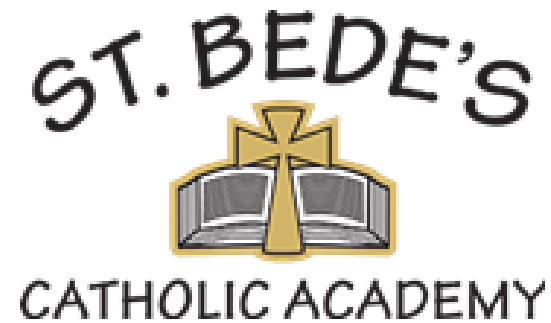




St Bede's Catholic Academy
EYFS Progression of Skills and Key Foundational
Knowledge

Communication and Language			
	Autumn	Spring	Summer
Nursery	<i>Assess for Early Talk Boost</i> <i>Assess for Oracy skills - Skills Builder</i> • Oracy skills - Skills Builder • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Pay attention to more than one thing at a time, which can be difficult • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	<i>Assess for Early Talk Boost</i> • Oracy skills - Skills Builder • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs.	<i>Assess for Early Talk Boost</i> • Oracy skills - Skills Builder • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • 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.
Reception	<i>Assess for NELI</i> • NELI Teaching • Understand how to listen carefully and why listening is important. • Learn new vocabulary - NELI plus topic • Use new vocabulary through the day.	• NELI Teaching • Use new vocabulary in different contexts. • Ask questions to find out more and to check they understand what has been said to them - linked to Oracy teaching	• NELI Teaching • Use new vocabulary in different contexts. • Connect one idea or action to another using a range of connectives.

	• Describe events in some detail - with support • Use talk to help work out problems • Develop social phrases • Engage in story times. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs • Engage in non-fiction books.	• Articulate their ideas and thoughts in well-formed sentences - linked to Oracy teaching • Describe events in some detail - independently • Use talk to help work out problems and organise thinking and activities • Listen to and talk about stories to build familiarity and understanding. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
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Personal, Social & Emotional Development

	Autumn	Spring	Summer
Nursery	• Select and use activities and resources, with help when needed. (This helps them to achieve a goal they have chosen, or one which is suggested to them) • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Talk with others to solve conflicts. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about toothbrushing	• Remember rules without needing an adult to remind them • Become more outgoing with unfamiliar people, in the safe context of their setting • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas • Develop appropriate ways of being assertive • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling • Make healthy choices about food & drink	• Develop their sense of responsibility and membership of a community • Make healthy choices about activity • Show more confidence in new social situations.
Reception	• See themselves as a valuable individual • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: ➤ toothbrushing ➤ being a safe pedestrian	• Express their feelings and consider the feelings of others • Identify and moderate their own feelings socially and emotionally • Know and talk about the different factors that support their overall health and wellbeing: ➤ regular physical activity ➤ healthy eating	Know and talk about the different factors that support their overall health and wellbeing: ➤ sensible amounts of 'screen time' ➤ having a good sleep routine

Physical Development			
	Autumn	Spring	Summer
Nursery	Fine Motor Skills • Pre-writing patterns • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Dough Disco ❖ See also Fine Motor Long Term, Weekly Planning Gross Motor Skills • Continue to develop their movement - balancing - balance stones. • Continue to develop their movement - trikes • Continue to develop their movement - ball skills - PE lessons • Go up steps and stairs using alternate feet. • Climb up apparatus, using alternate feet - PE lessons • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Choose the right resources to carry out their own plan. For example,	Fine Motor Skills • Name writing • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Weaving ❖ See also Fine Motor Long Term, Weekly Planning Gross Motor Skills • Continue to develop their movement skills - balance bike training - Bikeability • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width	Fine Motor Skills • Initial letter writing - RWInc • Screwing ❖ See also Fine Motor Long Term, Weekly Planning Gross Motor Skills • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Start taking part in some group activities which they make up for themselves, or in teams - PE lessons • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.th.

	choosing a spade to enlarge a small hole they dug with a trowel.		
Reception	Fine Motor Skills • Develop the foundations of a handwriting style using RWInc letter formation • Develop their small motor skills so that they can use a range of tools competently safely and confidently Gross Motor Skills • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Fine Motor Skills • Develop the foundations of a handwriting style which is fast, accurate and efficient - word writing Gross Motor Skills • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, co-ordination and agility.	Fine Motor Skills • Develop the foundations of a handwriting style which is fast, accurate and efficient - sentence writing Gross Motor Skills • Combine different movements with ease and fluency • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Literacy			
	Autumn	Spring	Summer
Nursery	Phonics Skills Letters and Sounds ➤ Aspect 1: General sound discrimination - environmental sounds ➤ Aspect 2: General sound discrimination - instrumental sounds ➤ Aspect 3: General sound discrimination - body percussion • Develop their phonological awareness, so that they can: - count or clap syllables in a word Reading Skills • Understand the five key concepts about print: - print has meaning - we read English text from left to right and from top to bottom - the names of the different parts of a Book Writing Skills • Pre-writing patterns • Write some or all of their name.	Phonics Skills Letters and Sounds ➤ Aspect 4: Rhythm and rhyme ➤ Aspect 5: Alliteration ➤ Aspect 6: Voice sounds ➤ Aspect 7: Oral blending and segmenting • Develop their phonological awareness, so that they can: ➤ spot and suggest rhymes ➤ recognise words with the same initial sound, such as money and mother Reading Skills • Understand the five key concepts about print: - print can have different purposes -page sequencing Writing Skills • Write all of their name.	Phonics Skills Read Write Inc ➤ Picture sounds ➤ Letter sounds ➤ Oral blending ➤ Word Time Reading Skills • Engage in extended conversations about stories, learning new vocabulary Writing Skills • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy • Write some letters accurately.
Reception	Phonics Skills Read Write Inc - Set 1 sounds Reading Skills • Read individual letters by saying the sounds for them.	Phonics Skills Read Write Inc - Set 2 sounds Reading Skills • Read some letter groups that each represent one sound and	Phonics Skills Read Write Inc - Differentiated Groups Reading Skills • Re-read these books to build up their confidence in

	- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Writing Skills - Form lower-case and some capital letters correctly. - Spell cvc words by identifying the sounds and then writing the sound with letter/s. - Handwriting - see Handwriting Planning	say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Writing Skills - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Handwriting - see Handwriting Planning	word reading, their fluency and their understanding and enjoyment. Writing Skills - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop - Re-read what they have written to check that it makes sense - Handwriting - see Handwriting Planning
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Mathematics			
	Autumn	Spring	Summer
Nursery	Number Skills - Develop fast recognition of up to 3 objects, without having to count them individually - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total 1-5 - Show 'finger numbers' up to 3. - Link numerals and amounts 1-5 - with pictorial images - Compare quantities using language: 'more than', 'fewer than'. Shape Skills - Talk about and explore 2D shapes using informal and mathematical language - Talk about and identifies the patterns around them. - Use informal language to describe patterns Measuring Skills - Make comparisons between objects relating to length - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Number Skills - Link numerals and amounts 1-5 - Experiment with their own symbols and marks - Solve real world mathematical problems with numbers up to 5. - Recite numbers past 5 - 10 - Show 'finger numbers' up to 5. Shape Skills - Talk about and explore 3D shapes using informal and mathematical language - Understand position through words alone with no pointing. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Extend and create ABAB patterns Measuring Skills - Make comparisons between objects relating to weight	Number Skills - Link numerals and amounts 1-5+ - Develop fast recognition of up to 5 objects, without having to count them individually - Recite numbers past 5 - 10+ - Experiment with their own symbols and marks as well as numerals. - Say one number for each item in order: 1 - 10 - Know that the last number reached when counting a small set of objects tells you how many there are in total 1-10 - Solve real world mathematical problems with numbers up to 5+ Shape Skills - Combine shapes to make new ones - an arch, a bigger triangle etc. - Notice and correct an error in a repeating pattern. Measuring Skills - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to capacity.

Reception	Number Skills - Count objects, actions and sounds - Subitise 1-5 - Link the number symbol (numeral) with its cardinal number value 1- 5 - Count beyond ten. Shape Skills - Continue, copy and create repeating patterns. Measuring Skills - Compare length	Number Skills - Subitise 1-10 - Link the number symbol (numeral) with its cardinal number value 1-10 - Compare numbers - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 Shape Skills Measuring Skills - Compare weight	Number Skills - Understand the 'one more than/one less than' relationship between consecutive numbers. - Automatically recall number bonds for numbers 0-5 and some to 10. Shape Skills - Select, rotate and manipulate shapes to develop spatial reasoning skills - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Measuring Skills - Compare capacity
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Understanding the World			
	Autumn	Spring	Summer
Nursery	Scientific Skills • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things - outside walk - autumn/winter changes and stick insect care • Make healthy choices about food • Make healthy choices about toothbrushing Historical Skills • Chronology - Use words like yesterday • Investigating the past -Begin to make sense of their own life-story and family's history. • Investigating the past- Talk about the lives of the people around them and their roles in society - Fire Fighter Visit • Communicating History - Show interest in different occupations - Fire Fighter Visit Geographical Skills • Location and Place Knowledge- Know that there are different countries in the world and talk about the	Scientific Skills • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Talk about the differences between materials and changes they notice. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant - bean growing • Understand the key features of the life cycle of an animal - Ducklings • Begin to understand the need to respect and care for the natural environment and all living things - outside walk - spring changes and stick insect/fish care Historical Skills • Communicating History - Show interest in different occupations - Police Visit • Investigating the past - Talk about the lives of the people around them and their roles in society - Police Visit • Chronology - Use words like last week Geographical Skills • Location and Place Knowledge- Know that there are different countries in the world and talk about the	Scientific Skills • Care for growing plants. • Begin to understand the need to respect and care for the natural environment and all living things - outside walk - summer changes and stick insect/fish care • Explore and talk about different forces they can feel. Historical Skills • Chronology - Use words like old and new • Communicating History - Show interest in different occupations - Dentist Visit • Communicating History - Talk, draw and write to show ideas/communicate understanding. • Communicating History - Begin to sequence pictures to show time order • Investigating the past - Talk about the lives of the people around them and their roles in society - Dentist Visit • Thinking like a historian - Recognise that the past is different from today. Geographical Skills • Location and Place Knowledge- Know that there are different countries in the world and talk about the differences they have experienced, seen in photos - warm climates

	differences they have experienced, seen in photos - cold climates • Location and Place Knowledge- Begins to ask questions about different environments - cold climates • Location and Place Knowledge- Observe, name and compare features in the environment by pointing/ looking closely- autumn/winter walk • Physical Features and Processes - Understand that the weather changes with the seasons - autumn and winter • Physical Features and Processes -Make observations of plants and weather in their environment and talk about changes- autumn and winter • Physical Features and Processes -Design and build small world areas. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Cold climates • Continue developing positive attitudes about the differences between people - linked to Judaism • Geographical Techniques - Use road mats for small world play. • Geographical Techniques - Use a simple map with a programmable toy Computing Skills • Explore how things work - Constructobot	differences they have experienced, seen in photos - moderate climates • Location and Place Knowledge- Begins to ask questions about different environments - moderate climates • Location and Place Knowledge- Observe and compare features in the environment by pointing/ looking closely- spring walk • Location and Place Knowledge- Naming simple features - spring walk • Physical Features and Processes - Understand that the weather changes with the seasons - spring • Physical Features and Processes -Make observations of plants and weather in their environment and talk about changes - spring • Geographical Techniques - Can follow positional instructions. Using stories as a basis, draw simple maps to show journey taken eg. Red Riding Hood. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Mixed climates • Continue developing positive attitudes about the differences between people - linked to Islam Computing Skills • Explore how things work - Cubetto	• Location and Place Knowledge- Begins to ask questions about different environments - warm climates • Location and Place Knowledge- Observe and compare features in the environment by pointing/ looking closely- summer walk • Location and Place Knowledge- Naming simple features - summer walk • Physical Features and Processes - Understand that the weather changes with the seasons - summer • Physical Features and Processes -Make observations of plants and weather in their environment and talk about changes - summer • Human Interaction with The Environment -Begin to make marks to represent buildings, roads and trees. • Human Interaction with The Environment -Show an awareness of the different shapes of buildings when drawing. • Geographical Techniques - Show an interest in maps eg. treasure maps, road maps • Geographical Techniques- Use positional language through stories e.g. Rosie's Walk • Geographical Techniques- Describe their relative position e.g. next to, behind.
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			• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Hot climates - Africa • Continue developing positive attitudes about the differences between people - linked to Africa Computing Skills • Explore how things work - Tablet
Reception	Scientific Skills • Explore the natural world around them - Seasonal change • Describe what they see, hear and feel whilst outside - seasonal change • Understand the effect of changing seasons on the natural world around them Historical Skills • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past • Know the difference between old and new. • Know the difference between long ago and now. • Look at or touch objects from the past and comment on appearance	Scientific Skills • Explore the natural world around them - Seasonal change • Describe what they see, hear and feel whilst outside - seasonal change • Understand the effect of changing seasons on the natural world around them. Historical Skills • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Appreciate the difference between old and dirty or worn. • Begin to appreciate that their life is different to the lives of people in the past. • Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.	Scientific Skills • Explore the natural world around them - Seasonal change • Describe what they see, hear and feel whilst outside - seasonal change • Understand the effect of changing seasons on the natural world around them. Historical Skills • Compare old and new objects/artefacts and be able to put up two artefacts or events in order. • Begin to recognise that characters in a book they know acted as they did because it was a long time ago. • Sequence pictures to show time order. • Give a reason for why something has changed between now and the past. Geographical Skills • Draw information from a simple map.

	- Recognise that people have different beliefs and celebrate special times in different ways - link to Judaism Geographical Skills - Begins to ask questions and compare features of different environments. - Know there are different types of housing. - Describe their immediate environment using knowledge from observation and discussion. - Understand that some places are special to members of their community - link to Judaism	- Understand the past through settings, characters and events encountered in books read in class and storytelling. - Recognise that the past is different from today. Geographical Skills - Recognise some similarities and differences between life in this country and life in other countries. - Develop an understanding of the position of other countries in the world. - Recognise some environments that are different to the one in which they live. - Make observations about their local environment e.g. park, school, home. - Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts. - Use some descriptive vocabulary to describe features e.g. tall trees. - Show an interest in maps. - Use a camera or ipad to take still and moving images of the local environment.	- Understand that some places are special to members of their community - link to Islam - Recognise that people have different beliefs and celebrate special times in different ways - link to Islam - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Add detail to a map of a familiar place - bedroom, classroom, local area. - Use stories as a basis to draw simple maps to show journey taken.
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Expressive Arts & Design			
	Autumn	Spring	Summer
Nursery	Art Skills - Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portrait - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Explore colour and colour-mixing. Design Skills - Cooking and Nutrition - Describe when tasting food, how it looks, feels, smells and tastes - Cooking and Nutrition - Taste different food and give opinions. - Textiles -Design a specific product linked to the termly topic - Textiles - Choose from available materials. - Textiles-Explore different materials, such as card, fabric, wool. - Structures- Make verbal plans and material choices - ongoing - Structures- Designing through construction materials such as Duplo - Structures- Develop a junk model - modelled and supported	Art Skills - Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Duckling portrait - Use drawing to represent ideas like movement - Ducklings swimming - Show different emotions in their drawings and paintings - self- portrait painted - how are you feeling today? Design Skills - Cooking and Nutrition - Design a recipe as a class. - Cooking and Nutrition - Taste different food and give opinions. - Cooking and Nutrition - Describe when tasting food, how it looks, feels, smells and tastes - Textiles -Design a specific product linked to the termly topic. - Textiles-Explore different materials, such as card, fabric, wool - Structures - Designing through construction materials such as Sticklebricks - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction	Art Skills - Create closed shapes with continuous lines, and begin to use these shapes to represent objects -Self-portrait - paint - Show different emotions in their paintings, like happiness, sadness, fear etc - Draw with increasing complexity and detail, such as representing a face with a circle and including details. Design Skills - Cooking and Nutrition - Taste different food and give opinions. - Cooking and Nutrition - Describe when tasting food, how it looks, feels, smells and tastes - Mechanisms- Design a character prop for a play/story with a simple moving part. - Textiles -Design a specific product linked to the termly topic. - Textiles - Choose from available materials. - Structures - Designing through construction materials such as Mobilio Technology Skills - Mechanisms- Reflect on a finished product and assess if it works and moves.

	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Explore different materials freely, to develop their ideas about how to use them and what to make. Technology Skills - Cooking and Nutrition - Chop fruit and vegetables with support. - Textiles- Develop fine motor/cutting skills with scissors. - Textiles- Explore threading with a variety of materials - Structures - Joining materials in a variety of ways temporary Music Skills - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings - Christmas songs - Remember and sing entire songs - Nursery rhymes/songs and Nativity - Sing the pitch of a tone sung by another person - Nativity - Play instruments with increasing control - Phonics	kits, such as a city with different buildings and a park. - Develop their own ideas and then decide which materials to use to express them Technology Skills - Mechanisms- Make use of props and materials when role playing characters in narratives and stories. - Mechanisms- Reflect on a finished product and assess if it works and moves. - Structures- Joining different materials together - Explore different textures. Music Skills - Remember and sing entire songs- Traditional Tale Songs - Goldilocks etc - Play instruments with increasing control to express their feelings and ideas. - Sing the melodic shape of familiar songs. - Respond to what they have heard, expressing their thoughts and feelings	- Mechanisms- To know how to make objects move through wheels and simple sliders - Textiles - Exploring fine motor weaving (under, over technique) with a variety of materials. - Structures - Joining materials in a variety of ways permanent - Structures - Giving a verbal evaluation of their own and others' junk models with adult support. - Structures-Describing their favourite and least favourite part of their model. - Structures - Making simple suggestions to fix their junk model. Music Skills - Respond to what they have heard, expressing their thoughts and feelings - African music - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.
Reception	Art Skills Explore, use and refine a variety of artistic effects to express their ideas and feelings	Art Skills - Explore famous artists and artworks. - Begin to show accuracy and care when drawing. Design Skills	Art Skills Explore famous artists and artworks, taking inspiration from them into their own work.

	- Explore ways to mark make using a range of techniques including painting, drawing, printmaking. Design Skills - Create collaboratively, sharing ideas, resources and skills. - Develop storylines in their pretend play-ongoing - To know that a design is a way of planning our ideas before we start - To know that threading is putting one material through an object - Make use of props and materials when role playing characters in narratives and stories - Explore different materials such as card, fabric, wool - Design a simple pattern with paper Technology Skills - Taste different food and give opinions - Describe some of the following when tasting food: look, feel, smell and taste - Develop rolling, scooping, kneading through preparing simple dishes - To know that food can be made of different ingredients - To know that vegetables are grown - To recognize and name some common fruits and vegetables - Explore fine motor/threading and weaving with a variety of materials Music Skills	- Return to and build on their previous learning, refining ideas and developing their ability to represent them - Designing a recipe as a class - To discuss why different packages might be used for different foods - Design a specific product linked to the termly topic - Choose from available materials - Design a character prop for a play/story with a simple moving part - Design a model with moving parts using a range of construction materials Technology Skills - Share their creations. - Develop cutting, slicing, spreading, through preparing simple dishes - Chopping fruit and vegetables with support - Construct models with moving parts, such as lego vehicles - Develop a junk model - Improve fine motor/scissor skills with a variety of materials. - Join different materials together Music Skills - Listen attentively, move to and talk about music, expressing their feelings and responses - Watch and talk about dance and performance art, expressing their	Design Skills - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Designing packaging - Begin to use vocabulary linked to formal elements. - Choose their favourite packaging design and explain why - Describe their junk model and how they intend to put it together Technology Skills - Share their creations, explaining the process they have used. - Reflect on a finished product and compare to their design - Use a prepared needle and wool to practice threading - Join materials in a variety of ways - Give a verbal evaluation of their own and others' junk models with adult support Music Skills - Explore and engage in music making and dance, performing solo or in groups - Check to see if their model matches their plan - Consider what they would do differently if they were to do it again - Describe their favourite and least favourite part of their model
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	• Listen attentively, move to and talk about music. • Sing in a group or on their own	feelings and responses -linked to dance in PE • Sing by increasingly matching the pitch and following the melody	
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