

Blossom Yearly Overview Rationale

- Children in Blossom follow a 3-year curriculum, because Blossom is accessed by children in Reception, Year 1: and Year 2 (aged 4-7).
- The curriculum is delivered through themes or topics.
- The same curriculum is repeated over the 3 years, through different texts and topics, with children working at different levels within the curriculum and progressing at their own pace.
- This document illustrates the curriculum that will be taught, most of these aspects overlap and are repeated several times over the year because these children need constant repetition, routine and structure to enable them to embed learning and make progress.
- The document shows the EYFS and Year 1: objectives as the children will access learning at the point they are able to.
- All children in Blossom have significant levels of SEND, and either have an EHCP, or a SSP (in the application stage of EHCP).
- Most of the children are accessing learning at least two years below their chronological age.
- Children that are accessing learning closer to their chronological age access Blossom to support their SEMH needs but also access their mainstream classes.
- Children will be assessed using ARC Pathways to identify the next steps in their learning.
- Some children in Blossom are assessed against The Engagement Model due to their significant needs. These children have access to more sensory based learning opportunities to support them in making progress.

Blossom Yearly Overview

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<p>Speaking, Listening and Communication</p> <p>The children also have British Sign Language sessions and use British Sign Language as a part of their daily communication</p> <p>The children have access to role play communication daily</p>	<p>Birth to 3: To listen to simple stories with the help of the pictures To make sounds to get attention in different ways</p> <p>3-4 Years: To enjoy listening to longer stories and remember what happens To be able to talk about familiar books</p> <p>Reception: To listen to and talk about stories To retell the story, once they have developed a deep familiarity with the text</p> <p>Year 1: To listen and respond appropriately to adults and their peers To consider and evaluate different viewpoints, attending</p>	<p>Birth to 3: To understand single words in context To understand frequently used words To understand simple instructions like “give to nanny” or “stop”</p> <p>3-4 Years: To understand a question or instruction that has two parts To understand ‘why’ questions</p> <p>Reception: To ask questions to find out more and to check they understand what has been said to them</p> <p>Year 1: To ask relevant questions to extend their understanding and knowledge</p>	<p>Birth to 3: To start to say how they are feeling, using words as well as actions</p> <p>3-4 Years: To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Reception: To listen to and talk about selected non-fiction To develop a deep familiarity with new knowledge and vocabulary</p> <p>Year 1: To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas To give well-</p>	<p>Birth to 3: To listen to simple stories and understand what is happening, with the help of the pictures</p> <p>3-4 Years: To enjoy listening to longer stories and remember much of what happens</p> <p>Reception: To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Year 1: To participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Birth to 3: To understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’</p> <p>3-4 Years: To understand a question or instruction that has two parts To listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Reception: To learn poems, rhymes and songs To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Year 1: To maintain attention and participate actively in collaborative</p>	<p>Birth to 3: To understand simple questions about ‘who’, ‘what’ and ‘where’</p> <p>3-4 Years: To understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Reception: To ask questions to find out more and to check they understand what has been said to them</p> <p>Year 1: To consider and evaluate different viewpoints, attending to and building on the contributions of others</p>



	to and building on the contributions of others		structured descriptions, explanations and narratives for different purposes, including for expressing feelings		conversations, staying on topic and initiating and responding to comments	
<p>Physical Education</p> <p>The children have daily fine motor control sessions</p> <p>The children have access to gross motor physical development in the outdoor classroom daily</p>	<p>Birth to 3: To walk, run, jump, climb and start to use the stairs independently To gradually gain control of their whole body through continual practise of large movements To use large and small motor skills to do things independently</p> <p>3 – 4 Years: To match their developing physical skills to tasks and activities in the setting</p> <p>Reception: To develop their small motor skills so that they can use a range of tools competently, safely and confidently To revise and refine the fundamental movement skills they</p>	<p>Birth to 3: To spin, roll and independently use ropes and swings To sit on a push-along wheeled toy, use a scooter or ride a tricycle To show an increasing desire to be independent</p> <p>3-4 Years: To continue to develop their movement, balancing, riding and ball skills To go up steps and stairs, or climb up apparatus, using alternate feet To skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Reception: To confidently and safely use a range of</p>	<p>Birth to 3: To fit themselves into spaces, like tunnels, dens and large boxes, and move around in them To start eating independently and learn how to use a knife and fork</p> <p>3-4 Years: To choose the right resources to carry out their own plan To use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Reception: To develop their small motor skills so that they can use a range of tools competently, safely and confidently To confidently and</p>	<p>Birth to 3: To walk, run, jump, climb and start to use the stairs independently To develop manipulation and control</p> <p>3-4 Years: To use one-handed tools and equipment, for example, making snips in paper with scissors To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Reception: To develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	<p>Birth to 3: To enjoy starting to kick, throw and catch balls To develop manipulation and control To explore different materials and tools</p> <p>3-4 Years: To use a comfortable grip with good control when holding pens and pencils To show a preference for a dominant hand To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Reception: To develop their small motor skills so that they can use a range</p>	<p>Birth to 3: To enjoy starting to kick, throw and catch balls To explore different materials and tools</p> <p>3-4 Years: To be increasingly independent as they get dressed and undressed To start taking part in some group activities which they make up for themselves, or in teams</p> <p>Reception: To further develop the skills they need to manage the school day successfully To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical</p>



	<p>have already acquired</p> <p>Year 1: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>large and small apparatus indoors and outside, alone and in a group To revise and refine the fundamental movement skills they have already acquired</p> <p>Year 1: To participate in team games, developing simple tactics for attacking and defending</p>	<p>safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Year 1: To perform dances using simple movement patterns</p>	<p>To develop overall body-strength, balance, co-ordination and agility</p> <p>Year 1: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>of tools competently, safely and confidently To further develop and refine a range of ball skills To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Year 1: To participate in team games, developing simple tactics for attacking and defending</p>	<p>education sessions and other physical disciplines</p> <p>Year 1: To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations</p>
<p>P.S.H.E.</p> <p>The children have sessions learning about the Zones of Regulation in addition to their focused PSHE sessions</p>	<p>Birth to 3: To find ways to calm themselves, through being calmed and comforted</p> <p>3–4 Years: To become more outgoing with unfamiliar people</p>	<p>Birth to 3: To feel strong enough to express a range of emotions To grow in independence, rejecting help</p> <p>3-4 Years:</p>	<p>Birth to 3: To express preferences and decisions To try new things and start establishing their autonomy</p> <p>3-4 Years:</p>	<p>Birth to 3: To play with increasing confidence on their own and with other children, because they know their key person is nearby and available</p>	<p>Birth to 3: To begin to show 'effortful control'; for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</p>	<p>Birth to 3: To safely explore emotions beyond their normal range through play and stories To learn to use the toilet with help, and then independently</p>



<p>Children in Blossom have significant social and emotional needs and therefore working at a lower level in this area</p>	<p>To show more confidence in new social situations</p> <p>Reception: To build constructive and respectful relationships To see themselves as a valuable individual</p>	<p>To find solutions to conflicts and rivalries</p> <p>Reception: To express their feelings and consider the feelings of others</p>	<p>To develop appropriate ways of being assertive To talk with others to solve conflicts To talk about their feelings using words</p> <p>Reception: To identify and moderate their own feelings socially and emotionally</p>	<p>3-4 Years: To increasingly follow rules, understanding why they are important To remember rules without needing an adult to remind them</p> <p>Reception: To show resilience and perseverance in the face of challenge</p>	<p>3-4 Years: To understand gradually how others might be feeling To make healthy choices about food, drink, activity and toothbrushing</p> <p>Reception: To think about the perspectives of others To manage their own needs</p>	<p>3-4 Years: To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p>Reception: To know and talk about the different factors that support their overall health and wellbeing</p>
<p>English: Reading</p>	<p>Birth to 3: To enjoy sharing books with an adult</p> <p>3-4 Years: To engage in extended conversations about stories, learning new vocabulary</p> <p>Reception: To read individual letters by saying the sounds for them</p> <p>Year 1: To recognise and join in with predictable phrases</p>	<p>Birth to 3: To enjoy songs and rhymes, tuning in and paying attention To join in with songs and rhymes</p> <p>3-4 Years: To develop their phonological awareness To spot and suggest rhymes</p> <p>Reception: To read some letter groups that each represent one sound and say sounds for them</p>	<p>Birth to 3: To pay attention and respond to the pictures or the words</p> <p>3-4 Years: To develop their phonological awareness</p> <p>Reception: To blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Year 1: To read accurately by</p>	<p>Birth to 3: To have favourite books and seek them out, to share with an adult, with another child, or to look at alone</p> <p>3-4 Years: To engage in extended conversations about stories, learning new vocabulary</p> <p>Reception: To blend sounds into words, so that they can read short words made up of known letter-sound</p>	<p>Birth to 3: To develop play around favourite stories using props</p> <p>3-4 Years: To understand the five key concepts about print</p> <p>Reception: To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Birth to 3: To notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>3-4 Years: To understand the five key concepts about print</p> <p>Reception: To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>



		<p>Year 1: To apply phonic knowledge and skills as the route to decode words To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>correspondences</p> <p>Year 1: To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>Year 1: To discuss the significance of the title and events To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>	<p>Year 1: To re-read these books to build up their fluency and confidence in word reading</p>
English: Writing	<p>Birth to 3: To enjoy drawing freely</p> <p>3-4 Years: To use some of their print and letter knowledge in their early writing</p> <p>Reception: To spell words by</p>	<p>Birth to 3: To enjoy drawing freely</p> <p>3-4 Years: To use some of their print and letter knowledge in their early writing</p> <p>Reception: To spell words by</p>	<p>Birth to 3: To add some marks to their drawings, which they give meaning to; for example: "That says mummy."</p> <p>3-4 Years: To write some letters accurately</p> <p>Reception: To spell words by</p>	<p>Birth to 3: To add some marks to their drawings, which they give meaning to; for example: "That says mummy."</p> <p>3-4 Years: To write some letters accurately</p> <p>Reception: To form lower-case</p>	<p>Birth to 3: To make marks on their picture to stand for their name</p> <p>3-4 Years: To write some or all of their name</p> <p>Reception: To form lower-case and capital letters</p>	<p>Birth to 3: To make marks on their picture to stand for their name</p> <p>3-4 Years: To write some or all of their name</p> <p>Reception: To write short sentences with words</p>



	<p>identifying the sounds and then writing the sound with letter/s</p> <p>Year 1: To spell words containing each of the 40+ phonemes already taught To spell common exception words</p>	<p>identifying the sounds and then writing the sound with letter/s</p> <p>Year 1: To spell words containing each of the 40+ phonemes already taught To spell common exception words</p>	<p>identifying the sounds and then writing the sound with letter/s</p> <p>Year 1: To spell words containing each of the 40+ phonemes already taught To spell common exception words</p>	<p>and capital letters correctly</p> <p>Year 1: To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>correctly</p> <p>Year 1: To spell words containing each of the 40+ phonemes already taught To spell common exception words</p>	<p>with known letter-sound correspondences using a capital letter and full stop To re-read what they have written to check that it makes sense</p> <p>Year 1: To leave spaces between words To join words and clauses using 'and' To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To say out loud what they are going to write about To compose a sentence orally before writing it To sequence sentences to form short narratives</p>
<p>Maths</p> <p>The children have number formation and positional language sessions in addition to listed</p>	<p>Birth to 3: To take part in finger rhymes with numbers and develop counting-like behaviour</p> <p>3-4 Years:</p>	<p>Birth to 3: To compare amounts, saying 'lots', 'more' or 'same' To notice patterns and arrange things in patterns</p>	<p>Birth to 3: To compare sizes and weights etc. using gesture and language - 'bigger/smaller', 'high/low', 'tall/little', 'heavy/light'.</p>	<p>Birth to 3: To take part in finger rhymes with numbers To complete inset puzzles</p> <p>3-4 Years:</p>	<p>Birth to 3: To climb and squeeze themselves into different types of spaces To build with a range of resources</p>	<p>Birth to 3: To react to changes of amount in a group of up to three items</p> <p>3-4 Years: To link numerals and amounts: for example,</p>



<p>content</p>	<p>To develop fast recognition of up to 3 objects, without having to count them individually and recite numbers past 5</p> <p>Reception: To count objects, actions and sounds and link the number symbol (numeral) with its cardinal number value To be able to subitise</p> <p>Year 1: To understand place value within 10 and addition and subtraction</p>	<p>3-4 Years: To compare quantities using language: 'more than', 'fewer than' To talk about and identify the patterns around them To extend and create ABAB patterns To notice and correct an error in a repeating pattern</p> <p>Reception: To understand the 'one more than/one less than' relationship between consecutive numbers To continue, copy and create repeating patterns</p> <p>Year 1: To be able to add and subtract numbers within 10 To understand patterns</p>	<p>3-4 Years: To make comparisons between objects relating to size, length, weight and capacity</p> <p>Reception: To compare length, weight and capacity</p> <p>Year 1: To measure and begin to record lengths, heights, masses, weights, capacities and volumes</p>	<p>To solve real world mathematical problems with numbers up to 5 To show 'finger numbers' up to 5</p> <p>Reception: To count beyond 10 To compare numbers To link the numeral with its cardinal number To count objects, actions and sounds</p> <p>Year 1: To solve one-step problems involving multiplication and division To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times To recognise and know the value of different denominations of coins and notes</p>	<p>3-4 Years: To talk about and explore 2D and 3D shapes To select shapes appropriately To combine shapes to make new ones</p> <p>Reception: To compose and decompose shapes so that they recognise a shape can have other shapes <i>within it</i>, just as numbers can To select, rotate and manipulate shapes</p> <p>Year 1: To recognise and name common 2D and 3D shapes</p>	<p>showing the right number of objects to match the numeral, up to 5</p> <p>Reception: To automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Year 1: To solve one-step problems involving multiplication and division</p>
<p>Humanities</p>	<p>Birth to 3: To make connections between the features of their family and other families (R.E.</p>	<p>Birth to 3: To make connections between the features of their family and other families (R.E.</p>	<p>Birth to 3: To explore and respond to different natural phenomena in their setting and on</p>	<p>Birth to 3: To explore and respond to different natural phenomena in their setting and on</p>	<p>Birth to 3: To explore natural materials, indoors and outside (geography)</p>	<p>Birth to 3: To explore natural materials, indoors and outside (geography)</p>



	<p>and history)</p> <p>3–4 Years: To continue developing positive attitudes about the differences between people. (R.E. and history)</p> <p>Reception: To talk about members of their immediate family and community (R.E.) To name and describe people who are familiar to them (R.E. and history)</p> <p>Year 1: To describe changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (history)</p>	<p>and history)</p> <p>3-4 Years: To continue developing positive attitudes about the differences between people. (R.E. and history) To begin to make sense of their own life-story and family's history (history)</p> <p>Reception: To comment on images of familiar situations in the past (history) To understand that some places are special to members of their community (R.E.) To recognise that people have different beliefs and celebrate special times in different ways (R.E.)</p> <p>Year 1: To understand that different people have different religious views (R.E.) To understand some Christian religious</p>	<p>trips (geography)</p> <p>3-4 Years: To show interest in different occupations (life skills) To know that there are different countries in the world and talk about the differences they have experienced or seen in photos (geography)</p> <p>Reception: To recognise some environments that are different to the one in which they live (geography) To describe what they see, hear and feel whilst outside (geography)</p> <p>Year 1: To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (geography)</p>	<p>trips (geography)</p> <p>3-4 Years: To continue developing positive attitudes about the differences between people. (R.E. and history) To begin to make sense of their own life-story and family's history (history)</p> <p>Reception: To compare and contrast characters from stories, including figures from the past (history)</p> <p>Year 1: To understand that different people have different religious views (R.E.) To understand some Christian religious views (R.E.) To understand the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>3-4 Years: To show interest in different occupations (life skills) To continue developing positive attitudes about the differences between people (R.E.)</p> <p>Reception: To draw information from a simple map (geography)</p> <p>Year 1: To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (geography)</p>	<p>3-4 Years: To know that there are different countries in the world and talk about the differences they have experienced or seen in photos (geography)</p> <p>Reception: To recognise some environments that are different to the one in which they live (geography) To recognise some similarities and differences between life in this country and life in other countries (geography)</p> <p>Year 1: To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (geography)</p>
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		views (R.E.) To understand significant historical events, people and places in their own locality (history)		(history)		
<p>Scientific Technologies</p> <p>The children have cooking and sensory focused sessions in addition to the science and technology learning</p>	<p>Birth to 3: To explore materials with different properties and explore natural materials, indoors and outside (science) To repeat actions that have an effect (science)</p> <p>3 – 4 Years: To talk about the differences between materials and changes they notice (science) To explore collections of materials with similar and/or different properties (science)</p> <p>Reception: To describe what they see, hear and feel whilst outside (science) To explore the natural</p>	<p>Birth to 3: To repeat actions that have an effect (science)</p> <p>3-4 Years: To explore how things work (science)</p> <p>Reception: To describe what they see, hear and feel whilst outside (science) To explore the natural world around them (science)</p> <p>Year 1: To perform simple tests (science) To identify and classify (science) To use their observations and ideas to suggest answers to questions (science) To observe changes</p>	<p>Birth to 3: To repeat actions that have an effect (science)</p> <p>3-4 Years: To begin to understand the need to respect and care for the natural environment and all living things (science)</p> <p>Reception: To understand the effect of changing seasons on the natural world around them (science) To describe what they see, hear and feel whilst outside (science)</p> <p>Year 1: To observe changes across the four seasons (science) To observe and</p>	<p>Birth to 3: To explore materials with different properties and explore natural materials, indoors and outside (science)</p> <p>3-4 Years: To explore and talk about different forces they can feel (science)</p> <p>Reception: To understand the effect of changing seasons on the natural world around them (science) To describe what they see, hear and feel whilst outside (science)</p> <p>Year 1: To observe changes across the four seasons (science) To observe and</p>	<p>Birth to 3: To explore materials with different properties and explore natural materials, indoors and outside (science)</p> <p>3-4 Years: To understand the key features of the life cycle of a plant and an animal (science) To begin to understand the need to respect and care for the natural environment and all living things (science)</p> <p>Reception: To understand the effect of changing seasons on the natural world around them (science)</p> <p>Year 1: To identify and name a variety of common wild and garden plants, including</p>	<p>Birth to 3: To explore materials with different properties and explore natural materials, indoors and outside (science)</p> <p>3-4 Years: To understand the key features of the life cycle of a plant and an animal (science) To plant seeds and care for growing plants (science)</p> <p>Reception: To understand the effect of changing seasons on the natural world around them (science)</p> <p>Year 1: To identify and name a variety of common wild and garden plants, including</p>



	<p>world around them (science)</p> <p>Year 1: To distinguish between an object and the material from which it is made (science) To identify and name a variety of everyday materials (science) To describe the simple physical properties of a variety of everyday materials (science) To compare and group together a variety of everyday materials on the basis of their simple physical properties (science) To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (computing)</p>	<p>across the four seasons (science) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (science) To use technology purposefully to create, organise, store, manipulate and retrieve digital content (computing)</p>	<p>describe weather associated with the seasons and how day length varies (science) To use technology purposefully to create, organise, store, manipulate and retrieve digital content (computing)</p>	<p>describe weather associated with the seasons and how day length varies (science) To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (computing)</p>	<p>whilst outside (science)</p> <p>Year 1: To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (science) To identify and name a variety of common animals that are carnivores, herbivores and omnivores (science) To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (science) To use logical reasoning to predict the behaviour of simple programs (computing)</p>	<p>deciduous and evergreen trees (science) To identify and describe the basic structure of a variety of common flowering plants, including trees (science) To recognise common uses of information technology beyond school (computing)</p>
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<p>The Arts</p> <p>The children have sessions that are similar to 'Attention Autism' sessions in addition to their arts learning</p>	<p>Birth to 3: To show attention to sounds and music and move and dance (music) To explore their voices and enjoy making sounds (music) To start to make marks intentionally (art) To explore paint, using fingers and other parts of their bodies as well as brushes and other tools (art and D.T.)</p> <p>3-4 Years: To listen with increased attention to sounds (music) To respond to what they have heard, expressing their thoughts and feelings (music) To join different materials and explore different textures (D.T.) To develop their own ideas and then decide which materials to use to express them (art)</p>	<p>Birth to 3: To join in with songs and rhymes, making some sounds (music) To make rhythmical and repetitive sounds (music) To anticipate phrases and actions in rhymes and songs, like 'Peepo' (music) To start to make marks intentionally (art) To explore paint, using fingers and other parts of their bodies as well as brushes and other tools (art and D.T.)</p> <p>3-4 Years: To listen with increased attention to sounds (music) To respond to what they have heard, expressing their thoughts and feelings (music) To take part in simple pretend play, using an object to represent something else even though they are not similar (drama)</p>	<p>Birth to 3: To explore a range of sound-makers and instruments and play them in different ways (music) To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make (art)</p> <p>3-4 Years: To remember and sing entire songs (music) To sing the pitch of a tone sung by another person ('pitch match') (music) To take part in simple pretend play, using an object to represent something else even though they are not similar (drama) To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (D.T.) To create closed shapes with continuous lines and begin to use these shapes to represent</p>	<p>Birth to 3: To explore a range of sound-makers and instruments and play them in different ways (music) To express ideas and feelings through making marks, and sometimes give a meaning to the marks they make (art)</p> <p>3-4 Years: To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs (music) To create their own songs or improvise a song around one they know (music) To take part in simple pretend play, using an object to represent something else even though they are not similar (drama) To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (D.T.) To use drawing to</p>	<p>Birth to 3: To join in with songs and rhymes, making some sounds (music) To make rhythmical and repetitive sounds (music) To explore different materials, using all their senses to investigate them (art and D.T.) To manipulate and play with different materials (art and D.T.)</p> <p>3-4 Years: To play instruments with increasing control to express their feelings and ideas (music) To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (drama) To use drawing to represent ideas like movement or loud noises (art) To show different emotions in their drawings and paintings, like happiness, sadness,</p>	<p>Birth to 3: To enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' (music) To start to develop pretend play, pretending that one object represents another (drama) To explore different materials, using all their senses to investigate them (art and D.T.) To manipulate and play with different materials (art and D.T.) To use their imagination as they consider what they can do with different materials (art and D.T.) To make simple models which express their ideas (art and D.T.)</p> <p>3-4 Years: To play instruments with increasing control to express their feelings and ideas (music) To begin to develop</p>
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	<p>Reception: To develop storylines in their pretend play (drama) To listen attentively, move to and talk about music, expressing their feelings and responses (music) To explore, use and refine a variety of artistic effects to express their ideas and feelings (art and D.T.)</p> <p>Year 1: To use their voices expressively and creatively by singing songs and speaking chants and rhymes (music) To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (art) To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (art)</p>	<p>Reception: To develop storylines in their pretend play (drama) To listen attentively, move to and talk about music, expressing their feelings and responses (music) To explore, use and refine a variety of artistic effects to express their ideas and feelings (art and D.T.)</p> <p>Year 1: To listen with concentration and understanding to a range of high-quality live and recorded music (music) To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (art) To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (art)</p>	<p>objects (art) To draw with increasing complexity and detail, such as representing a face with a circle and including details (art)</p> <p>Reception: To develop storylines in their pretend play (drama) To sing in a group or on their own, increasingly matching the pitch and following the melody (music) To return to and build on their previous learning, refining ideas and developing their ability to represent them (art and D.T.)</p> <p>Year 1: To use their voices expressively and creatively by singing songs and speaking chants and rhymes (music) To develop a wide range of art and design techniques in using colour, pattern,</p>	<p>represent ideas like movement or loud noises (art) To show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (art)</p> <p>Reception: To develop storylines in their pretend play (drama) To sing in a group or on their own, listen attentively, move to and talk about music, expressing their feelings and responses (music) To return to and build on their previous learning, refining ideas and developing their ability to represent them (art and D.T.)</p> <p>Year 1: To use their voices expressively and creatively by singing songs and speaking chants and rhymes (music) To develop a wide</p>	<p>fear etc. (art) To explore colour and colour-mixing (art)</p> <p>Reception: To watch and talk about dance and performance art, expressing their feelings and responses (drama) To explore and engage in music making and dance, performing solo or in groups (music) To create collaboratively, sharing ideas, resources and skills. (art and D.T.)</p> <p>Year 1: To play tuned and untuned instruments musically (music) To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (art)</p>	<p>complex stories using small world equipment like animal sets, dolls and dolls houses etc. (drama) To explore colour and colour-mixing (art)</p> <p>Reception: To watch and talk about dance and performance art, expressing their feelings and responses (drama) To explore and engage in music making and dance, performing solo or in groups (music) To create collaboratively, sharing ideas, resources and skills. (art and D.T.)</p> <p>Year 1: To experiment with, create, select and combine sounds using the inter-related dimensions of music (music) To learn about the work of a range of artists, craft makers and designers,</p>
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	To build structures, exploring how they can be made stronger, stiffer and more stable (D.T.)	To use a range of materials creatively to design and make products (D.T.) To select from and use a range of tools and equipment to perform practical tasks; for example, cutting, shaping, joining and finishing (D.T.)	texture, line, shape, form and space (art) To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (D.T.)	range of art and design techniques in using colour, pattern, texture, line, shape, form and space (art) To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics (D.T.)	To use a range of materials creatively to design and make products (art) To design purposeful, functional, appealing products for themselves and other users based on design criteria (D.T.)	describing the differences and similarities between different practices and disciplines, and making links to their own work (art) To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology (D.T.)
Celebrations		Diwali Christmas Hannukah Bonfire Night Birthdays Remembrance Day	Shrove Tuesday Chinese New Year	Easter		