

Year 2 Curriculum Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole school theme	Geography Where am I?	RE/ Science Let's celebrate	Science Cracking ideas	Science What a wonderful world!	Science Plant the seed, watch it grow.	History Looking back, looking forward.
Year Group theme and WOW	Trip to Bristol	Jonathans jungle roadshow visit (in school)	Investigation afternoon (in school)	Bristol Zoo	Plant hunt - in local area.	Pirate walk in Bristol
English Key text incl Traditional Tales	The Bear and The Piano	Turtle and the Island	Tin Forest	The Enormous Crocodile/ James and The Giant Peach	The Tunnel The Three Little Pigs Little Red	The Antler Ship Magic Grandad's Seaside Holiday
Writing genres	<u>Narrative</u> Traditional Tales and alternative versions <u>Non-Fiction</u> Non-Chronological report <u>Speaking and Listening</u> Drama	<u>Narrative</u> Stories in a familiar setting <u>Poetry</u> Poems with a repeating pattern <u>Non-Fiction</u> Information Texts including explanations and letter writing	<u>Narrative</u> Extended Narrative - stories from other cultures <u>Non-Fiction</u> Instructions and Persuasion	<u>Narrative</u> Stories in a fantasy setting including a film study <u>Non-Fiction</u> Non-Chronological report Diary Entry / recount	<u>Narrative</u> Skills focus - VCOP <u>Non-Fiction</u> Text Structure and organisation with a focus on report writing	<u>Narrative</u> Extended Stories - historical focus <u>Non-Fiction</u> Recount, newspaper reports and letter writing <u>Speaking and Listening</u> Drama
Spelling	To separate words into phonemes for spelling To spell common homophones e.g. hear / here	To add ing, ed, er, est, y to words ending in e e.g. hike = hiking, nice = nicest To spell words ending in tion e.g. celebration To spell the aw sound e.g. ball, call, walk, talk	To add ing, ed, er, est, y to root words that need to double the last letter e.g. patted, hummed, tapped To spell r sound using wr at the beginning of words e.g. wrap, wrong	To spell words with contractions e.g. do not = don't To use and spell suffixes ment, ness, ful and less e.g. enjoyment, sadness	To use the possessive apostrophe e.g. the robin's nest To spell words ending in il e.g. fossil, pencil, nostril	To add es to nouns and verbs ending in y e.g. cry = cries To spell n sound spelt as kn or gn e.g. gnat, gnaw, knife, knee

	To write from memory simple sentences dictated by teacher.			To spell j sound spelt as -ge or -dge e.g. badge, bridge, huge	To spell ee sound spelt ey e.g. donkey, monkey, honey	To spell l sound as le as in table or el as in tunnel or al as in metal e.g. table, apple, camel, tunnel, metal, petal
Punctuation & Grammar	<p>To punctuate sentences using a full stop, capital letter, exclamation mark and question mark</p> <p>To use capital letters for proper nouns and the personal pronoun, I</p> <p>To use commas to punctuate a list</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. The girl's name</p> <p>To use speech marks</p> <p>To know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (imperative)</p> <p>To use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, The man in the moon.</p> <p>To use co-ordination, using and, or and but and use subordination, using when, if, that, because</p> <p>To use the correct tense consistently throughout writing e.g. past or present.</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, she was shouting</p>					
Writing - Composition	<p>To develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> *writing narratives about personal experiences and those of others (real and fictional) *writing about real events *writing poetry *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 *encapsulating what they want to say, sentence by sentence <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 *re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form *proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] *read aloud what they have written with appropriate intonation to make the meaning clear. 					
Handwriting	<p>To form lower-case letters of the correct size relative to one another</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To use spacing between words that reflects the size of the letters.</p>					
Reading	<p>Word Reading</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>					

	<p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above</p> <p>To read words containing common suffixes</p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> * listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Mathematics	<p>Mathematics to be taught throughout the year</p> <p>Number and place value</p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words

- use place value and number facts to solve problems.

Addition and Subtraction

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
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- 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
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{1}{2}$ Of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measures

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- 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
- know the number of minutes in an hour and the number of hours in a day.

Geometry - properties of shape

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces □ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

	<p>Geometry – position and direction</p> <ul style="list-style-type: none"> • order and arrange combinations of mathematical objects in patterns and sequences • 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). 					
	<p>Statistics</p> <ul style="list-style-type: none"> • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data. 					
Science		<p>Animals including humans.</p> <p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p>	<p>Uses of everyday materials.</p> <p>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching for different uses</p> <p>Sc2/1.4 identifying and classifying</p> <p>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc2/1.3 performing simple tests</p>	<p>Living things and their habitats.</p> <p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Sc2/2.1b 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>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>Plants</p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>-asking simple questions and recognising that they can be answered in different ways</p> <p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.6 gathering and recording data to help in answering</p>	

		<p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc2/1.4 identifying and classifying</p>	<p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Sc2/2.1d 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>Sc2/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc2/1.2 observing closely, using simple equipment</p> <p>Sc2/1.3 performing simple tests</p> <p>Sc2/1.4 identifying and classifying</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc2/1.6 gathering and recording data to help in answering questions.</p>	<p>questions.</p> <p>Sc2/1.5 using their observations and ideas to suggest answers to questions</p>	
Computing	Online Safety- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet.	<p>The Impact of Technology- recognise common uses of information technology beyond school.</p> <p>English- persuasive text big write</p>	<p>Media - use technology purposefully to create, organise, store and retrieve digital content •</p> <p>Data Handling</p> <p>English- editing</p> <p>Maths- statistics</p> <p>Art link- use drawing packages</p>	<p>Data- Understand what algorithms; how they are implemented as programs on digital devises; and that programs execute by following precise and</p>	<p>Programming- creating and debugging simple programs</p> <p>Maths – direction and turn</p>	<p>Programming- creating and debugging simple programs</p> <p>Maths- treasure maps</p> <p>Geog learning loop</p> <p>Media - use technology purposefully to create,</p>

	E Safety runs throughout the year in all teaching of Computing PHSE/Thrive- staying safe. English- rules	History learning loop- chronology/ awe and wonder		unambiguous instructions. Geography learning loop- directions English- instructions		organise, store and retrieve digital content English- editing
History		<u>Remembrance</u> Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Looking at sources, asking and answering questions. Compare the past and present. Understand that different types of evidence tell us different things about the past. English- letter writing, non chron report,	Learning loop- chronological order of vehicles Impact of significant individuals	Learning loop- climate change- differences in ways of life.		<u>The seaside now and then</u> Looking at sources, asking and answering questions. Understand that different types of evidence tell us different things about the past. Compare the past and present. Sequence artefacts Compare pictures or photographs of people or events in the past Learn about the life and national impact of IK Brunel. Use historical language. English- non chron report, persuasive text,
Geography	<ul style="list-style-type: none"> • Learning geographical vocabulary. • Recognising geographical features. • Use and create maps. • Name and locate the capital cities of the United Kingdom and its surrounding seas. • Develop a personal sense of place. 			Learning loop Location of hot and cold places/ continents and oceans. Climate change- Recognise how people affect the environment.	Learning loop- maps, plans and directions	<ul style="list-style-type: none"> • Learning geographical vocabulary. • Recognising geographical features. • Use and create maps. • Compare and contrast the features of geographical locations. • Recognise how people affect the environment.


	<ul style="list-style-type: none"> • Know 7 continents and 5 seas • Compare and contrast the features of geographical locations <p>Maths- direction and turn</p>					Maths- direction and turn
Art	<p>Drawing / Painting to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> • Landscapes- David Hockney / Georgia O'Keefe • Discuss use of light and dark, shadows and shading. • Use of patterns and texture in drawings. • Use of different grades of pencil in drawings. • Add fine detail onto the paintings, using a fine brush. • Mix own secondary colours. 		<p>painting- tin forest Use a drawing programme to edit own drawings</p> <p>Learning Loop</p> <ul style="list-style-type: none"> • Add fine detail onto the paintings, using a fine brush. • Mix own secondary colours. <p>Collage - tin forest</p> <ul style="list-style-type: none"> • To use a range of materials creatively to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Adding more detail onto the form, e.g. pattern and texture. 	<ul style="list-style-type: none"> • Camouflage art Explore the use of colour and pattern in their artwork. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Adding more detail onto the form, e.g. pattern and texture. 	<p>.Printing / 3d art. To use a range of materials creatively</p> <ul style="list-style-type: none"> • Printing - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Adding more detail onto the form, e.g. pattern and texture. <p>Creating own 3D flower art. - clay Experiment with constructing and joining recycled, natural and man-made materials</p>	

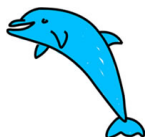
DT		<p><u>Design, Make and Evaluate a moving Christmas card</u></p> <p>-explore and evaluate a range of existing products -evaluate their ideas and products against design criteria -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction</p>	<p><u>Design, Make and Evaluate a moving vehicle</u></p> <p>-explore and evaluate a range of existing products -evaluate their ideas and products against design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics -explore and use mechanisms [for</p>		<p><u>Creating own 3D flower art.</u></p> <p>Experiment with constructing and joining recycled, natural and man-made materials</p>	<p><u>Food technology- create a balanced picnic to take to the beach.</u></p> <p>-use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.</p> <p>Science learning loop- balanced diet.</p>

		<p>materials, textiles and ingredients, according to their characteristics</p> <p>- explore and -use mechanisms [for example, levers, sliders, in their products.</p> <p>Food technology- balanced meal pizza - use the basic principles of a healthy and varied diet to prepare dishes -</p>	<p>example, levers, sliders, wheels and axles], in their products.</p> <p>--build structures, exploring how they can be made stronger, stiffer and more stable</p>			
RE	Exploring a Place of Worship - How is a place of worship important to believers? Hinduism & Christianity.	Christmas - The birth of Jesus Children will look at symbols to represent Christmas, how people celebrate Christmas and the stories behind Christmas.	Sacred Texts and Stories - How do sacred books show religious believers how to live their lives? Hinduism & Christianity.	Easter - Children will look at symbols to represent Easter, how people celebrate Easter and the stories behind Easter.	Belonging to a Community - Which faith communities do you belong to? Hinduism & Christianity.	
PHSE	<p><u>Health and Well-Being</u></p> <p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p><u>Health and Well-Being</u></p> <p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p><u>Relationships</u></p> <p>R1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2. to recognise that their behaviour can affect other people</p>	<p><u>Relationships -</u></p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p><u>The Wider World</u></p> <p>L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to</p>	<p><u>The Wider World L6.</u></p> <p>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7. about the role money plays in their</p>

	<p>H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H14. about the ways that pupils can help the people who look after them to more easily protect them</p> <p>L1. how they can contribute to the life of the classroom and school</p> <p>L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>L8. ways in which they are all unique; understand that there has never been and will</p>	<p>H6. the importance of, and how to, maintain personal hygiene</p> <p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>H8. about the process of growing from young to old and how people's needs change</p> <p>H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p>	<p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret</p> <p>that makes them feel uncomfortable, anxious or afraid</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>NSPCC Pants rule</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>R8. to identify and respect the differences and similarities between people.</p> <p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>take turns, share and understand the need to return things that have been borrowed)</p>	<p>lives including how to keep it safe, choices about spending or saving money and what influences those choices</p> <p>L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>
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	never be another 'them'	<p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p> <p>H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>				
Ongoing PHSE	<p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R7. to offer constructive support and feedback to others</p>					

PE	Games: Throwing and catching.	Games: aiming, hitting and kicking .Making up a game.	Gymnastics: Pathways straight, zig-zag and curving.	Gymnastics: Turning, spinning and twisting.	Dance: The Three Little Pigs.	Games: Dribbling, hitting and kicking. Making up a game.
Music	<u>Ongoing throughout the year</u> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically - recorders. • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
Outdoor Learning Opportunities	2D and 3D shape and symmetry in the environment.	Multiplication with natural objects. Materials hunt	Measures in the environment.	Statistics: tally charts and Venn diagrams. Investigate different habitats.	Creating art pictures using flowers, leaves and petals Anthony Goldsworthy	Programming: creating routes and following algorithms.
Time to shine 	Open Afternoon	Christmas production	BHIS Expo	Open Afternoon	Plant sale Art gallery	End of year performance



To be the best I can be...

