos Developing skills: -Handling, manipulating and enjoying using materials -Exploring a range of materials, tools and techniques -Creating representations -Printing with a variety of objects	Food- changes of state <u>Developing skills</u> <u>(investigate and</u> <u>explore):</u> -Researching and investigating a range of healthy smoothies	Technique - combining media and materials To explore ways of joining materials in the most effective way to create 3D models. To explore strengthening and stiffening materials	I wonder...what's hiding in the garden Painting/Collage/Drawing/3D art Developing skills: -Exploring of a range of surface textures inside and outside -Rubbings -Safely using a range of tools and techniques -Combining effects to create -Creating textures	Combining media and materials for a planned effect Explore hinges and fastenings <u>Developing skills (investigate and</u> <u>explore):</u> -Designing models to achieve a desired effect -Combining media and materials -Joining materials together effectively

	<p>Text: The dot by Peter H Reynolds</p> <p>Developing skills:</p> <ul style="list-style-type: none">-Naming colours-Experimenting with and using primary colours-Colour mixing-Using a range of tools to make coloured marks on paper-Beginning to use a variety of drawing tools-Investigating different lines and shapes <p>Applying skills:</p> <p>Colour mixing with powder paints</p> <p>Drawing and painting self portraits</p> <p>Music: Sing up scheme of learning</p>		<p>Applying skills:</p> <p>Chalk firework pictures</p> <p>Winter art</p> <p>Music: Sing up scheme of learning</p>		<p>-Making choices about equipment</p> <p>-Handling tools and equipment safely and with control</p> <p>-Cutting fruits</p> <p>-Observing and discussing changes</p> <p>Applying skills (designing and making):-</p> <ul style="list-style-type: none">-cutting fruit - smoothies-melting chocolate - rice crispie cakes <p>Music: Sing up scheme of learning</p> <p>No Art Unit taught within Spring Term ** DT Focus **</p> <p>No Art Unit taught within Spring Term ** DT Focus **</p> <p>Retrieval Practice focussed on skills taught in the Autumn Term to be planned for within Art Provision Areas e.g. identifying and mixing colours, mark-making including lines and shapes layering of media.</p>	<p><u>Developing skills (investigate and explore):</u></p> <ul style="list-style-type: none">-Designing toys and puppets, making choices about materials-Observing how materials are joined together-Experimenting joining materials together in different ways-Considering an object's surface, size and shape when choosing a method of joining <p>Applying skills (designing and making):-</p> <ul style="list-style-type: none">-Junk model toys-Moving puppets <p>Music: Sing up scheme of learning</p> <p>No Art Unit taught within Spring Term ** DT Focus **</p> <p>Retrieval Practice focussed on skills taught in the Autumn Term to be planned for within Art Provision Areas e.g. identifying and mixing colours, mark-making including lines and shapes layering of media.</p>	<p>Applying skills:</p> <p>Observational drawings of plants and animals</p> <p>Clay mini beast</p> <p>Mixed media minibeast</p> <p>Summer seasonal art</p> <p>Music: Sing up scheme of learning</p>	<p>-Adapting models to improve</p> <p>-Weaving to create dream catchers</p> <p>Applying skills (designing and making):-</p> <ul style="list-style-type: none">-Weaving dream catchers <p>Music: Sing up scheme of learning</p>				
Music	<p>MUSIC:</p> <p>Children will be encouraged to latent and appraise music as they learn new songs and listen to new pieces of music. They will start to develop the ability to verbalise the tempo of music, how music makes them feel and express whether they enjoy a piece of music. They should also be able to name some instruments in a simple arrangement.</p>											
	I've Got a Grumpy Face	The Sorcerers Apprentice	Witch Witch	Row, row, row your boat	Bird Spotting: Cuckoo Polka	Shake my Sillies Out	Up and Down	Five Fine Bumble Bees	Down There Under The Sea	It's Oh So Quiet	Slap, Clap, Clap	Bow, Bow, Bow Belinda
			The unit is based around a				Up and down is a			This unit is all about	Slap clap clap is a rhythmic action song in waltz time, great	

	<p>Explore making sound with their voices and percussion instruments to create different feelings and moods.</p> <p>Sing with a sense of pitch, following the shape of the melody with their voices.</p> <p>Mark the beat of the song with actions</p>	<p><i>e sorcerer's apprentice</i> by Paul Dukas.</p> <p>Most children will be able to:</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</p> <p>Respond to music in a range of ways e.g. movement, talking, writing.</p>		<p>on percussion instruments.</p> <p>Make up new lyrics and vocal sounds for different kinds of transport.</p>	<p>Vaughan Williams.</p> <p>children will be able to:</p> <p>Explore the range and capabilities of voices through vocal play.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</p> <p>Enjoy moving freely and expressively to music.</p>	<p>using instruments to represent different animal sounds/movements.</p> <p>Perform the story as a class.</p>		<p>children will be able to:</p> <p>Improvise a vocal/physical soundscape about minibeasts.</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.</p> <p>Listen to a piece of classical music and respond through dance.</p>	<p>Sing a song using a call-and-response structure.</p> <p>Play sea sound effects on percussion instruments.</p> <p>With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E).</p> <p>Listen to a range of sea-related pieces of music and respond with movement.</p>	<p>Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles.</p> <p>Explore dynamics with their voices and instruments.</p> <p>Play different instruments with control.</p> <p>Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>.</p>		
--	--	---	--	--	---	---	--	---	---	--	--	--

PE	<p>Introduction to PE (GS4PE)</p> <p>Children will be introduced to Physical Education. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.</p> <p><u>Key Skills:</u> Moving safely, running, jumping, throwing, catching, following a path, rolling</p>	<p>Dance 1 (GS4PE)</p> <p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p><u>Key Skills:</u> Travel, action, perform, copy</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination <p>Fundamentals 2 (GS4PE)</p>	<p>Gymnastics 1 (GS4PE)</p> <p>Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p><u>Key Skills:</u> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration <p>Ball Skills Unit 1 (GS4PE)</p>	<p>Games Unit 1 (GS4PE)</p> <p>Children will develop their understanding of playing games. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p><u>Key Skills:</u> Running, balancing, changing direction, striking a ball, throwing</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Coordination • Collaboration • Fairness <p>Ball Skills Unit 2 (GS4PE)</p>	<p>Gymnastics 2 (GS4PE)</p> <p>Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p><u>Key Skills:</u> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Balance • Agility • Coordination • Collaboration <p>Dance Unit 2 (GS4PE)</p>	<p>Sports Day Practice</p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats, so they are racing against children of similar ability. The children will also practise teamwork by taking part in team challenges.</p> <p><u>Key Skills:</u> Running, throwing, catching, teamwork</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Movement • Agility • Coordination • Competition • Collaboration • Fairness • Technique <p>Games Unit 2 (GS4PE)</p>
----	---	---	--	--	--	--

	<div>Key Concepts:</div> <div><div><div></div><div>Movement</div></div><div><div></div><div>Balance</div></div><div><div></div><div>Agility</div></div><div><div></div><div>Coordination</div></div></div> <div>Fundamentals I (GS4PE)</div>					

