

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	All about me /Seasons	Light and Dark-Time to celebrate	Fairytales	Growing and Change	Journeys	New Adventures

WOW Moments!	Autumn Trail Harvest Time	Halloween (31 st Oct) Diwali (4 th Nov) (Hindu) Guy Fawkes/ Bonfire Night (5 th Nov) Remembrance Day (11 th Nov) Hannukah (28 th Nov-6 th Dec) (Jewish) Christmas	Story telling week (30 th Jan-6 th Feb) Chinese New Year (1 st Feb) Pancake Day (1 st March) LENT (2 nd March-14 th April) Valentines Day (14 th Feb)	Pancake Day (March 1 st) Mothers Day (27 th March) Vaisakaih (14 th April) (Sikh) Easter (17 th April) Queen's birthday (11 th June)	Queens Platinum Jubilee 3 rd June	Fathers Day (June 19 th)
Big Books linked to Topic	<ol style="list-style-type: none"> Pippo goes to the beach Harry the dirty dog Pippo goes for a walk Brown Bear Brown Bear & Yawn Where's Spot? & Busters Birthdays It was a Cold Dark Night We're going on a Leaf Hunt & Autumn Poem Home Before Dark 	<ol style="list-style-type: none"> In the Witches Kitchen Winnie the Witch Not Now Bernard Polar Bear Polar Bear & Full, Full, Full of Love The Nativity Olivers Elephant Mogs Christmas Steve the Christmas Elf 	<ol style="list-style-type: none"> Goldilocks and the Three Bears & We're Going on a Bear Hunt The Three Little Pigs & Tap Tap Bang Bang Three Billy Goats Gruff The Ginger Bread Man & Vroom Vroom The Tiger who came to Tea & Tiny Little Fly Whatever next? 	<ol style="list-style-type: none"> Little Red Riding Hood The Lion in the Meadow The Very Busy Spider Peace at Last Never use a Knife and Fork Poems for the Very Young Dora's Eggs Hatch Egg Hatch & Little Rabbit Foo Foo 	<ol style="list-style-type: none"> Non Fiction: The Queen Oliver who Travels Far and Wide Oliver couldn't Sleep The Deep End The Wild Things The Bear under the Stairs The Way Back Home Q Pootle 5 	<ol style="list-style-type: none"> Tom and Lucy Go to School The Hairy Toe It's the Bear & Where's my Teddy? The Singing Mermaid The Detective Dog Once Upon a Tide Rosie's Hat Freddie and the Fairy
C+L	<p>Ongoing: Staff will support children with high quality conversations throughout the day to create a language-rich environment. Staff will comment on what children are interested in or doing, and echo back what they say with new vocabulary added. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts. Through conversation, story-telling and role play, children will be encouraged to share their ideas with support and modelling from their teachers. Sensitive questioning will be used to invite them to elaborate and help children to become comfortable using a rich range of vocabulary and language structures. Developing the children's listening skills and turn taking in conversation will be demonstrated during conversations with staff and group time activities.</p> <hr/> <p>Ongoing: Everyday Routines, Circle Time, Retelling Stories, BLAST, Talking Tubs Topics include: Summer holidays, birthdays, family photos, Seasonal/Hibernation/Diwali) Lunar New Year Fruit/Vegetables/senses/Jungle or Farm? Growing seeds/Things that come from Eggs/Easter Fish/minibeasts, Past/Remember when/Starting school Recalling past events using the correct tenses, sequencing simple events, providing stimulus in talking tubs that will encourage children to ask questions to clarify their understanding and make comments, and share their ideas. New vocabulary will be provided that will be linked to themes, mathematical concepts, and book stimuli.</p>					

<p style="text-align: center;">PSED</p>	<p>Autumn Term: Settling In: Building relationships with peers and new staff members Building confidence to separate from familiar adults</p> <p>Children will be taught the following topics in groups sessions: Aut 1 Being Me in My World Self-identity: Me and my family Understanding feelings Being gentle Rights and responsibilities Aut 2 Celebrating difference Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Spring Term: Building and extending friendship groups Accepting needs of others, sharing, taking turns and tolerating delay Continuing to follow boundaries and new routines Overcoming obstacles 'I can!' Healthy me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p>Summer Term: Resolving conflicts Sharing ideas and opinions and problem solving together Relationships Family life Friendships: Breaking friendships & Falling out Being a good friend Growing up Celebrations</p>	<p>Stimulus Text: The Two Dads Olivers Vegetables Love Love Love Can bears ski? Colin and Lee, Carrot and Pea, Barabara Throws a Wobbler Want to play trucks? Amazing Little Ted Alan's Big Scary Teeth Little Rabbit Lost Boys love Pink Leon and Bob My House Paper Dolls Rosie's Hat Non fiction: About dentists, doctors, food, families</p> <p>Stimulus Songs: If you're happy/angry/scared and you know it... My Teddy bear has two eyes Can you wash your hair/feet/shoulders etc?</p>
<p style="text-align: center;">Physical Development</p>	<p>Children will be provided opportunities to develop both Gross and Fine Motor activities;</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> <p>Ongoing Gross Motor Activities to develop the key skills of core, strength, bilateral coordination, spatial awareness include:</p> <p>Ready, Steady Go programme Dancing Outdoor play: wheelbarrows, climbing, moving over different surfaces Large scale painting and cleaning Large scale sand and water play Large scale construction Large bikes/balance bikes Parachute games Making obstacle courses Ball games</p>	<p>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.</p> <p>Ongoing Fine Motor Activities include:</p> <p>Sensory play (mixing using spoons) Playdough Using tools for cooking i.e peelers, knives, spoons, jugs Mark making Threading Posting Peg boards Using tools in Craft and woodwork Small construction: magnets, duplo, Pegs Squeezing Sponges Scissor skills Independent dressing Small sand and water</p>	<p>Stimulus Songs/Rhymes</p> <p>Wind the Bobbin up The Grand Old Duke of York One Little Finger How many fingers on one hand. Row, Row, Row your Boat Heads Shoulders Knees and Toes Move, Move, Move Open, Shut them, Walking in the Jungle We all fall down Wag your Tail Dance, Dance Around the Christmas Tree The Chicken Dance</p> <p>Stimulus Books:</p> <p>Dinosaur Stop We're going on a Bear Hunt</p>
<p style="text-align: center;">English Comprehension- Developing a passion for reading</p>	<p>See Supporting Text above.</p> <p>Ongoing: Listening and Attention activities to encourage</p>	<p>Explore a variety of stories, rhymes, poems and fiction (see supporting text), share books throughout the session and during daily story time. Simple stories, songs, rhymes and listening and attention activities during group sessions, to develop the children's ability to focus on an adult in a group situation. New vocabulary explored through a variety of texts shared during daily book-reading. The meaning of unfamiliar words and concepts will be explored through the story, puppets and acting out scripts.</p> <p>Talking Tubs based on topics in supporting texts will be used to encourage children to talk about what is happening, ask questions and give their own ideas. Once children are familiar with supporting text and have favourite stories, they will be given special prominence in the reading area which children can access to read independently.</p>	

**Phonics &
Word reading**

<p>children to look at the speaker and pay attention as they speak. The environment used for listening and activities will be set up to minimize distractions. Use of supporting texts that has age appropriate language to enable both comprehension of text and opportunities to extend vocabulary.</p>	<p>Ongoing: story retelling activities: -Small world-based play - Story sacks -Puppet shows -Role play/Dressing up Staff will model the correct pronunciations of new vocabulary and tenses. The practical use and application of new vocabulary will be demonstrated to children by staff and teachers as the children play. Fairy tales and other stories with repeated refrains, will be used to explore, retelling stories, new vocabulary, phrases events and characters. Open questioning will encourage and promote thinking and encourage the children to problem solve as they explore the concepts and ideas in the supporting text</p>				
<p>Texts as a Stimulus:</p> <p>Nursery Rhymes:</p> <p>Familiar Nursery rhymes:</p> <p>Incy Wincy Spider Humpty Dumpty Baa Baa Black Sheep Miss Polly had a Dolly Jack and Jill</p> <p>Songs:</p> <p>Tippy Tappy Listen, what can you hear? Rain Rain Go Away</p> <p>Books to support acquisition of hearing environmental sounds and rhythm and rhyme:</p> <p>We're going on a Leaf Hunt Brown Bear Brown Bear Yawn Polar Bear, Polar Bear, Walking in the Jungle In the Witches Kitchen We're Going on a Bear Hunt Tap Tap Bang Bang Fairy Tales Vroom Vroom The Very Busy Spider Peace at Last</p>	<p>Autumn Term:</p> <p>Listening and attention activities BLAST Turn taking in conversation and listening Learn to listen and to speak. Be able to give eye contact to the speaker Be able to pay attention to the speaker.</p>	<p>Autumn 2 to spring 2:</p> <p>Listening to and identifying familiar sounds in the environment. Exploring making sounds with musical instruments and other objects. Begin to categorise some sounds i.e. animal sounds/sounds in the home. Begin to categorise sounds made by instruments i.e. wooden instruments/metal instruments. Join in and copy actions of familiar songs. Use songs and rhymes to follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly. Use metronome as a visual aid to copy slow/fast rhythms/beats Supporting songs/rhymes: Rhythm sticks</p>	<p>Spring 1 to Summer Term:</p> <p>Supporting texts to develop an awareness of rhythms and sounds in words: Syllables Compound words Initial sounds</p>	<p>Summer Term:</p> <p>Compound words Initial sounds Oral blending</p>	<p>ONGOING:</p> <p>Retelling stories Talking about stories: sequence of events, predicting outcomes. Using puppets/small world and role play to act out familiar tales Using Musical instruments for singing and rhyming sessions Using tappy sticks to copy rhythms and rhymes Identifying sounds listening games Activities to develop auditory memory Following recipes for baking and making dough</p>

<p style="text-align: center;">Writing</p>	<p>Ongoing: Supporting text: Familiar nursery rhymes, action songs (Wheels on the bus) One finger on thumb Parachute games Painting with large brushes as well as small brushes. Children have a variety of mark making materials to explore Gross motor activities to develop shoulder and arm strength such as climbing, heavy wheelbarrows, blocks Fine motor activities to develop wrist and finger strength. Activities include: woodwork room, sensory play, baking, washing windows and cleaning bikes, play dough, clay and plasticine Opportunities to experiment with mark making both indoors and outdoors. Staff model writing for a purpose during role play (writing cards, messages and letters) and group sessions (i.e. floorbooks), taking children shopping and making a list for baking ingredients. Encourage parents to share pictures from home on seesaw that children can use as a stimulus for storytelling. Children use self-registration daily and are encouraged to read and attempt to write their own names. Children encouraged to draw shapes such as vertical/horizontal lines, circles, diagonals Teach the children the meaning of directional words such as down, up, around, along, wavy</p>				
<p style="text-align: center;">Maths</p>	<p>Maths Stimulus Text and Songs:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> A Shark in the Park Titch Pip and Posey Christmas Tree Dear Santa Dear Zoo Bears in the Night A Bun for Barney A Squash and a Squeeze Walking through the Jungle A Hungry Caterpillar Mrs Mopple's Washing Have you seen the bus? Masie's Camping Ten Seeds Brown Bear Brown Bear The Shopping Basket The Doorbell Rang Rosies Walk </td> <td style="width: 50%; vertical-align: top;"> 5 Little Pumpkins 5 Little Monsters Jumping on the Bed 5 Little Monkeys Swinging in the Trees 1 little Elephant Balancing We can all count forwards on our hands One Banana, Two Bananas 0 to 1 How many fingers on one hand? 5 Jolly Snowmen 1 Little Fishy Swimming in the Sea 5 Little Chicks 5 Speckled Frogs 5 Little Men in a Flying Saucer I'm a Little Pattern Opposites 1,2,3,4,5 once I caught a fish alive 10 Green Bottles Can you spot a circle? </td> </tr> </table>			A Shark in the Park Titch Pip and Posey Christmas Tree Dear Santa Dear Zoo Bears in the Night A Bun for Barney A Squash and a Squeeze Walking through the Jungle A Hungry Caterpillar Mrs Mopple's Washing Have you seen the bus? Masie's Camping Ten Seeds Brown Bear Brown Bear The Shopping Basket The Doorbell Rang Rosies Walk	5 Little Pumpkins 5 Little Monsters Jumping on the Bed 5 Little Monkeys Swinging in the Trees 1 little Elephant Balancing We can all count forwards on our hands One Banana, Two Bananas 0 to 1 How many fingers on one hand? 5 Jolly Snowmen 1 Little Fishy Swimming in the Sea 5 Little Chicks 5 Speckled Frogs 5 Little Men in a Flying Saucer I'm a Little Pattern Opposites 1,2,3,4,5 once I caught a fish alive 10 Green Bottles Can you spot a circle?
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<p style="text-align: center;">Maths</p>	<p>Children taught to understand the cardinality of numbers. Reciting number names in sequence. Introduced to concepts such as the end value of numbers Develop an understanding of the vocabulary more/less Songs and rhymes used to look at inverse operations Subsisting to 3 Joining in with number rhymes. Recognise colours in preparation for pattern building Activities to develop spatial awareness and spatial vocabulary Staff model the use vocabulary for positional language and attributes such as length, weight and capacity</p>	<p>Children continue to develop counting skills and cardinality of numbers. Subitising to 4 Sharing during snack and board games to develop an understanding of 'same' sharing items equally Songs and rhymes used to look at inverse operations Movement songs and games to develop the language of position and direction: position: 'in', 'on', 'under' direction: 'up', 'down', 'across'. Measuring activities to compare amounts of continuous quantities Introducing AB patterns: continuing and copying</p>	<p>Children continue to develop counting skills and cardinality of numbers. Subitising to 5/6 Sharing activities and board games to develop composition, comparing and reasoning of numbers (fair, unfair, same, more, one fewer than, one less than). Construction, pattern activities to develop an awareness of shapes and similarities between shapes. Construction, woodwork and craft activities to give children opportunities to compare, predict and estimate measurements Continuing to copy and develop own patterns with opportunities to spot errors in patterns</p>		

<p style="text-align: center;">UTW</p>	<p>Provide opportunities for the children to learn about the local community and physical environment – visits include: Autumn walk to the park, visit to the library, local woods, police station, visiting Santa in the Town hall and visits from important members of society such as police officers, nurses, dentist and firefighters.</p> <p>Staff will model the use of key UTW vocabulary such as: before, after, yesterday, tomorrow, What? Where? How? Why? Different Same, Change and simple adjectives and adverbs.</p> <p>Stories, photographs, floorbooks and talking tubs used as a stimulus for talking about the past. Staff will model past tense language and children will be encouraged to remember past events.</p> <p>Children will be provided experiences that will help to develop the following skills; Observing, Sorting and grouping, Comparing, Sequencing, Classifying, Asking/answering questions, Enquiring, Investigating, Exploring and experimenting, Thinking, Listening, Solving problems, Making decisions, Recording, Predicting and testing, Communicating, Reflecting, Evaluating, Describing</p> <p>Experiences to include:</p> <p>Exploration through sensory play and making dough Role play Small world Soup Making Sorting materials by their properties Picture Maps of Spennymoor and familiar locations Dressing up Baking Woodwork room. Winter: snow and ice (animals who live in snow/ice) Feeding birds/Mud kitchen Caring for chicks and caterpillars Growing plants from seeds Exploring the properties of water Large scale construction Cultural celebrations: Bonfire Night, Divali, Christmas, Lunar New Year, Easter, Eid</p> <p style="text-align: right;">Stimulus texts</p> <p>Non-fiction books to support story topics i.e. Seasons, bears, wolves, Diggers, farm animals, space, desert Nowhere box My House Olivers Vegetables Hungry Caterpillars Monkey Puzzle My Boat and I The Odd Egg Rosie’s Hat Saving Mr Hoot Polly and the Bee Tidy Rosa Big Sunflower Experiment Ness the Nurse What not to do with the baby. Blue dog Dentists Above and Below</p>															
<p style="text-align: center;">EAD</p>	<p>Stimulus of Artists work:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Reggio Emilia</td> <td style="width: 50%;">Matisse</td> </tr> <tr> <td>Wassily Kandinsky</td> <td>Banksy</td> </tr> <tr> <td>Nok male figure</td> <td>Klmint</td> </tr> <tr> <td>Pablo Picasso</td> <td>Woodsey</td> </tr> <tr> <td>Tinga tinga</td> <td>Alexander Calder</td> </tr> </table> <hr/> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Paint Skills: Explores texture of paint both in powder form and mixed with water. Explores making marks on a variety of surfaces and textures. Use a variety of tools to spread paint...fingers... spatulas...matchsticks and brushes.</p> </td> <td style="width: 33%; vertical-align: top;"> <p>Craft Skills:</p> <p>Mid-Level Join-These joins require more advanced dexterity and a wider range of apparatus.</p> <ol style="list-style-type: none"> 1. Tape – masking tape moving to sticky tape. 2. Elastic bands 3. Folding card/paper 4. Sticky Tac 5. Paper clip (large and small) 6. Stapler <p>Paint Skills:</p> <p>Creates pattern using different tools, textures and colours.</p> <ol style="list-style-type: none"> 1. Uses colours and marks to express mood. </td> <td style="width: 33%; vertical-align: top;"> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with</p> <p>Colour mixing – underwater pictures.</p> <p>Father’s</p> <p>Day Crafts</p> <p>Paint Skills:</p> <ol style="list-style-type: none"> 1. Introduces primary and secondary colours with the addition of black, white and other hues. 2. Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes. 3. Uses different methods, colour and a variety of tools and techniques to express mood. </td> </tr> </table>			Reggio Emilia	Matisse	Wassily Kandinsky	Banksy	Nok male figure	Klmint	Pablo Picasso	Woodsey	Tinga tinga	Alexander Calder	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Paint Skills: Explores texture of paint both in powder form and mixed with water. Explores making marks on a variety of surfaces and textures. Use a variety of tools to spread paint...fingers... spatulas...matchsticks and brushes.</p>	<p>Craft Skills:</p> <p>Mid-Level Join-These joins require more advanced dexterity and a wider range of apparatus.</p> <ol style="list-style-type: none"> 1. Tape – masking tape moving to sticky tape. 2. Elastic bands 3. Folding card/paper 4. Sticky Tac 5. Paper clip (large and small) 6. Stapler <p>Paint Skills:</p> <p>Creates pattern using different tools, textures and colours.</p> <ol style="list-style-type: none"> 1. Uses colours and marks to express mood. 	<p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with</p> <p>Colour mixing – underwater pictures.</p> <p>Father’s</p> <p>Day Crafts</p> <p>Paint Skills:</p> <ol style="list-style-type: none"> 1. Introduces primary and secondary colours with the addition of black, white and other hues. 2. Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes. 3. Uses different methods, colour and a variety of tools and techniques to express mood.
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	<p>Explores mark making using a variety of tools thick brushes, foam and sponge brushes, creating own brushes outside using natural materials. Experiments with mixing colour.</p> <p>Craft skills: Basic Level Join- <i>These joins require minimum dexterity, planning and imagination. They are quick and simple to achieve.</i></p> <ol style="list-style-type: none"> 1. Glue sticks 2. PVA...applied with finger...to brush...to plastic glue spreader/cotton bud. 3. Flour and water paste! (much trickier!) <p>To join... a range of materials with flat surfaces!</p> <p>Listen to music and make their own dances in response. Autumn craft Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems Role Play Party's and Celebrations Role Play of The Nativity</p>	<ol style="list-style-type: none"> 2. Represents things observed, remembered or imagined using colour/tools. 3. Introduces different types of tool (e.g. brush, sponge or spatula) for specific purposes. 4. Explores the effect of adding texture to paint by adding water, glue, sand, sawdust etc... <p>Lunar New Year puppet making, Chinese music and composition Rousseau's Tiger / animal prints Designing homes for hibernating animals. Collage owls / symmetrical butterflies Make different textures; make patterns using different colours Collage-farm animals / Making houses. printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play</p>	<ol style="list-style-type: none"> 4. Investigates symbols, shapes, form and composition. 5. Uses techniques, colours, tools and effects to represent things seen, remembered or imagined. 6. Explores the effects of light and colour, texture and tone on natural and manufactured objects. <p>Craft Skills: High Level Join- <i>These joins require the child to have good fine motor manipulation and also to have mastered the use of other equipment and techniques to enable to join.</i></p> <ol style="list-style-type: none"> 1. Hole punch (single then double) 2. Split pins 3. Treasury tags 4. Stitching – hole punch and lace/wool/string 5. Stitching- large blunt ended darning needle and embroidery thread 6. More complex folding and tearing 7. Glue gun 	

British Values are: Individual Liberty, Rule of Law, Tolerance of those with different faiths, Respect and Democracy. Please highlight where you will explicitly teach them in topics etc.