



# **Curriculum Framework**

## **for**

## **Year 2**

## **St Matthew's Curriculum Statement**

Here at St Matthew's, we have developed a statement that outlines all that we want our children to achieve in their time at St Matthew's Primary School. We aim for the children to achieve all of the following through following our taught curriculum in the classroom and by participating in the wider life of the school, its culture and values. Here is our statement below:

We want our curriculum to prepare children for the future so that they may lead happy, positive and fulfilling lives.

We want the children to develop the skills, knowledge and confidence to make and take opportunities in life. This is in terms of academic excellence and by developing the healthy lifestyle, attitudes, dispositions, values and ways of thinking that will promote their sense of well-being, happiness and fulfilment.

We want the children to have a wide range of experiences to enable them to discover and develop their individual interests, a sense of who they are and what they want to be.

We want the children to be motivated, engaged and enthusiastic about their learning, and take this enthusiasm forward into everything that they do. This will enable them to be curious, life-long learners.

We want children to be confident to take risks, to be resilient to learn from mistakes and to know how to get help and support when they need it.

We want the children to be critical thinkers, to question what they are told and come to their own conclusions.

We want the children to know their rights and responsibilities, in school, in our community and in wider society.

We want children to reflect on their values and act accordingly.

We want the children to learn the skills to develop strong, positive relationships and friendships.

We want the children to be open minded and culturally aware. We want them to understand that people are different, including having different families, relationships, beliefs, views and opinions. We want them to embrace, respect and celebrate this diversity.

## The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### 3. Our Question Boards

Each class begins each half term’s context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a “questions board” with the children’s questions displayed. These help inform the teacher’s planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child’s enjoyment and achievement at school.

## A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child’s next steps in their learning. You can find out more detail about your child’s next steps in learning by coming to the Parents’ Evening Meetings in the Autumn and Spring terms, from your child’s Annual Written Report in the Summer Term and by making an appointment with your child’s class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

## Our Curriculum for Year 2 for the First Half of Autumn Term

### Context for Learning: The Great Fire of London

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction  Non fiction	<b>Stories with Familiar Settings – Traction Man and Eliot Midnight Superhero!</b> Children will select a character created by one of the authors we have read. We discuss/role-play what that character would do in a particular situation and note ideas for a story plan. We then write a sustained story about this character with descriptive detail. <b>Narrative recount writing - Toby and the Great Fire of London</b> We will be looking at the use of time connectives, past tense and using view point to add extra detail. This will be done through diary entries as if we were at the Great Fire of London.
Oracy	Mayor Bloodworth debate	To use discussion guidelines and focus on using these in practise. To be aware of others who have not yet spoken and invite them in to discussion.

<b>Mathematics</b>		<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>● Read and write numbers to at least 100 in numerals and in words.</li> <li>● Recognise the place value of each digit in a two digit number (tens, ones).</li> <li>● Identify, represent and estimate numbers using different representations including the number line.</li> <li>● Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>● Use place value and number facts to solve problems.</li> <li>● Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</li> </ul> <p><b>Calculation – Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>● Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</li> <li>● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</li> <li>● Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>● Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
<b>Science</b>	Everyday Materials	<ul style="list-style-type: none"> <li>● We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. We will also identify and compare the suitability of a variety of everyday materials including wood, metals, plastics, glass, bricks, rock, paper and cardboard for particular uses. We will investigate which materials are best to use to make a house that will survive the Great Fire of London.</li> </ul>
<b>Computing</b>	Drawing	We will look at the works of famous artists such as Monet and William Morris then recreate their style of art using 2Paint.
<b>Art and Design</b>	Painting Charcoal	We will create silhouette landscapes of a burning London with poster paints using sponging and pulling techniques. We will also explore gradient and shading using charcoal to create a picture of St Paul's Cathedral.
<b>Music</b>	Singing	Harvest festival songs.
<b>Design and Technology</b>	Junk modelling houses	We will be designing, making and evaluating a Stuart-era house with hinges using junk modelling.
<b>History</b>	The Great Fire of London	We will be learning about The Great Fire of London and Samuel Pepys, and what we can learn about the past from his diary entries.

		We will also have an activity day with 'Those History People'.
<b>Geography</b>		Not taught for this topic
<b>Languages</b>		Not taught for this topic
<b>Physical Education</b>	Fire dance	Children will explore movement, pace, shape and rhythm to choreograph a dance inspired by fire.
	Fundamentals unit 1	Children will develop throwing, catching, striking and dribbling skills and play small games.
<b>RSHE</b>	Class Rules/Routines	The importance of respecting others, self respect and being treated with respect. Using good manners and courtesy and how to say 'no'.
	Respectful Relationships	Recognising the characteristics of friendship, who to trust and how to stay happy and secure
	Caring Friendships	How to resolve conflict and include others.
	Mental Wellbeing	Recognise and talk about emotions.
	Fire safety	Know how to stay safe in a fire. (link to topic)
<b>Cultural Diversity</b>	Social responsibility: cooperation.	DIALLS Unit: Mobile. Through a short animation, children will learn the value of cooperation and how to ensure everyone is happy.
<b>Religious Education</b>	Why do we celebrate?	Children will learn about celebrations in a range of religions including Harvest.
<b>Cooking and Nutrition</b>		Not taught for this topic

<b>Educational Visits/Visitors</b>	Those History People – Great Fire of London activity day Wednesday 2nd October 2024. Visit from local Fire Brigade - tbc.
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# Our Curriculum for Year 2 for the Second Half of Autumn Term

## Context for Learning: Mexico

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	<p><b>Descriptive writing and Story Telling</b> This term children will develop their narrative writing skills through the text Journey by Aaron Becker.</p> <p><b>Traditional folk tales</b> We will be reading the traditional tales 'Cuckoo' a folk tale from Mexico and 'The Crow's Tale' a Native American story. We will be focusing on language and description and comparing the two stories. We will be writing our own stories with a moral at the end.</p>
	Non fiction	<p>Children will write their own instructions for how to make a maraca linking with our topic on Mexico.</p> <p><b>Fact files</b> We will use the video 'Monty the Penguin' as a stimulus for writing our own fact files about penguins.</p>
Mathematics		<p><b>Geometry: Properties of shape</b></p> <ul style="list-style-type: none"> <li>● Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>● Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>● Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] <ul style="list-style-type: none"> <li>● Compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> </li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>● Recognising coins and notes</li> <li>● Counting money in pence and pounds, notes and coins</li> <li>● Find different combinations of coins that equal the same amounts of money.</li> <li>● Compare money, find the total and find the difference.</li> <li>● Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <p><b>Calculation: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>● Making and adding equal groups by grouping and sharing.</li> <li>● Recognising and using the multiplication symbols.</li> <li>● Making arrays</li> </ul>
Oracy	Mexico Debate	Children will use discussion guidelines and focus on using these in practise. They will also use talk tactics to discuss the similarities and differences between Cambridge and Mexico.

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	Christmas Production	Children will learn to project their voices, use gestures and have an awareness of the audience.
<b>Science</b>		Not taught this topic
<b>Computing</b>	Online Safety	Children will learn that information put online leaves a digital footprint or trail. The children will begin to think critically about the information they leave online and identify the steps that can be taken to stay safe.
	Effective Searching	Children will gain a better understanding of how to search effectively on the internet, using a search engine. They will make a leaflet to consolidate their knowledge.
<b>Art and Design</b>	Painting Pastels	Children will explore Mexican traditional art through the context of 'The Day of the Dead', focusing on mark-making, patterns and colour schemes. Children will decorate their own 'Day of the Dead' mask. They will also look at the Mexican artist Frida Kahlo and create portraits in her style.
<b>Music</b>	Christmas performance	Children will further develop their singing voice and performance skills through our Christmas concert.
<b>Design and Technology</b>		Not taught this topic.
<b>History</b>		Not taught this topic
<b>Geography</b>	Mexico	Children will locate the UK and Mexico on a map. They will understand similarities and differences between Mexico and Cambridge. We will develop our map skills by learning about grid references and compass points.
<b>Languages</b>		Not taught this topic
<b>Physical Education</b>	Gymnastics	Children will develop their agility, balance and coordination through gymnastics focusing on varied movement and travelling using floor and wall apparatus.
	Games	Children will also improve their passing, shooting and travelling skills in football.
<b>RSHE</b>	Respectful Relationships	Anti-Bullying
	Caring Friendships	Recognising characteristics of healthy friendships
	Online Relationships Internet Safety and Harms	How to stay safe online.
<b>Cultural Diversity</b>	Global similarities and differences	Taught through Mexico Topic
<b>Religious Education</b>	Why is Christmas important to Christians?	Children will learn about some of the key traditions celebrated at Christmas time, for example, Why are presents given? Children will also be introduced to the meaning of advent and explore what advent calendars symbolise.
<b>Cooking and Nutrition</b>	Guacamole	Children will learn about basic culinary hygiene practices, healthy eating and knife skills to prepare Mexican guacamole.

<b>Educational Visits/Visitors</b>	Mexico Day Christmas production
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<b>Art and Design</b>		Not taught this topic
<b>Music</b>	Glockenspiel 1	Children will learn about the language of music through playing the glockenspiel. They will explore and develop playing skills.
<b>Design and Technology</b>	Food	Not taught this topic
<b>History</b>	Florence Nightingale Mary Seacole	Children will learn about the life of Florence Nightingale and Mary Seacole and their influence on the world of medicine.
<b>Geography</b>	Florence Nightingale in the Crimea	Children will learn about Florence Nightingale's travel to Scutari in Turkey using world maps, atlases and globes. Children will also develop their understanding of countries surrounding the UK, continents and oceans.
<b>Languages</b>		Not taught for this topic
<b>Physical Education</b>	Games	Children will develop their movement and coordination skills. They will learn how to control a tennis racket and develop forehand and backhand strokes. They will continue to practise throwing and aiming at targets.
	Dance: Magical Friendships	Children will work in groups and individually to respond to various stimuli. They will be encouraged to use movement imaginatively linking it to the dance idea of magical friendships.
<b>RSHE</b>	Respectful relationships	Gender stereotypes Respect for themselves and others even when they are very different from themselves.
	Caring Friendships	Conflict resolution. Supporting friends and sharing problems.
	Drugs, alcohol and tobacco	To know how to use medicines safely.
	Healthy Lifestyles	Children will develop an understanding of good hygiene and the importance of a healthy and varied diet.
<b>Cultural Diversity</b>	The opportunities and challenges of diversity	Taught through History work on Mary Seacole and Florence Nightingale.
<b>Religious Education</b>	Special books and stories.	Children will explore some of the special books and stories across a range of religions including Islam, Judaism and Christianity

<b>Educational Visits/Visitors</b>	Florence Nightingale Day (in school)
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## Our Curriculum for Year 2 for the Second Half of Spring Term

### Context for Learning: Cracking Eggs!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Narrative and familiar stories	<b>The Egg and The owl who was afraid of the dark</b> Children will further develop their narrative story telling skills through the books 'The Egg' by M.P. Robertson and 'The Owl Who Was Afraid Of The Dark' by Jill Tomlinson.
	Poetry	<b>Dark is... poems</b> We will be writing our own poems using description and similes to help Plop the owl overcome his fear of the dark.
Mathematics		<p><b>Measurement: length and height</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <p><b>Measurement: Mass, Capacity and Temperature</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>
Science	Animals including humans	<p>At the start of this half term, we will be having 'Living Eggs' in the classroom where children will make first-hand observations of eggs and watch them hatch into live chicks. They will learn that animals (including humans) have offspring which grow into adults and they will find out about and describe the basic needs of animals for survival (water, food and air).</p> <p>We will be carrying out the 'Egg Drop' challenge; designing and creating a protective egg layer and finding out if our eggs survive the fall!</p> <p>Children will understand what they need to grow and be healthy, and that to stay healthy they need exercise and rest. They will recognise and name the 5 groups from the eatwell plate model. Children will use this knowledge to put together a balanced meal by choosing foods from different food groups.</p>
Computing	Making Music	In this unit, Children will be introduced to making music digitally. They will learn to explore, edit and combine sounds, to record and upload environmental sounds and to use these sounds to create tunes.
	Presenting Ideas	

		In this unit we will explore how a story can be presented in different ways. The children will then make, a fact file class topic.
<b>Art and Design</b>	Sculpture Painting	Children will develop shading and drawing techniques They will then use their ideas to create watercolour and clay dragon eyes.
	Drawing	Children will make observational drawings of feathers and owls and use watercolours to create a final owl painting.
<b>Music</b>	Orchestra	Children will learn about the different instruments in the orchestra.
<b>Design and Technology</b>		Not taught during this half term.
<b>History</b>		Not taught during this half term.
<b>Geography</b>		Not taught during this half term.
<b>Languages</b>		Not taught this topic
<b>Physical Education</b>	Cricket	Children will be taught catching and throwing skills
	Gymnastics	Children will continue to explore different balances and holds in gym on a range of apparatus.
<b>RSHE</b>	Mental Wellbeing	To know what to do and who to talk to if you are feeling sad.
	Physical Health & Fitness	To know how to stay healthy through good food, exercise and self-care.
	Healthy Eating	
<b>Cultural Diversity</b>	Personal and cultural identity	To recognise and respect different identities and cultures, including their own.
<b>Religious Education</b>	What is a special place?	Children will explore the places that are special to them. They will learn about places of worship in different religions and what makes them special
<b>Cooking and Nutrition</b>		Children will develop an understanding of good hygiene and the importance of a healthy and varied diet.

<b>Educational Visits/Visitors</b>	Living Eggs in school for two weeks. Visit from the Raptor Foundation.
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## Our Curriculum for Year 2 for the First Half of Summer Term

### Context for Learning: Farm to Fork!

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	Fiction	<p><b>Jack and the Beanstalk</b> The children will be looking at the story of Jack and the Beanstalk and completing work including instructions and letter writing to and from different characters.</p> <p><b>Leaf</b> We will be completing work related to the book Leaf by Sandra Dieckmann, including writing questions, group poems, debating a point and persuasive writing. We will also be designing and writing an explanation for our own flying machines and writing a narrative.</p>
Oracy	Building friendships through kindness	<p>To organise a discussion independent of an adult. To develop their opinions and begin to accept other opinions. Focus on interesting vocabulary and structuring these into different opinions.</p>
Mathematics		<p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li> <li>Know the number of minutes in an hour and the number of hours in a day.</li> <li>Compare and sequence intervals of time.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>Ask and answer questions about totalling and comparing categorical data.</li> </ul>
Science	Plants	Children will conduct a scientific investigation about growing cress plants. They will be able to observe and describe how seeds and bulbs grow into mature plants and identify and describe the structure of common plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Computing	Coding	Children will learn what is meant by coding and how to make a character move. They will learn to debug and explain why a set of instructions may not have worked.
Art and Design	<p>Observational drawings Pastel</p> <p>Line Leaf patterns</p> <p>Tile relief printing</p>	<p>Children will look at the artwork of Georgia O'Keefe to do their own observational drawing. They will create pastel pictures of detailed close-ups of flowers.</p> <p>Children will look at different line leaf drawing techniques and use these to create their own leaf designs.</p> <p>Children will observe leaves and draw their own leaf pattern design. They will then use press printing to create a repeated pattern.</p>

<b>Music</b>	Not taught this half term.	
<b>Design and Technology</b>	Farm on a plate	Children will use junk modelling, paint and paper plates to make a garden/farm on a plate.
<b>History</b>		Not taught during this half term.
<b>Geography</b>	Local farm visit	Children will extend their locational knowledge through visiting a local farm.
<b>Physical Education</b>		Swimming Outdoor and adventure – trails, trust and teamwork
<b>RHSE</b>	Respectful Relationships Caring Friendships	Respecting others and our differences. Building friendships through kindness.
<b>Cultural Diversity</b>	How do we look after our World?	Children will explore how our actions make a difference locally and globally.
<b>Religious Education</b>	How do we look after our world?	Children will begin to explore and appreciate the natural world, using a range of the world faiths as a context. They will learn about contemporary and traditional creation stories and consider ways in which we can all help care for the world.
<b>Cooking and Nutrition</b>		Not taught this term.

<b>Educational Visits/Visitors</b>	Visit to a farm
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# Our Curriculum for Year 2 for the Second Half of Summer Term

## Context for Learning: Sea Shells and Shanties

Curriculum Area	Title of Unit of Work (where appropriate)	Brief Description of what is being taught
English	<b>Fiction Non-fiction</b>	<p><b>Pirates – Ahoy There Mission!</b> The children will be writing letters and making posters to recruit new crewmates to a pirate ship. They will be writing an information booklet about life as a pirate and creating their own pirate adventure story.!</p> <p><b>The Secret of Black Rock</b> The children will develop their descriptive narrative skills. They will investigate how to use powerful words to have an effect. They will also develop their Oracy skills through the use of debate and persuasive language.</p>
	<b>Poetry</b>	The children will use the poem '10 things in a pirate's pocket' and adapt it to create their own imaginative poetry.
Oracy	Plastic waste debate.	DIALLS: Chiripajas. Children will work in small groups to debate how to combat ocean pollution.
Mathematics	Investigations	<p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> <li>Order and arrange combinations of mathematical objects in patterns and sequences</li> </ul> <p>To consolidate all Year 2 maths concepts through problem solving and investigations.</p>
Science		Not taught this topic
Computing	Spreadsheets	Children will be introduced to spreadsheets and what they are used for. They will learn to copy/paste and use a spreadsheet to total currency amounts.
Art and Design	Collage	Using collage to create a 'through the window at the seaside' picture.
Music	Songs	Learning to sing sea shanties and seaside songs
Design and Technology		Making a Bathing Machine – wheels and axles
History	History of the Seaside	Children will understand what it was like for people in the past to visit the seaside, exploring a variety of artefacts, videos and photographs. They will compare and contrast this to their own experiences of the visiting the seaside.
	Famous individuals	Children will learn about Grace Darling and her bravery.
Geography	Physical geography - islands	Geographical vocabulary for physical features and human features of an island home. Use simple compass directions. Use aerial photographs and plans. Make a simple map

<b>Languages</b>		Not taught this topic
<b>Physical Education</b>	Swimming Athletics	Swimming lessons at Parkside Running and jumping
<b>RHSE</b>	Health and Prevention Being Safe	Safety in our relationships with others Identifying basic body parts Understanding the difference between safe and unsafe touch (PANTS rule) Identifying trusted adults and knowing it is important to share their concerns with them. Sun Safety
<b>Cultural Diversity</b>	Working together  Chiripas (DIALLS)	Taught through all subjects.  Children will explore environmental issues concerning plastic pollution in our seas.
<b>Religious Education</b>	Special times	Children will learn about special times in Islam including Ramadan and Eid.
<b>Cooking and Nutrition</b>	Buried Treasure	Using 'bridge' and 'claw' cutting techniques to chop fruit, combining with yoghurt to make a summer dessert.

<b>Educational Visits/Visitors</b>	Seaside day including drama workshop.
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