



Year 2 - Curriculum Overview 2020-2021 (Skills and Topic)

	Autumn Term Blue Planet II	Spring Term Pirates of the Caribbean	Summer Term Our Capital City	Summer Term Real Life Superheroes
English	<p>Here we are- Questions (character/setting) Information sheets Edit and improve Conjunctions One Day on our Blue Planet.....in the Ocean Non fiction linked to finding out about ocean creatures. Persuasive writing Diary entry Writing lists Labels and captions. Poetry</p> <p>Planning and drafting Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • Reading aloud what they have written with appropriate intonation to make the meaning clear 	<p>The Pirates Next Door The Night Pirates The Pirates of Scurvy Sands Character and setting descriptions using adjectives Conjunctions Planning and drafting Writing stories Edit and improve Posters Instructions Poetry</p> <p>Planning and drafting Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Reading aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Vlad and the Great Fire of London Toby and the Great Fire of London Paddington at the Palace Setting description Recount Diary entry Newspaper report Fact file Information leaflet</p> <p>Planning and drafting Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Reading aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Eliot, Midnight Superhero Supertato Florence Nightingale (Usborne) Character and setting descriptions Recount Diary entry Information sheet Fact file</p> <p>Planning and drafting Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) <p>Reading aloud what they have written with appropriate intonation to make the meaning clear</p>
SMSC	<p>To share in activities/team work developing a sense of belonging Promoting racial, religious and other forms of equality</p>			



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Maths	<p>Place value</p> <ul style="list-style-type: none"> Counting forwards and backwards within 50 Representing numbers to 100 Comparing objects Ordering objects and numbers Counting in 2s, 5s, 10s and 3s <p>Addition and subtraction</p> <ul style="list-style-type: none"> Fact families Comparing number sentences Adding and subtracting 2-digit numbers not crossing ten Adding 3 1-digit numbers <p>Money</p> <ul style="list-style-type: none"> Recognising coins Counting money Finding the difference <p>Multiplication and division</p> <ul style="list-style-type: none"> Making equal groups Making arrays <p>Reasoning and problem solving</p>	<p>Multiplication and division</p> <ul style="list-style-type: none"> Making equal groups - sharing Making equal groups - grouping Divide by 2, 5 and 10 Odd and even numbers <p>Statistics</p> <ul style="list-style-type: none"> Tally charts Interpreting pictograms Block diagrams <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Recognise 2D and 3D shapes Draw 2D shapes Counting sides and vertices Counting faces, vertices and edges on 3-D shapes Sorting 3-D shapes <p>Fractions</p> <ul style="list-style-type: none"> Recognising half and a quarter Recognise a third Non-unit fractions Equivalent fractions Finding $\frac{3}{4}$ Counting fractions <p>Reasoning and problem solving</p>	<p>Measurement</p> <ul style="list-style-type: none"> Measure length in cm and m Compare and order length Four operations with length <p>Geometry: Position and direction</p> <ul style="list-style-type: none"> Describing movement Describing turns <p>Measurement: Time</p> <ul style="list-style-type: none"> O'clock and half past Quarter past and quarter to Telling the time to 5 minutes Hours and days Comparing durations of time <p>Measurement: Mass, capacity and temperature</p> <ul style="list-style-type: none"> Compare mass Measure mass in grams and kilograms Compare volume Measure in millilitres and litres Temperature <p>Reasoning and problem solving</p>
SMSC	<p>To gain a sense of achievement</p> <p>To develop positive attitudes towards themselves</p>		



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Science	<p>Habitats</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>Plants</p> <p>Habitats</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>Plants</p> <p>Habitats</p> <p>Materials</p> <p>Animals including humans</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Materials</p> <p>Animals including humans</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>
SMSC	To become aware of things other than the material and physical			



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History		<p>Events beyond living memory. Pirates</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times. • Compare pictures or photographs of an event in the past. Discuss the reliability of photos, accounts and stories. 	<p>Events beyond living memory that are significant nationally. The Great Fire of London.</p> <ul style="list-style-type: none"> • Sequence artefacts closer in time, checking with a reference book. • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times. • Compare two versions of a past event. • Compare pictures or photographs of an event in the past. Discuss the reliability of photos, accounts and stories. • Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. • Communicate knowledge through.... Discussion, drawing pictures, drama/role play, making models, writing, using ICT. 	<p>The lives of significant individuals in the past who have contributed to national and international achievements Mary Seacole, Florence Nightingale and Edith Cavell.</p> <ul style="list-style-type: none"> • Sequence photographs from different periods of their life. Describe memories of key events in their lives. • Recognise why people did things, why events happened and what happened as a result. • Identify differences between ways of life at different times.
SMSC	<p>To develop social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work To learn to take responsibility eg as team leader/coach</p>			



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Geography	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p> <p>Children to ask simple geographical questions such as Where is it? What is it like there?</p> <p>Use books, stories, maps, pictures, photos and the internet as sources of information.</p> <p>Investigate their surroundings and make accurate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise what physical features may have more people living close, or less people living close. E.g cities compared with countryside.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country - Meriden and Caribbean Island - Jamaica</p> <p>Children to ask simple geographical questions such as Where is it? What is it like there?</p> <p>Use books, stories, maps, pictures, photos and the internet as sources of information.</p> <p>Make simple comparisons between features of different places.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas.</p> <p>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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use symbols to make a simple key. Devise, construct and use a simple map. Follow a route on a map.</p> <p>Use and make a plan view.</p> <p>Begin to spatially use large scale OS maps.</p>	
SMSC	<p>To develop social skills of co-operation, responsibility, communication, personal commitment, loyalty and team work. To learn to take responsibility eg as team leader/coach</p>			



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Art and Design	<p>Collage</p> <ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers. <u>Colour</u> Collect, sort, name match colours appropriate for an image. Shape Create and arrange shapes appropriately Texture. Create, select and use textured paper for an image. <p>Digital media - create a picture of</p> <ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools 	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media <u>Lines and Marks</u> Name, match and draw lines/marks from observations, Invent new lines Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <u>Texture</u> Investigate textures by describing, naming, rubbing, copying. Create textured paint by adding sand (display observational drawings as a large class piece. 3D form Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Texture. Change the surface of a malleable material e.g. use paper mache to create a sea creature. 	<p>Painting</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Identify primary colours by name, Mix primary shades and tones. - all in a sketch book. Create the sky before the print to go on top. <p>Drawing</p> <ul style="list-style-type: none"> <u>Lines and Marks</u> Name, match and draw lines/marks from observations, Invent new lines Draw on different surfaces with a range of media. <u>Shape</u> Observe and draw shapes from observations. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p>Printing</p> <ul style="list-style-type: none"> Experiment with outlines of famous London landmarks seen on the London trip using sketchbooks to record ideas. Create simple printing blocks with press print Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour. 	<p>Art and DnT unit Textiles/collage.</p> <ul style="list-style-type: none"> Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. <u>Colour</u> Apply colour with printing, dipping, fabric crayons. <p>Digital media - create a picture of what you would look like as a super hero.</p> <ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Shapes using eraser, shape and fill tools Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools
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Music	Zoo Time Charanga Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned and untuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music.	Friendship Song Charanga Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned and untuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music	Hands, Feet, Heart Charanga Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned and untuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music
Computing	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs	Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies
SMSC	Children can learn right and wrong during anti bullying week (Nov) Children will learn behaviour that is morally right and appropriate Children will understand to respect other children's feelings and opinions and family morals Children will learn to strive for the best and reach their full potential in the unit, 'Dreams and Goals' Children will learn to communicate effectively, politely and appropriately with peers, adults and the wider community. Children will learn how to respect people's opinions and take turns during circle time. Children will learn about positive and negative social interactions during topics such as, 'Relationships'. Children will be encouraged to respond and recognise social similarities and differences. Pupils will learn how to resolve tensions and disagreements.		



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DT	<p>All terrain vehicle: STEM Suite CONSTRUCTION</p> <ul style="list-style-type: none"> • Make vehicles with construction kits which contain free running wheels • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels • Attach wheels to a chassis using an axle • Mark out materials to be cut using a template • Cut strip wood/dowel using hacksaw and bench hook <p><i>Explore and evaluate a range of existing products</i> <i>Evaluate their ideas and products against design criteria</i></p> <ul style="list-style-type: none"> • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria <p>Recording products and evaluations on seesaw.</p>	<p>Caribbean Foods</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <ul style="list-style-type: none"> • Understand the need for a variety of foods in a diet. • Cut, peel, grate, chop a range of ingredients • Measure and weigh food items, standard measures • Work safely and hygienically <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria <p>Recording products and evaluations on seesaw.</p>	<p>A London Bus</p> <p>Build stable structures</p> <p>Explore and use mechanisms [for example, levers, wheels and axles], in their products</p> <p>SHEET MATERIAL</p> <ul style="list-style-type: none"> • Cut along lines, straight and curved • Use hole punch safely • Insert paper fasteners for card linkages • Create hinges • Investigate joining fixed, temporary and moving <p>CONSTRUCTION</p> <ul style="list-style-type: none"> • Make vehicles with construction kits which contain free running wheels • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels • Attach wheels to a chassis using an axle • Mark out materials to be cut using a template • Cut strip wood/dowel using hacksaw and bench hook with support. <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria <p>Recording products and evaluations on seesaw.</p>	<p>Superhero cape</p> <p>Textiles/collage (Art objectives)</p> <ul style="list-style-type: none"> • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Colour Apply colour with printing, dipping, fabric crayons. <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including textiles according to their characteristics</p> <p>TEXTILES</p> <ul style="list-style-type: none"> • Colour fabrics using a range of techniques e.g. fabric paints, printing • Cut out shapes which have been created by drawing round a template onto the fabric • Join fabrics by using running stitch • Decorate fabrics with buttons, beads, sequins, braids, ribbons <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <ul style="list-style-type: none"> • Talk about their designs as they develop and identify good and bad points • Discuss how closely their finished products meet their design criteria <p>Recording products and evaluations on seesaw.</p>
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RE	Understanding Christianity -Prayer and Worship -Incarnation	Understanding Christianity -Salvation Islam -Mercy and Compassion	Understanding Christianity -Gospel -The Good News Islam -Submission and obedience to Allah
SMSC	To explore the insights, beliefs and teaching of faith traditions To explore beliefs and values, through stories, celebrations, rituals and practices To reflect on what they learn about religions To develop their own beliefs and values To investigate examples set by characters in religious stories To explore Britain as a multi-faith, multi-cultural society Children may learn that some children are different to them and have different values and morals due to a different religious and spiritual background. Children may learn that some children are different to them and have different values and morals due to a different cultural background. Children will recognise that everyone is different, and that they may have a different religion, culture, talent, learning need etc.		
PE	Autumn 1: Ball skills Gymnastics Autumn 2: Space dance Multi skills 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 Perform dances using simple movement patterns.	Spring 1: Jungle yoga Indoor athletics Spring 2: Fitness Dodge ball Participate in team games, developing simple tactics for attacking and defending 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.	Summer 1: Athletics Kwik cricket Summer 2: Tennis Ball games 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 Participate in team games, developing simple tactics for attacking and defending
SMSC	To reflect on feelings associated with an outdoor pursuit or adventurous activity; To develop the qualities of self-discipline, commitment, perseverance and self-confidence in achieving success in PE; To develop a healthy body and a healthy mind To learn to respect and abide by the rules of the game and reflect on questions of fair play;		
PSHE	Jigsaw and Kiva Work Being me in my world Celebrating Difference	Jigsaw and Kiva Work Dreams and Goals Healthy Me	Jigsaw and Kiva Work Relationships Changing Me SRE: Boys and Girls
SMSC	Children can learn right and wrong during anti bullying week (Nov) Children will learn behaviour that is morally right and appropriate Children will understand to respect other children's feelings and opinions and family morals Children will learn to strive for the best and reach their full potential in the unit, 'Dreams and Goals' Children will learn to communicate effectively, politely and appropriately with peers, adults and the wider community. Children will learn how to respect people's opinions and take turns during circle time. Children will learn about positive and negative social interactions during topics such as, 'Relationships'. Children will be encouraged to respond and recognise social similarities and differences. Pupils will learn how to resolve tensions and disagreements.		
RE	Understanding Christianity -Prayer and Worship -Incarnation	Understanding Christianity -Salvation Islam -Mercy and Compassion	Understanding Christianity -Gospel -The Good News Islam -Submission and obedience to Allah
SMSC	To explore the insights, beliefs and teaching of faith traditions To explore beliefs and values, through stories, celebrations, rituals and practices To reflect on what they learn about religions To develop their own beliefs and values To investigate examples set by characters in religious stories		



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	<p>To explore Britain as a multi-faith, multi-cultural society</p> <p>Children may learn that some children are different to them and have different values and morals due to a different religious and spiritual background.</p> <p>Children may learn that some children are different to them and have different values and morals due to a different cultural background.</p> <p>Children will recognise that everyone is different, and that they may have a different religion, culture, talent, learning need etc.</p>		
MFL	<p>Greetings in French: hello, goodbye, how are you, Numbers 0-20, Introduction to France and French Life, Colours, Christmas Time</p>	<p>Days of the week and months of the year in French</p> <p>Alphabet</p> <p>Saying and asking your age</p>	<p>Animals and pets in French</p> <p>Family members</p>
SMSC	<p>Providing positive and effective links with the world of work and the wider community - learning a language = key skill/employability.</p> <p>Presenting authentic accounts of the attitudes and traditions of diverse cultures - guests from other cultures, volunteers with experience.</p>		