



## Year 2 Curriculum Overview

|                   | <b>Autumn 1<br/>Fire! Fire!</b>   | <b>Autumn 2<br/>Coastal Living</b>   | <b>Spring 1<br/>Day and Night around<br/>the World</b>   | <b>Spring 2<br/>Inspirational Women</b>   | <b>Summer 1<br/>Nature Detectives</b>  | <b>Summer 2<br/>Journeys through<br/>time and place</b>   |
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| <b>Enrichment</b> | Priest Visit<br>Fire Service visit<br>Fire of London<br>workshop  | Forest School  | Place of Worship:<br>Synagogue<br><b>2DN Assembly (20/01)</b><br><b>2NT assembly (03/02)</b>   | Florence Nightingale<br>Museum<br><b>2KK Assembly (03/03)</b><br><b>2JJ Assembly (17/03)</b>  |  | London Boat Trip<br>Sports Day<br>Ragged School Museum  |
| <b>English</b>    | <p><b>Text:</b> Vlad and the Great Fire of London by Kate Cunningham</p> <p><b>Theme:</b> Develop pupils' knowledge and understanding of a real life historic event</p> <p><b>Writing Genres:</b><br/>Poetry – non-rhyming<br/>Diary Entry on a day in the life as Vlad -<br/><b>Assessed piece</b></p> | <p><b>Text:</b> Grandad's Island</p> <p><b>Theme:</b> Develop pupils' understanding of life in other places in the world and explore resilience - What is it like to live by the coast? (Kapow)</p> <p><b>Writing Genres:</b><br/>retell<br/>Information Fact File -<br/><b>Assessed piece</b></p> | <p><b>Text:</b> The King Who Banned the Dark by Emily Haworth-Booth</p> <p><b>Theme:</b> Develop pupils' knowledge and understanding about power, fear, and standing up for what's right.</p> <p><b>Writing Genres:</b><br/>Persuasive Letter<br/><b>Assessed piece</b><br/>Retell OR Letter</p> | <p><b>Text:</b> Rosie Revere, Engineer by Andrea Beaty</p> <p><b>Theme:</b> Develop pupils' knowledge and raise the profile about perseverance, creativity, and the importance of embracing failure.</p> <p><b>Writing Genres:</b><br/>Narrative<br/>Explanation: How a machine works -<br/><b>Assessed piece</b></p> | <p><b>Text:</b> The Night Gardener</p> <p><b>Theme:</b> Pupils will explore the themes of transformation and Hope. How beauty, nature, and art can transform a dull, grey world into something joyful and alive.</p> <p><b>Writing Genres:</b><br/>Setting Description<br/><b>Assessed piece</b><br/>Diary Entry</p> | <p><b>Text:</b> A River by Marc Martin</p> <p><b>Theme:</b> The theme is about imagination, exploration, and the connection between people and nature. Why is our world wonderful? (Kapow)</p> <p><b>Writing Genres:</b><br/>Narrative<br/>Letter-<b>Assessed piece</b></p> |

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| <b>Maths</b> | <p><b>Place value (4)</b><br/> <b>Numbers to 20</b><br/> <b>Count to 100 in 10s</b><br/> Recognise tens and ones<br/> Using a place value chart<br/> Partition numbers to 100<br/> Write numbers to 100<br/> Flexibly partition numbers to 100<br/> Write numbers to 100 in the expanded form<br/> 10s on the number line to 100<br/> 10s and 1s on the number line to 100<br/> Estimating numbers on number line<br/> Compare objects<br/> Compare numbers<br/> Order objects and numbers<br/> Count in 2,5,10s<br/> Count in 3s</p> <p><b>Addition &amp; subtraction (2)</b><br/> Bonds to 10<br/> Fact families - addition and subtraction<br/> Bonds within 20<br/> Related facts<br/> Bonds to 100 (tens)<br/> Add and subtract 1s<br/> Add by making 10<br/> Add three 1-digit numbers<br/> Add to the next 10</p> | <p><b>Addition &amp; subtraction (3)</b><br/> Add across a 10<br/> Subtract across 10<br/> Subtract from a 10<br/> Subtract a 1-digit number from a 2-digit number (across a 10)<br/> 10 more, 10 less<br/> Add and subtract 10s<br/> Add two 2-digit numbers (not across a 10)<br/> Add two 2-digit numbers (across a 10)<br/> Subtract two 2-digit numbers (not across a 10)<br/> Subtract two 2-digit numbers (across a 10)<br/> Mixed addition and subtraction<br/> Compare number sentences<br/> Missing number problems</p> <p><b>Shape (3)</b><br/> Recognise 2-D and 3-D shapes<br/> Count sides and vertices on 2-D shapes<br/> Lines of symmetry on shapes<br/> Sort 2-D shapes<br/> Count faces, edges and vertices on 3-D shapes<br/> Sort 3-D Shapes<br/> Make patterns with 2-D and 3-D shapes</p> | <p><b>Money (2)</b><br/> Count money – pence<br/> Count money – pounds (notes and coins)<br/> Count money – pounds and pence<br/> Choose notes and coins<br/> Make the same amount<br/> Compare amounts of money<br/> Calculate with money<br/> Make a pound<br/> Find change<br/> Two-step problems</p> <p><b>Multiplication and Division (4)</b><br/> Recognise equal groups<br/> Make equal groups<br/> Add equal groups<br/> Introduce the multiplication symbol<br/> Multiplication Sentences<br/> Use arrays<br/> Make equal groups – grouping<br/> Make equal groups – sharing<br/> The 2 times-table<br/> Divide by 2<br/> Doubling and halving<br/> Odd and even numbers</p> | <p><b>Multiplication and Division (1)</b><br/> The 10 times-table<br/> Divide by 10<br/> The 5 times-table<br/> Divide by 5<br/> The 5 and 10 times-tables</p> <p><b>Length and Height (1.5)</b><br/> Measure in centimetres<br/> Measure in metres<br/> Compare lengths and heights<br/> Order lengths and heights<br/> Four operations with lengths and heights</p> <p><b>Mass, Capacity &amp; temperature (2.5)</b><br/> Compare mass<br/> Measure in grams<br/> Measure in kilograms<br/> Four operations with mass<br/> Compare volume and capacity<br/> Measure in millilitres<br/> Measure in litres<br/> Four operations with volume and capacity<br/> Temperature</p> | <p><b>Fractions (3)</b><br/> Introduction to parts and whole<br/> Equal and unequal parts<br/> Recognise a half<br/> Find a half<br/> Recognise a quarter<br/> Find a quarter<br/> Recognise a third<br/> Find a third<br/> Find the whole<br/> Unit fractions<br/> Non-unit fractions<br/> Recognise the equivalence of a half and two-quarters<br/> Recognise three-quarters<br/> Find three-quarters<br/> Count in fractions up to a whole</p> <p><b>Time (3)</b><br/> O'clock and half past<br/> Quarter past and quarter to<br/> Tell the time past the hour<br/> Tell the time to the hour<br/> Tell the time to 5 minutes<br/> Minutes in an hour<br/> Hours in a day</p> | <p><b>Statistics (2)</b><br/> Make tally charts<br/> Tables<br/> Block diagrams<br/> Draw pictograms (1–1)<br/> Interpret pictograms (1–1)<br/> Draw pictograms (2, 5 and 10)<br/> Interpret pictograms (2, 5 and 10)</p> <p><b>Position and direction (2)</b><br/> Language of position<br/> Describe Movement<br/> Describe turns<br/> Describe movement and turns<br/> Shape patterns with turns</p> <p><b>Consolidation</b></p> |
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| <b>Science</b> | <p><b>Topic:</b> Materials</p> <p><b>Key Learning Objectives</b><br/>To 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>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Experiment:</b><br/>Bag experiment Testing- the strength of materials</p> <p>Absorbency experiment</p> <p><b>Working Scientifically:</b><br/>Comparative/Fair testing</p> | <p><b>Topic:</b> Living things and their habitats</p> <p><b>Key Learning Objectives</b><br/>To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>To 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><b>Experiment:</b><br/>Choice chamber - to observe and explore what conditions are preferred by woodlice</p> <p><b>Working Scientifically:</b><br/>Grouping, classifying and organising</p> | <p><b>Topic:</b> Living things and their habitats</p> <p><b>Key Learning Objectives</b><br/>To identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>To 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><b>Working Scientifically:</b><br/>Grouping, classifying and organising</p> | <p><b>Topic:</b> Animals including humans</p> <p><b>Key Learning Objectives</b><br/>To notice that animals, including humans, have offspring which grow into adults.</p> <p>To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>Working Scientifically:</b><br/>Researching</p> | <p><b>Topic:</b> Plants and Variation</p> <p><b>Key Learning Objectives</b><br/>To observe and describe how seeds and bulbs grow into mature plants<br/>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Experiment:</b><br/>The effects of different conditions on a sunflower seed</p> <p>Hand span investigation</p> <p><b>Working Scientifically:</b><br/>Observations over time</p> | <p><b>Topic:</b> Animals including humans</p> <p><b>Key Learning Objectives</b><br/>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Experiment:</b><br/>Exercise – How our pulse changes during exercise.</p> <p><b>Dental hygiene:</b><br/>Egg experiment - testing the effects of different drinks on our teeth</p> |
|                | <p><b>Computing</b></p> <p><b>Online Safety: (Unplugged)</b><br/>Online Safety (Unplugged)</p> <p>Pupils review the rules of their learning from Year 1 to establish how to remain safe online. There is a greater focus</p>  | <p><b>We are Astronauts</b></p> <p>Pupils will learn how to plan a sequence of instructions to move sprites in Scratch Jr on an iPad. They will create, test and debug programs from sprites in Scratch Jr. Pupils will</p>  | <p><b>We are Researchers</b></p> <p>Pupils will learn to safely and effectively use search engines to research information on a chosen topic. They will focus on filtering necessary information</p>  | <p><b>We are Animators</b></p> <p>Pupils will work in small groups to plan, film and add audio to a short 'stop-motion' animation using Stop Motion Studio (on an iPad).</p>  | <p><b>We are Game Testers</b></p> <p>Pupils will play Scratch games to understand how algorithms work and how they link to everyday instructions. The Pupils will learn to make sensible predictions about what</p>  | <p><b>We are Photographers</b></p> <p>Pupils will be taught how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>  |

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|                            | <p>on the term anti-bullying.</p> <p>Pupils learn to research responsibility and how to protect personal information.</p> <p>Pupils learn about how technology impacts those around them and also about the age-related suitability of different games and why they are given.</p> | <p>work with input and output, use repetition in their programs and design costumes for sprites.</p>  | <p>in order to select that of which is relevant. The Pupils will learn how to use Popplet (on an iPad) to prepare information in the form of a mind map and present the information collected in the form of a multimedia presentation using Apple Keynote on an iPad.</p>   |  | <p>is going to happen next in a game and will be able to recognise simple improvements needed. They will solve problems and will learn to accurately follow the rules of a game.</p>   | <p>The Pupils will learn the features that make a good photo and then will work to take some using cameras. The Pupils will then sort these and edit/ enhance them to improve and change their quality.</p>   |
| <b>Geography / History</b> | <p><b>What was The Great Fire of London?</b></p> <p><b>Key Question:</b><br/>How did the Great Fire of London affect London?</p> <p><b>Focus:</b> children will learn about an event that happened beyond living memory and how it impacted London and Britain.</p>                | <p><b>What is it like to live by the coast?</b></p> <p><b>Key Question:</b><br/>What is it like in settlements that are next to the sea?</p> <p><b>Focus:</b> Identify and label oceans and seas around UK. Explain physical and human features of coasts, exploring towns along the coast.</p> | <p><b>Why is our world wonderful?</b></p> <p><b>Key Question:</b><br/>What key features and landmarks can explore about the world that we live in?</p> <p><b>Focus:</b> children will use maps and atlases to name and locate the world's seven continents and five oceans. They will understand human and physical features of each continent. Learn how the Earth spins, creating <b>day and night</b> in different countries.</p> | <p><b>What can we learn from inspirational women?</b></p> <p><b>Key Question:</b><br/>What makes someone 'inspirational'?</p> <p><b>Focus:</b> children will learn about the lives of significant individuals who contributed to national and international achievements. They will focus on the lives of Mary Seacole, Malala and Florence Nightingale.</p> | <p><b>Would you prefer to live in a hot or cold place?</b></p> <p><b>Key Question:</b><br/>How can we adapt to extreme hot and cold environments?</p> <p><b>Focus:</b> children identify hot and cold places on Earth, explore the Equator and who lives in these areas. They explore preferences of where to live and how people and animals adapt.</p> | <p><b>How was school different in the past?</b></p> <p><b>Key Question:</b><br/>What did a classroom look like in the past and how has this changed?</p> <p><b>Focus:</b> children explore what school was like in the past and make comparisons. They look at how classrooms and learning was different.</p> |

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| <b>R.E.</b>     | <p><b>Christianity</b><br/><i>Key Question: Is it possible to be kind to everyone all of the time?</i></p> <p>What can I learn from stories of religious traditions?</p> <p>Do I have stories about kindness in my religion?</p> <p><b>WALT re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</b></p> | <p><b>Christianity</b><br/><i>Key Question: Why do Christians believe God gave Jesus to the world?</i></p> <p>Do I know how to live a good life? Are people who believe in God kind to other people?</p> <p><b>WALT understand that Jesus was a gift to Christians to help them know how to live a good life.</b></p> | <p><b>Judaism</b><br/><i>Key Question: How important is food in Jewish festivals?</i></p> <p>What food do I eat on my festivals? Does the food remind me of anything?</p> <p><b>WALT understand how different food helps Jewish people remember the meaning of the different festivals.</b></p> | <p><b>Christianity</b><br/><i>Key Question: Why and how do Christians have Lent?</i></p> <p>What would I give up for Lent?<br/>How could I have a fresh start?</p> <p><b>WALT understand that Lent is a time for Christians to think about their lives and to prepare for a fresh start.</b></p> | <p><b>Islam</b><br/><i>Key Question: Does prayer help Muslims in their daily life?</i></p> <p>Do I pray and how does it help me?<br/>Does it feel special to belong to a community?</p> <p><b>WALT explain what commitment means to us and to Muslims by knowing that Muslims pray 5 times a day.</b></p> | <p><b>Comparison Topic</b><br/><i>Key Question: How do different religions pray?</i></p> <p>Do I pray and how does it help me?<br/>Does it feel special to belong to a community?</p> <p><b>WALT explore the similarities and differences in how different religions pray. (Hinduism, Christianity, Islam)</b></p> |
| <b>Art / DT</b> | <p><b>DT (Mechanism): Moving Monster</b></p> <p><b>Focus:</b> Pupils will be able to identify the correct terms for levers, linkages and pivots. They will design monsters suitable for children, which satisfy most of the design criteria and assemble the monster to their linkages.</p>   | <p><b>DT (Cooking and nutrition) - Balanced diet</b></p> <p><b>Focus:</b> Pupils will be discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.</p>  | <p><b>Art: Silhouettes</b></p> <p><b>Focus:</b> The children will create a silhouette artwork using a range of mediums based on the Great Fire of London.</p>   | <p><b>Art: Female Artist focus -Sonia Delaunay</b></p> <p><b>Focus:</b> The children will create their own abstract art piece using strong colours and geometric shapes</p>  | <p><b>DT (Textiles): Puppet Making</b></p> <p><b>Focus:</b> Pupils will be able to join fabrics together using pins, staples or glue. They will be able to design and decorate a puppet and use a template and join their two puppets' faces together as one.</p>   | <p><b>Art: Sculptures</b></p> <p><b>Focus:</b> The children will create sculptures using a range of mediums based on London landmarks which will be displayed in a year group exhibition.</p>  |
| <b>Music</b>    | <p><b>Duration</b></p> <p>Producing vocal and instrumental sounds.</p>  | <p><b>Christmas Carols</b></p> <p>Singing with pitch accuracy and increasing vocal control.</p>   | <p><b>Pulse and Rhythm</b></p> <p>Singing with pitch accuracy.</p> <p>Following rhythmic notation (semibreve,</p>   | <p><b>Pitch</b></p> <p>Playing simple tunes on tuned percussion instruments.</p>   | <p><b>Timbre, Tempo, Dynamics</b></p> <p>Singing with confidence.</p> <p>Creating music in response to a non-musical stimulus.</p>  |  |

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|                    | <p>Playing rhythmic accompaniments and melodies.</p> <p>Following rhythmic notation (semibreve, minim, crotchet, paired quavers).</p> <p>Singing with increasing vocal control.</p> <p>Instrumental playing techniques.</p> <p>Improving ensemble playing skills.</p>  | <p>Following dynamic indications.</p> <p>Responding to visual directions.</p> <p>Performing in time with the music.</p> <p>Singing from memory.</p>  | <p>minim, crotchet, paired quavers).</p> <p>Accompanying songs with a combination of beat, rhythm and rhythmic ostinati (repeated patterns).</p> <p>Rhythmic composition using dot and stick notation.</p>  | <p>Accompanying songs combining melody and drone.</p> <p>Following dot notation.</p> <p>Melodic improvisation with three notes.</p> <p>Improving ensemble skills.</p>   | <p>Improvising vocally and on untuned percussion instruments within a given structure.</p> <p>Combining vocal and instrumental descriptive sounds.</p> <p>Improving ensemble skills.</p>   |  |
| <b>Indoor P.E.</b> | <p><b>Team Building</b></p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> | <p><b>Gymnastics</b></p> <p>Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using</p> | <p><b>Movement</b></p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to</p> | <p><b>Yoga</b></p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> | <p><b>Net and Wall</b></p> <p>Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.</p> | <p><b>Fitness</b></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> |

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|                     |   | apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.  | work independently and with others to perform and provide feedback beginning to use key terminology.   |   |   |   |
| <b>Outdoor P.E.</b> | <b>Ball Skills</b><br><br>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. | <b>Sending and Receiving</b><br><br>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | <b>Target Games</b><br><br>Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation. | <b>Invasion Games</b><br><br>Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. | <b>Athletics</b><br><br>pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. | <b>Striking and Fielding</b><br><br>Pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. |

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| <b>PSHE</b>   | <b>Being me in my World</b><br><br>Hopes and fears for the year<br>Rights and responsibilities (class charter)<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings | <b>Celebrating Differences</b><br><br>Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Gender diversity<br>Celebrating difference and remaining friends | <b>Dreams and Goals</b><br><br>Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success | <b>Healthy Me</b><br><br>Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food   | <b>Relationships</b><br><br>Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships | <b>Changing Me</b><br><br>PANTS rule<br>Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition |
| <b>French</b> | Number 1 to 80<br>Learning about pencil case and schoolbag items.<br>Learn about adjective agreements with colours.<br>Learn how to use the verb 'to have' in the present tense and the negative form.                                       |   |   | Learning to describe appearance: using adjectives to describe body parts and facial features (e.g. describing a monster)<br>Adjective agreements with nouns.<br>Learn verb to be and to have present tense (focusing on singular pronouns). |   | Learn about wild animals, describing their physical features, their eating habits and their habitat.<br>Learning to give opinions : likes and dislikes and give reasons using connectives.  |