



2022-2023

	Autumn		Spring		Summer	
	1A	1B	2A	2B	3A	3B
Events & Festivals	Roald Dahl Story Day 13th September 2022  International Dot Day 15th September 2022  World Mental Health Day 10th October 2022  Diwali 24th October 2022	Halloween 31st October 2022  Bonfire Night 5th November 2022  Remembrance Day 11th November 2022  World Nursery Rhyme Week 14-18th November 2022  Children in Need 18th November 2022  Christmas Jumper Day 8th December 2023  Christmas End of Autumn 2	Martin Luther King Day 16th January 2023  Lunar New Year 22nd January 2023  World Lego Day 28th January 2023  Children's Mental Health Week 6-12th February 2023	National/International Mother Tongue Day 21st February 2023  Pancake Day (Shrove Tuesday) 21st February 2023  World Book Day 2nd March 2023  Holi & International Women's Day 8th March 2023  British Science Week 10-19th March 2023  Red Nose Day 18th March 2023  Mothering Sunday 19th March 2023  Ramadan Starts 22nd March 2023  Easter 9th April 2023	Earth Day 22nd April 2023  Eid 22nd April 2023  Children's Gardening Week 22- 28th May 2023  Armed Forces Day 20th May 2023  National Bee Day 20th May 2023	World Environment Day 5th June 2023  Oceans Day 8th June 2023  Father's Day 18th June 2023
Parental Engagement	<b>EYFS Curriculum Meeting</b> TBC  <b>FS2 Phonics - Read Write Inc</b> TBC	<b>Children in Need - Theme</b> TBC  <b>Christmas Songs and Treats around the Tree</b> TBC	<b>Feel Good Day - Children's Mental Health Day</b> TBC	<b>International Mother Tongue Day - A journey around the world</b> TBC  <b>Share a Story, Parent Reading Day</b> TBC	<b>Armed Forces Celebration Day</b> TBC  <b>Family Garden Day</b> TBC (W/C 22-28th May)	<b>Parents Evening</b> TBC  <b>Getting Ready for Year 1</b> TBC

	1A	1B	2A	2B	3A	3B
Literacy Texts	<b>My Magic Family</b> (Lotte Jeffs) Toolkit: Characterisation/Description <b>In Every House, On Every Street</b> (Jess Hitchman) Toolkit: Settings/Description	<b>Nimesh The Adventurer</b> (Ranjit Singh) Toolkit: Settings/Description <b>* Christmas Book TBC</b>	<b>Coming to England</b> (Baroness Floella Benjamin) Toolkit: Openings and Endings <b>The Treasure of Pirate Frank</b> (Mal Peet and Elspeth Graham) Toolkit: Description	<b>Golden Domes and Silver Lanterns : A Muslim Book of Colours</b> Toolkit: Description <b>The Extraordinary Gardener</b> (Sam Boughton) Toolkit: Description	<b>Greta and the Giants</b> (Zoe Tucker) Toolkit: Openings and Endings <b>Little Red Riding Hood</b> Toolkit: Openings and Endings	<b>Leaf</b> (Sandra Dieckmann) <b>Dear Greenpeace</b> (Simon James) Text Type - Letter
Literacy Focus *T4W toolkit & ELG	<u>T4W Toolkit Focus Description</u> (Characterisation & Settings)  Orally describe what something looks like, what can you hear, what it feels like, what it smells like  Use adjectives to talk about what images and objects look like  <u>Literacy - Writing Focus</u> Beginning to form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sounds with letters/s  Being more confident in writing identifiable shapes and letters:  <u>Literacy - Word Reading Focus</u> Read individual letters by saying the sounds for them  Joining in with thymes and stories;  Joining in with the rhythm of well known thymes and songs;  Recognising their own name;  Identifying sounds in words, in particular, Initial sounds;  Segmenting and blending simple words demonstrating knowledge of sounds (with support);	<u>T4W Toolkit Focus Description</u> (settings)  Use adjectives to talk about what images and objects look like  Help the reader to see what you are describing by using a simile  <u>Literacy - Writing Focus</u> Form most lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sounds with letters/s  Talking about sentences and starting to write short sentences:  Segmenting and blending the sounds in simple words and naming sounds;  <u>Literacy - Word Reading Focus</u> Read some letter groups that represent one sound and say sounds for them.  Read a few common exception words  Blend sounds into words, so that they can read short words made up of known letter - sound correspondences.	<u>T4W Toolkit Focus Openings and Endings</u>  Get a story going with <i>One day...</i>  Take your character home at the end of the story.  Learn how to end a story with <i>Finally...</i>  <u>Description</u> Orally describe where something is using prepositions - <i>The scruffy dog sat under the bed.</i>  <u>Literacy - Writing Focus</u> Form lower-case and capital letters correctly.  Using their phonic knowledge to write words in ways which match their spoken sounds;  Writing some irregular common words:  <u>Literacy - Word Reading Focus</u> Reading some letter initial groups that each represent one sound and say sounds for them;  Read a few common exception words  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<u>T4W Toolkit Focus Description</u>  Use adjectives to talk about what images and objects look like  Orally describe what something looks like, what can you hear, what it feels like, what it smells like  <u>Literacy - Writing Focus</u> Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words;  Writing simple sentences which can be read by themselves and sometimes by others;  <u>Literacy - Word Reading Focus</u> Read some letter groups that represent one sound and say sounds for them.  Read a few common exception words  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Re-read what they have written to check it makes sense.	<u>T4W Toolkit Focus Openings and Endings</u>  Learn how to use a happily ever after ending  Learn Once upon a time, there was a... who lived... to establish a character in a setting - <i>Once upon a time there was a pirate who lived on an island.</i>  <u>Literacy - Writing Focus</u> Write recognisable letters, most of which are correctly formed:  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Writing simple sentences which can be read by themselves and sometimes by others;  <u>Literacy - Word Reading Focus</u> Say a sound for each letter in the alphabet and at least 10 digraphs;  Reading simple words and simple sentences;  Re-read what they have written to check it makes sense.	<u>T4W Toolkit Focus Description</u> (settings)  Use adjectives to talk about what images and objects look like  Help the reader to see what you are describing by using a simile  Text Type - Letter  <u>Literacy - Writing Focus</u> Write recognisable letters, most of which are correctly formed:  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others.  <u>Literacy - Word Reading Focus</u> Read words consistent with their phonic knowledge by sound-blending:  Read aloud simple sentences and books that are consistent with their phonic knowledge,  Including some common exception words.

	1A	1B	2A	2B	3A	3B
Mathematical Focus Texts	<b>Actual Size</b> (Steve Jenkins)	<b>My Granny Went to Market</b> (Stella Blackstone and Christopher Corr)	<b>A Squash and a Squeeze</b> Julia Donaldson	<b>Ten Black Dots</b> Donald Crews	<b>We all went on Safari - A counting journey through Tanzania</b> (Laurie Krebs and Julia Cairns)	<b>Fair Shares</b> (Pippa Goodhart)
Mathematical Focus *WRM & ELG	White Rose Units					
	<u>Getting to Know you</u> Opportunities for settling in Getting to know provision areas Where do things go? Positional language Daily routines Days of the week <u>Just Like Me</u> Match and sort (same/different/colour/size) Compare amounts (equal/more/fewer) Compare size mass and capacity (tall/tallest / big/little/short/shortest)	<u>It's Me 1,2,3</u> Representing 1,2,3 (equal/not/circle/1p) Comparing 1, 2, 3, Composition of 1, 2, 3 Circles and triangles (3 step patterns) Positional language <u>Light and Dark</u> Representing numbers 1-5 One more and one less (subtraction and addition symbol) Shapes with 4 sides (squares / rectangles) Time – days of the week	<u>Alive in 5</u> Introducing 0 Comparing and ordering numbers to 5 Composition of 4 and 5 Comparing mass and Capacity <u>Growing 6,7,8</u> Introducing 6, 7, 8, (making pairs / combining 2 groups) Combining groups (addition) Length, Height & Time	<u>Building 9 and 10</u> Introducing 9 and 10 – comparing and ordering (making sets / combining groups) Number bonds to 10 3d shape and pattern <u>Let's Review</u> Consolidation	<u>To 20 and beyond</u> Numbers and Patterns Beyond 10 Spatial Reasoning, Match, Rotate, Manipulate <u>First, Then, Now</u> Adding More, Taking Away Spatial Reasoning Compose and Decompose	<u>Find my pattern</u> Doubling Sharing and Grouping Even and Odd <u>On the Move</u> Subitising Counting Composition Counting and matching Comparing and Ordering

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Communication and Language Focus	<u>CL Focus - Listening, attention and understanding</u>  Understand why listening is important  Listen to and follow and instruction  Listen to stories with increased attention and recall  <u>CL Focus - Speaking</u>  Expanding their vocabulary to include new words related to a theme, book or topic.  Asking questions to understand  Re telling a simple past event in the correct order.  <u>Literacy - Comprehension</u>  Holding a book, turn the pages and indicating an understanding of pictures and print:  Telling a story to friends.	<u>CL Focus - Listening, attention and understanding</u>  Asking and responding to 'why' questions  Listen to one another in one to one or small groups  Show interest in non-fiction books  <u>CL Focus - Speaking</u>  Continuing to use new vocabulary when the topic, book or theme has ended.  Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences.  Using talk in pretending that objects stand for something else in play e.g. this ruler is my sword.  <u>Literacy - Comprehension</u>  Talking about events and characters in books;	<u>CL Focus - Listening, attention and understanding</u>  Responding to instructions following a two part sequence  Listening and responding to ideas expressed by others in conversation and discussion  <u>CL Focus - Speaking</u>  Using new vocabulary in different contexts.  Using complete sentences more regularly.  Using language to imagine and recreate roles and experiences in play situations.  Using talk to organise, sequence and clarify thinking, feelings and ideas that begins to incorporate tenses.  <u>Literacy - Comprehension</u>  Making suggestions about what might happen next in a story;  Reading simple words and simple sentences;  Talking about their favourite book;  Using vocabulary and events from stories in their play;	<u>CL Focus - Listening, attention and understanding</u>  Remembering key points from a story without needing prompts  Showing specific interest in s non-fiction booked linked to a topic or theme  <u>CL Focus - Speaking</u>  Asking questions to learn more about an event or task.  Using language to explore imaginary events, storyline and themes.  <u>Literacy - Comprehension</u>  Talking in details about events and characters in books;  Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.  Demonstrate some understanding of what has been read to them by retelling stories and narratives using their own words and some recently introduced vocabulary;	<u>CL Focus - Listening, attention and understanding</u>  Listen attentively and respond to what they hear with relevant questions, comments, actions when being read to and during whole class discussions and small group interactions  <u>CL Focus - Speaking</u>  Participate in small group, class and one to one discussions, offering their own ideas, using a range of vocabulary.  Offer explanations for why things may happen making use of a range of vocabulary introduced through stories, play, provision etc.  <u>Literacy - Comprehension</u>  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  Anticipate - where appropriate - key events in stories:  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.	<u>CL Focus - Listening, attention and understanding</u>  Hold conversations when engaged in back and forth exchanges with their teacher and peers.  Make comments about what they have heard and ask questions to clarify their understanding  <u>CL Focus - Speaking</u>  Express their ideas and feelings about their experiences using full sentences, including use of past present and future tenses making use of conjunctions with modelling.  <u>Literacy - Comprehension</u>  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play

	1A	1B	2A	2B	3A	3B
Personal, Social and Emotional Development	<p><u>Self Regulation</u></p> <p>Describing themselves in positive terms and talk about their own abilities;</p> <p>Being confident to speak to others about needs, wants, interests and opinions;</p> <p>Beginning to express their feelings and consider the feelings of others;</p> <p>Knowing when they are upset about a situation and can explain why;</p> <p>Choosing their own equipment that is necessary to complete a task:</p> <p>Showing enthusiasm and excitement when anticipating and engaging in certain activities.</p>		<p><u>Self Regulation</u></p> <p>Recognise themselves as a valuable individual:</p> <p>Willingly express their feelings and know when they have been kind and considerate;</p> <p>Moderating their feelings when they are upset;</p> <p>Being confident to try new activities;</p> <p>Saying why they like some activities more than others;</p> <p>Being confident to speak in a familiar group;</p> <p>Being happy to talk about their own ideas:</p> <p>Choosing the resources they need for a given activity;</p> <p>Saying when they do and do not need help.</p>		<p><u>Self Regulation</u></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate:</p> <p>Give focused attention o what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>	
	<p><u>Managing Self</u></p> <p>Showing that they can stick with an activity, even if it is challenging;</p> <p>Selecting and using activities and resources, with help;</p> <p>Enjoying the responsibility of carrying out small tasks;</p> <p>Being confident to talk to other children when playing, and communicating freely about their home and community;</p> <p>Being outgoing towards unfamiliar people and being more confident in new social situations;</p> <p>Showing confidence in asking adults for help.</p> <p>Welcoming and valuing praise for what they have done;</p> <p><u>Building Relationships</u></p> <p>Learning to listen to one another and showing respect when doing so;</p> <p>Initiating conversations, attending to and taking account of what others say;</p> <p>Explaining own knowledge and understanding and asking appropriate questions of others;</p> <p>Taking steps to resolve conflicts with others and attempting to find a compromise.</p> <p>Willingly participating in a wide range of activities:</p>		<p><u>Managing Self</u></p> <p>Being able to talk about a challenging task and be prepared to have a go:</p> <p>Showing enthusiasm and excitement when anticipating and engaging in certain activities;</p> <p>Being confident to speak to others about needs, wants, interests and opinions;</p> <p>Being confident in speaking in front of a small group;</p> <p>Describing themselves in positive terms and talking about their abilities;</p> <p>Showing resilience and perseverance in the face of challenge:</p> <p>Having awareness of keeping teeth clean and not eating too many sweets.</p> <p><u>Building Relationships</u></p> <p>Building constructive and respectful relationships;</p> <p>Playing cooperatively with others and taking account of their ideas:</p> <p>Being happy to listen to others organisational ideas;</p> <p>Showing sensitivity to others' feelings:</p> <p>Forming positive relationships with adults and other children.</p>		<p><u>Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers:</p> <p>Show sensitivity to their own and to others' needs.</p>	

	1A	1B	2A	2B	3A	3B
Physical Development	<u>Fine Motor Focus</u> Drawing lines and circles using gross motor movements; Using one handed tools and equipment, e.g. child scissors; Holding pencils between thumb and two fingers instead of whole hand; Beginning to hold pencil correctly and showing good control; Copying some letters, especially letters from own name.		<u>Fine Motor Focus</u> Handling tools, objects, construction and malleable materials safely and with increasing control: Showing a preference for a dominant hand; Beginning to show anti- clockwise movements and retroce vertical lines. Beginning to form recognisable letters; Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name.		<u>Fine Motor Focus</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all coses: Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing,	
	<u>Gross Motor Focus</u> Showing increasing control when linking movements together; Knowing that it is good to be active and sometimes getting out of breath; Moving freely with confidence in a range of ways; mounting stairs, steps or climbing equipment using alternative steps; Walking downstairs two- feet to each step; Standing momentarily on one foot: Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed.		<u>Gross Motor Focus</u> Starting to experiment with different types of movements: Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc. Jumping off objects safely and carefully; Negotiating space carefully; Travelling with confidence and skill when moving around, under, over and through various equipment; Showing increasing control when throwing, catching and kicking a ball.		<u>Gross Motor Focus</u> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	

	1A	1B	2A	2B	3A	3B
Understanding the World	<u>Past and Present</u> Remembering and talking about significant events in their own experiences, e.g. birthday;  Knowing and understanding that their grandparents are older than their parents;  Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago';  Beginning to understand that some familiar stories were set in a time before they were born		<u>Past and Present</u> Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas:  Beginning to compare and contrast characters in stories about the past:  Understanding that people celebrated events like Eid and Christmas before they were born:  Using appropriate language to describe the past, such as, 'in the past'		<u>Past and Present</u> Talk about the lives of the people around them and their roles in society;  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class:  Understand the past through settings, characters and events encountered in books read in class and storytelling.	
	<u>People, Cultures and Communities</u> Showing increased interest in the lives of people who are familiar to them;  Beginning to understand that not all people celebrate the same things as them;  Having an greater understanding about why certain events are being celebrated;  Talking about people that are helpful to them both, from within their family and from outside their family.		<u>People, Cultures and Communities</u> Drawing information from a simple map;  Recognising some similarities and differences between life in this country and life in other countries;  Recognising that people have different beliefs and celebrate special times in different ways;  Starting to show an interest in different occupations and ways of life:  Talking about members of their immediate family and community;  Naming and describing people who are familiar to them.		<u>People, Cultures and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate maps.	
	<u>The Natural World</u> Talking about some of the things they have observed such as plants, animals, natural and found objects;  Having greater awareness of seasonal change;  Asking questions about aspects of their familiar world such as the place where they live or the natural world;  Asking questions about some of the things they have observed such as plants and animals.		<u>The Natural World</u> Talking about why things happen and how things work;  Understanding more about growth, decay and changes over time;  Identifying features of living things, such as animals with legs or those with wings;  Exploring the natural world around them;  Describing what they see, hear and feel whilst outside;  Recognising some environments that are different to the one in which they live;  Understanding the effect of changing seasons on the natural world around them.		<u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants;  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

	1A	1B	2A	2B	3A	3B
Expressive Arts and Design	<p><u>Creating with Materials</u></p> <p>Realising that tools can be used for a purpose; Using simple tools and techniques competently and appropriately: Selecting appropriate brush for a given purpose; Exploring what happens when they mix colours; Experimenting with different textures</p> <p><u>Being Imaginative and Expressive</u></p> <p>Enjoying joining in with dancing and singing games; Singing a few familiar songs; Beginning to move rhythmically; Imitating movement in response to music; Tapping out simple repeated rhythms; Exploring and learning how sounds can be changed.</p>		<p><u>Creating with Materials</u></p> <p>Safely using and exploring a variety of materials, tools and techniques: Experimenting with colour, design, texture, form and function; Selecting tools and using techniques needed to shape, assemble and join materials they are using: Understanding that different media can be combined to create new effects;</p> <p><u>Being Imaginative and Expressive</u></p> <p>Exploring and learning how sounds can be changed; Singing songs, making music and experimenting with ways of changing them: Beginning to build a repertoire of songs and dances; Exploring the different sounds of instruments; Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>		<p><u>Creating with Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher, Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music</p>	
	Artists	<p>Pablo Picasso</p> <p>Jackson Pollock (Abstract Expressionism)</p> <p>Wassily Kandinsky (Abstract)</p>		<p>Henri Matisse (Sculptor)</p> <p>Friedensreich Hundertwasser (Modern)</p> <p>Georges-Pierre Seurat (Pointilism)</p>		<p>Piet Mondrian (De Stijl)</p> <p>Vincent Van Gogh</p> <p>Yayoi Kusama</p>

# Skills and knowledge taught throughout the year...

## Cooking

Weighing - pouring or spooning ingredients into scales.

Measuring using a range of devices/tools

Washing fruit and vegetables

Cutting soft ingredients eg butter, mushrooms, strawberries using a strong plastic knife

Breading and flouring

Mixing - using either a spoon or hands to mix together ingredients and learning specific methods such as rubbing in

Tearing, peeling and squashing

Sieving

Using a pestle and mortar

Kneading

Rolling, shaping and cutting dough

Spreading - buttering bread and spreading icing

Podding, picking and hulling - podding broad beans, picking leaves, tomatoes or grapes off the vine and hulling strawberries

Cutting using a small knife - children will learn how to form their hand into a claw to keep fingertips out of danger

Cutting with scissors

Grating

Greasing and lining a cake tin or tray

Setting the table

## Gardening

Can safely use a spade to dig pushing down on the spade with their foot and transferring the soil to another pile or container.

Can safely use a trowel with one hand to transfer soil from one container to another

Can safely use the fork by pushing down on the fork with one foot and turning the soil in the ground/ bed

Can identify that a plant will need sun and water to grow and begin to talk about why.

Can plant a seed or bean in the soil and talk about what will happen when it will grow.

Can identify the flowers and leaves on plants.

Can talk about their observations of a flower or plant that has decayed about being picked.

Talks about the importance of taking care for plants and flowers.

## Woodwork

Tool handling safety

Names and usage of tools

Hammering

Screwing

Drilling

Joining

Sawing

Sanding

Children will be guided through a set of sessions that allow them to develop safety skills which will teach them the basic skills to begin to develop their skill set further to create mini projects based upon interests.

Children will earn a woodwork licence when they complete their workbook of skills.

## Sewing

Weaving fabrics and threads within a frame or paper

Threading larger plastic needles with string, wool or thick thread

Safety with tools such as needles, scissors and small parts

Drawing shapes on material and threading/ sewing a shape

Joining two pieces of material together

Cutting material safely

Knotting threads

Project design

Adding buttons, sequins and embellishments

Tie Dye - changing materials