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

	Autumn I	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	-match and sort,	It's me 1,2,3!	Alive in 5	Growing 6,7,8!	To 20 and beyond	Find my pattern
	compare amounts	-representing, comparing,	-introducing 0, comparing	-making pairs, combining 2	-building numbers beyond 10,	-doubling, sharing and grouping, even
	,	composition 1,2,3	numbers to 5, composition of	groups	counting patterns beyond 10	and odd
	-compare size, mass		4&5	-length & height, time	-spatial reasoning, math,	-spatial reasoning, visualise and build
	& capacity, exploring		-compare mass, compare		rotate, manipulate	
	pattern	Light and dark	capacity	Building 9 & 10		On the move
	,	-representing numbers to 5,		-comparing numbers to 10,	First then, now	-deepening understanding, patterns and
		one more or less	Growing 6,7,8!	number bonds to 10	-adding more, taking away	relationships
		-shapes with 4 sides, time	-making pairs, combining 2	-3D shape, pattern	- spatial reasoning, compose	- spatial reasoning, mapping
	It's me 1,2,3!	Discount of (In E)	groups	Discourse (15-10)	and decompose	DI (1 20)
		Place value (to 5)	-length & height, time	Place value (to 10)	Place value (to 20)	Place value (to 20)
	-representing,	Comparing amounts Representing	Place value (to 7)	Comparing amounts Representing	Comparing amounts	Comparing amounts Building numbers beyond 10
	comparing,	Counting forwards and	Comparing amounts	Counting forwards and	Building numbers beyond 10	Counting patterns beyond 10
	composition 1,2,3	backwards	Representing	backwards	Counting patterns beyond 10	Deepening understanding, patterns and
		Odd and even	Counting forwards and	Odd and even	Odd and even	relationships
	-circles and	oud und even	backwards	oud area evert	Jaa arta evert	Odd and even
	triangles, positional		Odd and even			oud with evert
	language	Addition and Subtraction	2.23 2.02 2.2.0			Addition and Subtraction
		One more/less		Addition and Subtraction	Addition and Subtraction	Taking away
		Composition	Addition and Subtraction	One more/less	Taking away	Adding more
		Problem solving	One more/less	Combining 2 groups	Adding more	
	Place value (to 2)	3	Combining 2 groups	Composition	3	Multiplication and division
		Multiplication and	Composition	Number bonds to 10		Doubling and halving
	Matching and	division	Problem solving	Problem solving	Shape, space and measures	Sharing and grouping
	sorting amounts	Doubling and halving	J		Length/height	
			Multiplication and division	Multiplication and division	Spatial reasoning	Shape, space and measures
	Comparing amounts	Shape, space and	Doubling and halving	Doubling and halving	Compose and decompose	Length/height
		measures			shapes	Spatial reasoning
	Representing	Triangles	Shape, space and measures	Shape, space and measures		Compose and decompose shapes
		Rectangles	Comparing mass/capacity	Length/height		
	Counting forwards	Squares	Length/height	Time		
	and backwards	Pentagons	hexagons	3D shape		
	Mana/Lasa	time	time	Pattern		
	More/less					
	Odd and even					
	Odd arta evert					
	Addition and					
	Subtraction					
	Composition					
	'					
	Multiplication and					
	division					
	Doubling and					
	halving					

	Shape, space and measures Circles Positional language Compare size, mass and capacity, exploring pattern					
		R	Number Sense Cange of problem solving		ties	
English		The children's communication and language	Listening, Atte ge skills will be developed to follo Lis Sto Flo Whole clo	ation and Language ntion and Understandir Speaking hroughout their time in wing activities: tening and attention go Singing Rhyming activities Circle time ry time/reading for plector book - asking quest Talk partners Sharing news ass reading sessions home each week-start	r FS. Opportunities are provided ames asure ions	through provision and the
Key Texts Nonfiction Poetry Fiction	Elmer Reading Skills: Read individual letters by saying the sounds for them. Writing Skills: Writing Skills: Composition (oral) Describing Elmer Narrative - sequencing events Transcription Hear and record initial sounds in words.	Class books: Kipper's Birthday Elf hook 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 Writing Skills: Composition (oral) Describing Narrative - sequencing events Transcription Hear and record initial sounds in words.	Class books: Going on a bear hunt Reading Skills: Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Writing Skills: Composition (oral) Narrative - used repeated refrains, inventing Poetry Instructions - how to play hide and seek	Class books: Not a box Lost in the toy museum. 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	Class books: The Very Hungry Caterpillar 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	Class books: Jack and the beanstalk Supertato 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 Writing Skills: Composition (oral) Writing Narrative - Talk for writing Narrative - inventing own stories

		Labels Lists	Iranscription Begin to write simple captions. Scaffolded narrative using structure 'I can seeI see" and children complete structure. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. To adapt a familiar story by using their own ideas.	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. Writing Skills: Composition (oral) Narrative - used repeated refrains, inventing Poetry Instructions - how to play hide and seek Transcription Begin to write simple captions. Scaffolded narrative using structure 'I can seeI see" and children complete structure. Instructions - how to play hide and seek Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Writing Skills: Composition (oral) Writing Narrative - Talk for writing Narrative - inventing own stories Description Poetry Write simple phrases and sentences that can be read by others using a pattern like 'it is a' Transcription Scaffolded narrative using structure 'I can seeI see" and children complete structure. Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed.	Description Poetry Write simple phrases and sentences that can be read by others using a pattern like 'it is a' Transcription Scaffolded narrative using structure 'I can seeI 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.
Phonics	Baseline assessments.	Baseline assessments. s/ <s> /a/ <a> /t/ <t>/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> Assess and review week R:I pull /h/ <h> /b/ /f/ <> <ff> /l/ <l> <ll>as, his. Assess and Review as needed.</ll></l></ff></h></ss></r></u></e></ck></k></c></o></g></d></m></n></i></t></s>	Phonics: /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/ (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</oa></igh></ee></ai></nk></ng></sh></ch></qu></zz></z></y></x></w></v></j>	Review week 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</ow></er></ure></air></ear></oi></ow></or></oo></ur></ar></oo>	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	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

			R:3-my, you Asses	ss and		
			Review as needed			
PSED	Identifying	 Identifying and explaining feelings 	Setting god		Making healthy food	Remaining focussed
	feelings	 Building independence (toileting, 	perseveran	'	choices	 Explaining right and wrong
	Building positive	eating)	Knowing ri	T	Working	Being resilient
	relationships	School rules	from wrong		independently	
	 Knowing the importance of 		 Keeping healthy 	g others' feelings		
	sleep and tooth		rieating	reetings		
	brushing					
	• Class rules					
Understan	Our past (History)	Celebrations (RE)	Contrasting	Toys (History)	Growing - minibeast/plants	Who is in my Family?
ding the	_	 Special events and 	environments	We will name different	(Geography, Science)	Grandma's Bill book as a focus text.
world	How do humans change	celebrations	(Geography,	types of toys.	 Lifecycles, 	Baby
(incl.	as they grow? Look at the	 Comparing celebrations 	Science)	We will look at toys from	sequences	toddler
online	human life cycle from	 Different beliefs 	7 (*)	the past and consider	Observations over	child
safety)	baby to elderly person and sequence the key	Food and clothes in	Investigating Hot and Cold	what materials were used.	time	teenager adult
Past and	life cycle changes	celebrations	Places	We will discuss how old	• Explore the natural	old
present	incorporating important	Bonfire night, Christmas, Discort:	Contrasting	toys worked. We will look	world around them. • Make observations	older
(History)	events. Discuss the sizes	Diwali	environments	at toys from the past and	and drawing pictures of	young
	and explain that we get	Seasons	(Geography,	consider what materials	animals and plants	younger
People,	bigger in size as we grow	Autumn - what has	Science)	were used and look at	(linked to garden topic)	Generations
Culture and	older. Explain the	changed?	Similarities	sorting toys into sets to	Recognise some	Grandparents
Communiti	different abilities and	• weather	and	see how they work.	environments that are	Great grandparents
es (RE)	the different things that	• clothing	differences	We will ask the question	different from the one	Relationships
00 (2)	we can do as we get	3	Weather	- How do they compare to	they live.	Special
The	older and discuss the different phases that we	Key concepts:	Changing states of	the toys that we have now?	_	Past Present
natural	go through. As part of	Comparing, similarities and differences	matter -	• We will look	Seasons	Birthdays
world	this, we will sequence		water,	at the question	• Spring – what has	Weddings
(Geography	key life cycle stages in	Historical event (Bonfire night)	freezing	of how and why	changed?	Christenings
, Science	our lives and discuss	• what happened, why is	Observations	has the same	• weather	Parties
	important events at each	it a significant event? How do we celebrate Bonfire	over time	style of toy	 comparing to autumn and winter 	generations
	stage.	Night in Britain?	Looking at	changed over	arta wirtier	Who is in my family?
	How I have changed	 Sequencing the story of 	other countries	time?	Key concepts:	Who is in my wider family?
	since I was a baby	Guy Fawkes	which are		Change, predicting, testing, asking	Celebrations with families?
	 Past and present events in our lives 	Comparing past and present images	cold- similarities	• Comparing -	questions.	Changes (linked to transition - linked to PSED).
	and family members	of celebrations of Bonfire Night	and	similarities and differences -		• how we have
	 Similarities and 	CONCEPTS- Time, change and	differences.	How do toys of	Investigating the outside of our	changed, looking at
	differences	chronology, Similarity and	Know the	the past	school	our journey through
	 Discussing our family 	difference, Significance,	name of the 4	compare to the	Map skills (linked to topic) – use map skills to locate outside	the year including
	tree- who is older?	Interpretations, Historical evidence	SEASONS.	toys that we	features of school.	significant events
	Who is the youngest?		Know basic	have now? How	Explore the external world	through the
	How are members of		vocabulary for	and why has	around them, making	foundation year
	your family		weather.	the same style	observations and drawing	Discuss what we
	similar/different? • Families – similarities		Types of clothes	of toy changed over time? We	pictures of animals and plants	are looking forward to in Year I
	and differences		needed for	will sort toys	(linked to garden topic)	th rear 1
	between each other's		cold	from the past	Field Work and Map Skills	Key concepts:
	families within the		temperatures.	and present and	What words can I use to	-
	class		Know that	consider which	describe where the garden area is/ animals and plants found,	Changes, chronology
	 People who help 		there are hot	toys are no	forward backward near far left	
	us/are special to us		and cold	longer made	right?	
	Key concepts:		places in the	and how they	Describe the route from their	
	Change and continuity, chronology.		world. Weather in	have changed	classroom to the field-positiona	
	Investigating our school		Sheffield/Uk	over time (e.g. battery powered	language-up down left, right	
	Our immediate		Is it always	toys). We will	Use of simple compass	
	environment (classroom		the same in	consider the	directions N/S	
	and school)		all parts of	significance	Our school from above-use	
	Locating different parts		the UK?	and impact of	aerial map to identify school and the features around the	
	of the classroom and		F2	this.	school.	
	school and roles within		thermometer-	We will compare the toys		
	the school		recording	and look at the		

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/clea ner/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
- 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

temperature (increase/decr ease) · 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

Seasons

sites.

- 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

Key concepts: Place, environment Predicting,

testing

similarities and differences in what toys were made of.

Toys from the present

 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).

Key concepts: Change and continuity, chronology. 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.

			MAP SKILLS - Cold Places - where are they in relation to where we are?			
Expressive art and	I wonderwho is special	I wonderwhat sparkles in the sky	Food- changes of state	Technique - combining media and materials	I wonderwhat's hiding in the garden	Combining media and materials for a planned effect
design Creating with materials Being imaginativ e and expressive	Painting/Collage/ Drawing Research: Colour: Kandinsky	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	Developing skills (investigate and explore): -Researching and investigating a range of healthy smoothies		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	Explore hinges and fastenings Developing skills (investigate and explore): - Designing models to achieve a desired effect - Combining media and materials - Joining materials together effectively

Text: The dot by	Peter H	Applying skills:	-Making choices	Developing skills (investigate		-Adapting models to improve
Reynolds		Chalk firework pictures	about	and explore):	Applying skills:	-Weaving to create dream
Developing skills:		Winter art	equipment	-Designing toys and puppets,	Observational drawings of plants	catchers
-Naming colours			-Handling tools	making choices about	and animals	
-Experimenting w	ith and		and equipment	materials	Clay mini beast	Applying skills (designing and
using primary col		Music: Sing up scheme of learning	safely and with	-Observing how materials are	Mixed media minibeast	making):
-Colour mixing			control	joined together	Summer seasonal art	-Weaving dream catchers
-Using a range o	of tools to		-Cutting fruits	-Experimenting joining		3
make coloured m			-Observing and	materials together in		
paper			discussing	different ways		Music: Sing up scheme of
-Beginning to use	e a variety		changes	-Considering an object's	Music: Sing up scheme of	learning
of drawing tools	3		3	surface, size and shape	learning	3
-Investigating di	fferent lines		Applying skills	when choosing a method of		
and shapes			(designing and	joining		
,			making):			
Applying skills:			-cutting fruit -	Applying skills (designing		
Colour mixing with	th powder		smoothies	and making):		
paints	'		-melting	-Junk model toys		
Drawing and pai	nting self		chocolate - rice	-Moving puppets		
portraits	3		crispie cakes	3 1 11		
1			1			
				Music: Sing up scheme of		
Music: Sing up s	cheme of		Music: Sing up	learning		
learning			scheme of			
3			learning			
				No Art Unit taught within		
				Spring Term		
				** DT Focus **		
			No Art Unit			
			taught within	Retrieval Practice focussed		
			Spring Term	on skills taught in the		
			** DT Focus	Autumn Term to be planned		
			**	for within Art Provision		
				Areas e.g. identifying and		
			Retrieval	mixing colours, mark-making		
			Practice	including lines and shapes		
			focussed on	layering of media.		
			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.			
Music				MUSIC:		
		iged to latent and appraise music a				
tempo of musi	ic, how mus	ic makes them feel and express whe	tner they enjoy a p	piece of music. They should	also be able to name some instr	uments in a simple arrangement.

I've Got a The Witch Witch Bird Shake my Up and Down Five Fine It's Oh So Slap, Clap, Clap Bow, Bow, Bow Row, row, Down There Grumpy row your Spotting: Sillies Out Bumble Belinda Sorcerers Under The Quiet boat Apprentice Face Cuckoo Polka Bees Sea Slap clap clap is a Up and The unit is rhythmic action song This unit is based around a down is a in waltz time, great all about

The	This unit	call-and-response	Row, row,	This	A catchy,	gentle action	Five fine	Down there	dynamics.	for using to support	This unit is
song I've	is based	singing game	row your	listening unit	alliterative	song with a	bumble	under the	We'll be	coordination and aid	based around a
got a	around	that uses a	<i>boat</i> is a	is based on	'wake up,	rising and	bees is a	sea paints	listening to	concentration, and	traditional North
grumpy	the	simple and	traditional	the theme of	shake up'	falling melody	counting	a musical	a fantastic	also for creating body	American song
face explo	piece <i>The</i>	repetitive four-	song with	birdsong.	song with	ideal for	song with	picture of	and	percussion patterns	with
res	sorcerer's	note tune to	rowing	Encourage	actions,	exploring	bags of	marine life.	dynamically	and playing rhythms	accompanying
emotions	apprentice,	support the	actions to	your pupils	perfect for	pitch. In this	'buzz'! In	The song	exciting song	with untuned	partner dance.
and	by Paul	development of	mark the	to explore	exploring	unit, pupils	this unit,	and unit	by the singer	instruments. This song	Children will
feelings	Dukas.	pitch matching.	beat of the	their voices	pulse work.	will sing songs	children	activities	Björk	lends itself to playing	learn the song
using the	Pupils will	Pupils will also	music. In	by imitating	Use it to	in steps using	will learn	are great	called <i>It's</i>	clapping games and	and dance, play
voice and	explore	explore a range	this unit,	the sounds	explore	accompanying	to sing	for	oh so quiet,	listening to a range of	an
facial	how music	of voices,	pupils will	of birds. Play	tempo,	actions, and	the song	exploring	as well as	music in 3/4 time.	accompaniment
expression	can tell a	adopting	explore a	a simple	timbre, and	will go on to	in call-	sea-themed	experiencing	Treases are of 1 centes.	on tuned and
s. It	story and	different roles,	range of	singing game	playing with	compose new	and-	soundscapes	dynamics for		untuned
provides	will be	and create	ways in	based on the	sounds. Go	lyrics and	response,	, composing	ourselves	Musical focus: Music	percussion
the	supported	simple	which to	two-note	on to create	play simple	and there	new lyrics,	with our	in 3-time, beat,	instruments, and
starting	in	accompaniments	experience	'cuckoo call'.	a sound	melodies on	are	creating	bodies,	composing and playing	compose and
point for	identifying	as a group.	the beat,	Sharpen the	story with	pitched	opportuniti	instrumenta	voices, and	Pieces: Slap clap clap.	perform new
experimen	elements	as a group.	identify	children's	classroom	instruments.	es for	l sea	with		lyrics and
ting with	of music		and sing	listening	percussion.	cresci anterces.	adding	accompani	instruments.		actions.
timbre	within a		notes that	skills with a	percussion.		percussion	ments, and	We'll get	Children will be able	actions.
		Musical	move in	game of bird			and	responding	creative with	to:	
using voices	piece, such as	focus: Call-and-	_	spotting:		Musical	creating	to music	using		
and	dynamics	response, pitch	step and	listening out	Musical	focus: Pitch	minibeast	with	dynamics for	Listen actively to	Musical
instrumen	(loud/quiet	(la-so-mi-do),	leap,	for the	focus: Timbre	contour (rising	soundscap	movement.	dramatic	music in 3/4 time.	focus: Beat,
) and	timbre.	compose their own	'cuckoo call'	, pitch	and falling).	es. The	ntoventertt.	effect and		active listening,
ts, and		Piece: Witch,		in Johann	(higher/lower)	Pieces: Up	activities		tune our	Compose a three-beat	instrumental
composing	tempo (fast/slow).	witch	lyrics, and	Strauss II's	, tempo	and down.	in the	Musical	ears into	body percussion pattern	accompaniment.
new	They will		play a		(slower/faster		unit are	focus: Timb	listening for	and perform it to a	Pieces: Bow, bow,
verses.	have the		range of	lively <i>Cuckoo</i> polka. Then), beat.		great for	re,	3	steady beat.	bow Belinda.
	chance to	children will be	percussion instruments.	′	Pieces: Shak	Most children	understan	structure,	dynamic sounds in	3	DOW Delitida.
		able to:	tristruments.	enjoy some expressive	e my sillies	will be able	ding	active	our everyday	Sing a melody in	
Musical	compose			movement by	out.	to:	3	listening,	lives at home	waltz time and perform	
focus: Ti	using percussion	Make up a		3			changes in tempo	tune	and at	the actions.	children will be
mbre,	'	simple	Musical	encouraging the children		Make up new	'	moving in	school.		able to:
beat,	instrument s and	accompaniment	focus: Beat,		Most	lyrics and	and going	step	school.	Transfer actions to	able to.
pitch		using percussion	pitch	to fly free to	children will	accompanying	on to	(stepping		sounds played on	Invent and
contour	respond	instruments.	(step/leap),	Vaughan Williams's <i>Th</i>	be able to:	actions.	responding	notes),	Musical	percussion instruments.	perform actions
Pieces: I'v	creatively	5, 55 5, 55, 55, 55	timbre.	e lark			to music	soundscape.	focus: Dyna		for new verses.
e got a	to music in the	Use the voice to	Pieces: Row		Listen to	Sing and play	through movement.	Pieces: Dow	mics, timbre,	Find the beat and	Tot thew verses.
grumpy	form of	adopt different	, row, row	ascending.	music and	a rising and	movement.	n there	musical	perform a clapping	Sing a song
face	movement	roles and	your boat		show the	falling		under the	storytelling,	game with a partner.	while performing
	and	characters.			beat with	melody,		sea.	improvising	,	a sequence of
				Musical	actions.	following the	Musical	300.	and		dance steps.
Children	writing.	Match the pitch	Children	focus: Active		shape with	focus: Tim		composing,		ωωίτου στομό.
will be	Musical	of a four-note	will be able	listening,	Sing an	their voices	bre,	children	exploring		Play a two-note
able to:	focus: Mus	(la-so-mi-do)	to:	beat, pitch	action song	and on tuned	tempo,	will be able	instruments.		accompaniment,
	ical	call-and-response	· · - ·	(so-mi), vocal	with changes	percussion.	structure	to:	Pieces: It's		playing the beat,
Make up	storytelling	song.	Sing a	play	in speed.	1	(call-and-		oh so		on tuned or
new words	swi greining	5	tune with	Pieces: Cuck		Use	response),	Develop a	quiet by		untuned
and	, louder/qui		'stepping'	oo polka by	Play along	appropriate	active	song by	Björk.		percussion.
actions	eter,		and	Johann	with	hand actions	listening.	composing	=J=		p 3. 0 22 3 2 0 1 0 .
about	faster/slow		'leaping'	Strauss II	percussion	to mark	Pieces: Fiv	new words			Listen to and
different	•		notes.	and <i>The lark</i>	instruments.	changing	e fine	and adding	Most		talk about folk
emotions	er, higher/low			ascending by		pitch.	bumble	movements	children will		songs from North
and	er, timbre.		Play a	Ralph	Create a	1	bees.	and props.	be able to:		America.
feelings.	Pieces: Th		steady beat		sound story						
	1 10003. //1		J		3						

		ı	T.,		T T	T a:		
Explore	e sorcerer's	on	Vaughan	using		Sing a song	Develop	
making	apprentice	percussion	Williams.	instruments	children	using a	listening	
sound	by Paul	instruments.		to represent		call-and-	skills,	
with their	Dukas.			different	will be	response	identifying	
voices		Make up	children will	animal	able to:	structure.	dynamics	
and		new lyrics		sounds/move			(forte, piano,	
percussion		and vocal	be able to:	ments.	Improvise	Play sea	crescendo,	
instrumen	Most	sounds for			a	sound	and diminue	
ts to	children	different	Explore the	Perform the	vocal/phys		ndo) across	
		kinds of	range and		cal	errects ort		
create	will be		capabilities	story as a	soundscap	percussion	a range of	
different	able to:	transport.	of voices	class.	e about	instruments.	different	
feelings			through		minibeasts		musical	
and	Explore		vocal play.		ntirtipeasis	Willie Sollie	styles.	
moods.	storytelling					support,		
	elements		Develop a			play a call-	Explore	
Sing with	in the		sense of beat		Sing in	and-	dynamics	
a sense of	music and				call-and-	response	with their	
pitch,	create a		by performing		response	phrase	voices and	
following	class story		actions to		and	comprising	instruments.	
the shape	inspired by		music.		change	a short	37537 377537	
of the	the piece.				voices to	stepping	Play	
	tite piece.		Develop		make a	tune (C-D-	different	
melody	T. L L. C		'active'		buzzing			
with their	Identify		listening		sound.	E).	instruments	
voices.	and		skills by		300.00.		with control.	
	describe		recognising		Play an	Listen to a		
Mark the	contrasts		the 'cuckoo			range of	Improvise	
beat of	in tempo		call' in a		accompan	sea-related	music with	
the song	and		piece of		ment	pieces of	different	
with	dynamics.		music (so-		using	music and	instruments,	
actions			mi).		tuned and	respond	following a	
			mi).		untuned	with	conductor.	
	Begin to				percussion	movement.		
	use		Enjoy moving		and		Compose	
	musical		freely and		recognise		music based	
	terms		expressively		a change		on a second	
			to music.		in tempo.		characters	
	(louder/qui						and stories	
	eter,				Listen to		developed	
	faster/slow						through	
	er,				a piece of		listening to	
	higher/low				classical		Beethoven's	
	er).				music and	L	5th	
					respond			
	Respond to				through		symphony.	
	music in a				dance.			
	range of							
	ways e.g.							
	movement,							
	talking,							
	writing.							
	5							

Introduction to PE (GS4PE)

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.

Key Skills:
Moving safely,
running,
jumping,
throwing,
catching,
following a path,
rolling

Dance I (GS4PE)

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.

Key Skills: Travel, action, perform, copy

Key Concepts:

- Movement
- Balance
- Agility
- Coordination

Fundamentals 2 (GS4PE)

Gymnastics | (GS4PE)

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.

Key Skills: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling

Key Concepts:

- Movement
- Balance
- Agility
- Coordination
- Collaboration

Ball Skills Unit I (GS4PE)

Games Unit 1 (GS4PE)

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.

Key Skills: Running, balancing, changing direction, striking a ball, throwing

Key Concepts:

- Movement
- Balance
- Coordination
- Collaboration
- Fairness

Ball Skills Unit 2 (GS4PE)

Gymnastics 2 (GS4PE)

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.

Key Skills: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling

Key Concepts:

- Movement
- Balance
- Agility
- Coordination
- Collaboration

Dance Unit 2 (GS4PE)

Sports Day Practice

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.

Key Skills: Running, throwing, catching, teamwork

Key Concepts:

- Movement
- Agility
- Coordination
- Competition
- Collaboration
- Fairness
- Technique

Games Unit 2 (GS4PE)

V C		Г
Key Concepts:		
 Movement 		
• Balance		
AgilityCoordinatio		
n		
Fundamentals (GS4PE)		
(G34PE)		