

BARNES PRIMARY SCHOOL CURRICULUM MAP

YEAR GROUP: Year 2

		AUTUMN		SPRING		SUMMER	
		Battles, Burns and Bandages		Konichiwa Japan		Barnes and Beyond	
CORE CURRICULUM	THEME						
		ENGLISH	<p>Texts studied: Something Else by Kathryn Cave</p> <p>The Owl and the Pussy-cat by Edward Lear</p> <p>Writing outcomes: Retelling of Something Else</p> <p>Storyboard of The Owl and the Pussy-cat</p>	<p>Texts studied: Snow White in New York by Fiona French</p> <p>Variety of poems (poetry week)</p> <p>Writing outcomes: Two diaries</p> <p>Writing and performing poems</p> <p>Recount of a trip to the Florence Nightingale Museum or bread making</p>	<p>Texts studied: The Whales' Song by Dyan Sheldon</p> <p>Writing outcomes: Diary Entry</p> <p>Non-fiction writing about Japan</p>	<p>Texts studied: Sally and the Limpet by Simon James</p> <p>The Lighthouse Keepers' Catastrophe by Ronda and David Armitage</p> <p>Writing outcomes: Retelling a story in third person</p> <p>Retelling a story in first person</p>	<p>Texts studied: The Dolls' House Fairy by Jane Ray</p> <p>The True Story of the Three Little Pigs by Jon Scieszka</p> <p>Writing outcomes: Writing a letter</p> <p>Newspaper report</p>
	PHONICS	<p>Focus: Key 100/200 word spelling test</p> <ul style="list-style-type: none"> - Vowel split digraphs - Suffix ed (<i>do nothing, drop the e, double the final consonant or change the y to an i</i>) - Suffix ing (<i>do nothing, drop the e or double the final consonant</i>) - Homophones - Irregular and regular past tense 	<p>Focus:</p> <ul style="list-style-type: none"> - Alternate a (<i>ar in past, a in angel, o in wasp/ squash</i>) - Alternate e (<i>ee in we</i>) - Alternate i (<i>igh in child</i>) - Alternate o (<i>oh in old, u in mother</i>) - Alternate u (<i>you in unicorn, oo in put</i>) - Alternate c (<i>s in citrus</i>) - Alternate g (<i>j in magic</i>) - Suffix er (<i>do nothing, drop the e, double the final consonant or change the y to an i</i>) - Suffix est (<i>do nothing, drop the e, double the final consonant or change the y to an i</i>) 	<p>Focus: Key 101/200 word spelling test including common exception words.</p> <ul style="list-style-type: none"> - Apostrophes of omission - Adding es (<i>do nothing or change the y to an i</i>) - Suffix less (<i>do nothing or change the y to an i</i>) - Suffix ly (<i>do nothing, or change the y to an i</i>) - Possessive apostrophes (singular) 	<p>Focus:</p> <ul style="list-style-type: none"> - Alternate ear spellings (ere or eer) - Alternate air spelling (ere, ear, are) - Suffix ment (<i>do nothing or change the y to an i</i>) - Suffix ful (<i>do nothing or change the y to an i</i>) - Suffix ness (<i>do nothing or change the y to an i</i>) - Zh sound - Silent letters - Le/al/ il and el - Alternate j (recap of ge and new dge) 	<p>Focus: Key 101/200 word spelling test including common exception words.</p> <ul style="list-style-type: none"> - Or making the er sound after a w - Alternate y (igh in sky) - Tion - Alternate ch (<i>k in Christmas, sh in machine</i>) - Ey making the ee - Alternate or spellings (our in court, ar in war, al in talk or ball) 	<p>Focus:</p> <ul style="list-style-type: none"> - Suffix 'y' <p>Weekly Recap- cohort dependant (suggestion suffix rules, alternate sounds, tion/sion and le/al/ el and all)</p>

MATHS**Number – Autumn term one**

Place Value (H, T & O)
 Partitioning 2 and 3 digit numbers (explaining the value of each digit and where 0 is the place holder)
 Recapping odd and even numbers
 Greater than and less than < and >
 Practicing reading 1, 2 and 3 digit numbers
 Ordering numbers
 Recognise, describe and extend a sequence of number starting at 0 and other numbers
 Partitioning numbers in different ways e.g. $23 = 10 + 13$
 Adding and subtracting mentally a 1 digit number or multiple of 10 from a 2 digit number
 Estimating number of objects
 Estimating position of numbers on number line
 Adding and subtracting a 2 digit number and 1s, 2 digit number and 10s, two 2 digit numbers and three 1 digit numbers together
 Understand that addition can be done in any order – commutative
 Adding 2, 2 digit numbers together by partitioning (formal written method)
 Add and subtract multiples of 10 using a 100 square
 Subtraction using a number line (formal written method)
 Understanding various vocabulary for addition and subtraction e.g. sum, total, difference
 Find the difference (how many more and calculating the change) using a number line

Number – Autumn term two

Number families – understanding that subtraction is the inverse of addition and vice versa
 Counting in steps of 2, 3 and 5 from 0
 Counting in 10s from any number
 Counting sets of objects reliably – grouping in 2, 5 and 10
 Round numbers to the nearest 10
 Doubling and halving – understanding that halving undoes doubling
 Recognise multiples of 5 and 10.
 Multiplication using arrays
 Understand that multiplication can be done in any order – commutative
 Multiplication – using repeated addition, record by jumping up on number line
 2x, 5x, 10x and 3x tables

Shape, space and measure – Autumn term two**Number – Spring term one**

Recall multiplication facts for the 2, 5 and 10 times tables and the related division facts
 Division using arrays
 Number families – understanding that division is the inverse of multiplication and vice versa
 Division – using repeated subtraction, record by jumping back on number line
 Round numbers to the nearest 10 and 100
 Greater than and less than < and >
 Understanding various vocabulary for multiplication and division e.g. groups of, share
 Multiplication – using repeated addition, record by jumping up on number line
 Division – using repeated addition, record by jumping forward on number line
 Calculate the value of an unknown number or operation in a number sentence
 Using knowledge of inverse and number families to solve number problems
 Solve addition, subtraction, multiplication and division word problems
 Revise all written methods taught for addition, subtraction, multiplication and division

Fractions and Decimals - Spring term one

Recognise, find and name a half as one of two equal parts of an object, shape or quantity
 Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
 Recognise, find and write fractions for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of length, shape and quantity
 Write a simple fraction $\frac{1}{2}$ of $6 = 3$ and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
 Count in fractions up to 10 starting from any number

Shape, space & measures – Spring term two

Estimating, comparing and measuring length (m, cm, mm) using suitable measuring instruments
 Use appropriate language and record abbreviations
 Tell and write the time to five minutes – draw hands on a clock
 Identify time intervals including those that cross the hour

Data handling – Spring term two

Sort 2D shapes and classify them using more than one criterion.

Number – Summer term one

Recap all four operations
 Children to now solve calculations mentally or using jottings. No concrete materials used during summer term recap session

To focus on developing reasoning and problem solving skills

Data handling – Summer one

Understand vocabulary related to handling data
 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
 Represent data in pictogram
 Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
 Represent data in pictogram
 Ask and answer simple questions by counting the number of objects in each category by quantity
 Use ICT to organise and present data
 Use lists, tables and diagrams to sort objects
 Sort objects and classify them using more than one criterion – explain choices using appropriate language, including 'not'

Shape, space and measures – Summer term two

Identify, describe, make and sort 3D shapes
 Identify reflective symmetry in 2D shapes and draw lines of symmetry in shapes
 Identify reflective symmetry in patterns
 Compare common 2D and 3D shapes and everyday objects
 Read and write names of shapes

Number – Summer term two

To learn the 2x, 5x, 10x and 3x table fluently

Visualise common 2D and 3D shapes
Identify 2D and 3D shapes from various positions/orientations
Sort and describe shapes referring to their properties
Identify reflective symmetry in 2D shapes and draw lines of symmetry in shapes
Compare common 2D and 3D shapes and everyday objects
(Sometimes this unit is finished in Spring 1)

Shape, space & measures – Spring term two

Tell the time (o'clock, quarter past, half past quarter to and start to introduce 5 minute intervals) and know the relationship between seconds, minutes, hours and days
Compare and sequence time intervals
Recognise and use symbols for £ and pence
Counting coins fluently

Shape, space & measures – Spring term two

Order and arrange combinations of mathematical objects in patterns
Work with patterns of shapes, including those in different orientations
Recognise and use mathematical vocabulary to describe whole, half and quarter turns, both clockwise and anticlockwise (use Hopscotch app link to computing)
Know that a right angle represents a quarter turn
Describe position of objects using ordinal numbers
Estimate, compare and measure weights and capacities, choosing and using standard units and suitable measuring instruments
Read the numbered divisions on a scale

	<p align="center">SCIENCE</p>	<p align="center">Topics: Electricity (focus day)</p> <p>To handle electrical devices safely. To know where electricity comes from. To sort devices that use mains power and batteries. To be able to make an electrical circuit. To draw an electrical circuit. To recognise items that use batteries and mains power. To understand how to use electricity safely. To make simple circuits.</p> <p align="center">Materials (All Autumn Term)</p> <p>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 align="center">Topic: Animals, including humans</p> <p>To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p>	<p align="center">Topics: Plants</p> <p>To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p align="center">Topic: Plants</p> <p>Continuing from previous half term</p> <p>Forces (focus day)</p> <p>To exert a pushing force. To exert a pulling force. To explain how a pulling or pushing force can make us more. To explain how a pushing or pulling force can make something else move. To understand the amount of energy exerted will impact the amount something moves. To understand what friction is and how it affects movement.</p>	<p align="center">Topic: Living Things and Their Habitats</p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive 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 To identify and name a variety of plants and animals in their habitats, including microhabitats 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 align="center">Topic: Living Things and Their Habitats</p> <p>Continuing from previous half term</p> <p align="center">Trip: Kew Gardens to look at habitats</p>
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	<p>COMPUTING</p>	<p>Topic:</p> <p>E-safety (2 Lessons) Staying safe online Understand the importance of messages we send online - recap on Sid's top tip from Year 1. Why is it important to only send nice messages to people? What should we do if we receive a nasty message by text / email / online? Who can we tell when something goes wrong? Using a Word processor Insert text box and images from the internet Algorithms To understand algorithms. Real-life algorithms - paper aeroplanes Logical Reasoning To solve problems using Computational Thinking Skills – River crossing activity Key skills developed: To know who to tell and what to do if you see something upsetting on the internet. To be polite when talking to people, online and offline. Use Microsoft Word to create sentences and learn how to edit sentences (change font, size, colour). Use Microsoft Word to insert pictures and text. To create and de-bug simple programs. To use logical reasoning to predict the behaviour of simple programs. Problem solving, articulating ideas, perseverance, predicting, decomposition, pattern recognition, creativity and communication.</p>	<p>Topic:</p> <p>Algorithms – Scratch Junior To understand algorithms. To create simple algorithms. To test and debug algorithms. To use logical reasoning to predict the behaviour of simple programs. Key skills developed: To understand algorithms. To create and de-bug simple programs. To use logical reasoning to predict the behaviour of simple programs. To following set of instructions. To creating own animations. Problem solving, articulating ideas, perseverance, predicting, decomposition, pattern recognition, creativity and communication.</p>	<p>Topic:</p> <p>E-safety (2 Lessons) How to use search engines safely What is the internet? To understand how the internet can help us find information To understand how to search for information safely To know what to do if something goes wrong Book Creator - Japan Cross curricular with English/Theme. Create an information book about Japan. Insert pictures, sounds, video and text. Key skills developed: To know that the internet is a great way to find information and communicate with people. To begin to understand that computers linked to each other i.e. through a network. To start using some simple search engines, using key words. Insert pictures, sounds, video and text.</p>	<p>Topic:</p> <p>Book Creator - Japan Cross curricular with English/Theme. Create an information book about Japan. Insert pictures, sounds, video and text. Learning how to compose, send and reply to emails safely (3/4 lessons) To know what email is. To understand how to use email safely. To send an email. To receive an email. To reply to an email. Key skills developed: To insert pictures, sounds, video and text. Understand what email is and how it is used. Compose, send and reply to emails safely.</p>	<p>Topic:</p> <p>E-safety (2 Lessons) Staying safe online What is personal information? Why might we use a nickname or screen name? What could make a suitable or unsuitable name? Poster Design To design a poster for the Year 2 production. To use a Microsoft Publisher. Key skills developed: To begin to understand that you should not share your personal details online. To save and retrieve work in a folder. To use a simple design package. To evaluate work and amend following feedback.</p>	<p>Topic:</p> <p>Algorithms – Unplugged mazes, Beebot app, J2e Cross curricular with maths: position, direction and movement. To create and de-bug simple programs. To use logical reasoning to predict the behaviour of simple programs. Key skills developed: Problem solving, articulating ideas, perseverance, predicting, decomposition, pattern recognition, creativity and communication.</p>
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FOUNDATION SUBJECT / LEARNING THEME	<p>HISTORY</p>	<p>Learning theme: The Great Fire of London</p> <p>Content: When and where did the fire start? Why did it start? Why did it spread so rapidly and far? Why was it difficult to put the fire out? How did people escape from the fire? When and how did the fire end? Was the Great Fire a Blessing or a Curse?</p> <p>Key skills developed: Place events in chronological order; use words and phrases relating to the passing of time (e.g. before, after, a long time ago, past); recognise why people did things, why events happened and what happened as a result; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past. Answer the enquiry question: 'Was the Great Fire of London a Blessing or a Curse?'</p> <p>Home learning: Research: 'Was the Great Fire a Blessing or a Curse?'</p> <p>Trip: Great Fire of London workshop at the National Archives (when possible)</p>	<p>Learning theme: Florence Nightingale and Edith Cavell</p> <p>Content: Who was Florence Nightingale? Who was Edith Cavell? What difference did they make? Who was the more influential nurse?</p> <p>Key skills developed: Place events in chronological order; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; sort and weigh up conflicting accounts of the past; find out about the past from a range of sources of information and develop their own perspective; ask and answer enquiry questions and questions about the past. Compare the lives of Florence Nightingale and Edith Cavell.</p> <p>Home learning: Research as preparation for debate: 'Who was the more influential nurse: Edith Cavell or Florence Nightingale?'</p> <p>Trip: Florence Nightingale Museum</p>	<p>N/A</p>	<p>Learning theme: Life in Barnes.</p> <p>Content: History of local area (e.g. Barnes Pond) – learning about significant people and places in their own locality</p> <p>Key skills developed: Place events in chronological order; use words and phrases relating to the passing of time and everyday historical terms; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times; identify different ways in which the past is represented; find out about the past from a range of sources of information; ask and answer questions about the past.</p> <p>N/A</p>

	GEOGRAPHY	N/A	N/A	<p>Learning theme: Japan</p> <p>Content: How is Japan similar and different to the United Kingdom? How does Barnes compare to Shirakawa-go? Where is Japan? Are the four islands the same? What would you like to find out about Japan?</p> <p>Key skills developed: Ask geographical questions; express their own views about people, places and environments; use geographical vocabulary; use globes, maps and aerial photographs at a range of scales; use simple compass directions and locational and directional language; use secondary sources of information; identify and describe what places are like; identify and describe where places are; recognise how places compare with other places and recognise how places are linked to other places in the world.</p>	<p>Learning theme: The Local Environment</p> <p>Content: A local area study of Barnes</p> <p>Key skills developed: Ask geographical questions; express their own views about people, places and environments; use geographical vocabulary; use fieldwork skills; use maps and plans at a range of scales; make maps, plans and construct basic symbols in a key; identify and describe what places are like; identify and describe where places are; recognise how places have become the way they are and how they are changing; recognise how places compare with other places by studying the human and physical geography of those places; make observations about where things are located and about other features in the environment; recognise changes in physical and human features and recognise changes in the environment; recognise how places are linked to other places in the world.</p>

	<p>DESIGN</p> <p>TECHNOLOGY</p>	<p>Learning theme: Design and Make a Bread Product</p> <p>Content: Design and make a bread product for Thomas Farynor to sell in his bakery.</p> <p>Key skills developed: To design and make a purposeful, functional and appealing product based on a design criteria. To explore and evaluate existing products. To evaluate their ideas and products against a design criteria. To use the basic principles of a healthy and varied diet to prepare food products. To understand where food comes from.</p>	<p>Linked to English, the children make a front cover for their Snow White books.</p> <p>Learning theme: Make a moving fire engine</p> <p>Content: Using wheels and axles to make a fire engine.</p> <p>Key skills developed: To design and make a purposeful, functional and appealing product based on a design criteria. To explore and evaluate existing products. To evaluate their ideas and products against a design criteria. To select from and use a range of equipment to perform practical tasks. To select from and use a wide range of materials and components. To explore and use mechanisms (wheels and axles)</p>		<p>Learning theme: Make Japanese sushi</p> <p>Content: Write instructions for and make sushi</p> <p>Key skills developed: To design and make a purposeful, functional and appealing product based on a design criteria. To explore and evaluate existing products. To evaluate their ideas and products against a design criteria. To use the basic principles of a healthy and varied diet to prepare food products. To understand where food comes from.</p>	<p>NA</p>	<p>Learning theme: Design and Make a glove puppet</p> <p>Content: Design and make a puppet of a character linked to text studied</p> <p>Key skills developed: To design and make a purposeful, functional and appealing product based on a design criteria. To generate, develop and model and communicate their ideas through talking, drawing and creating templates of their design where appropriate. To select from and use a range of equipment to perform practical tasks. To select from and use a wide range of materials and components. To explore and evaluate existing products. To evaluate their ideas and products against a design criteria.</p>
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	ART	<p>Focus: create picture of the Great Fire of London</p> <p>Content: use photographs/videos as inspiration to create pictures.</p> <p>Key skills: observational pre drawing, exploring pattern and shape in Tudor house design, exploring printing techniques by pre-testing different methods and reviewing methods, painting to create collage background.</p> <p>Focus: create storyboard based on Edward Lear's 'Owl and the Pussycat'</p> <p>Content: create own interpretation of the story to support English study of the poem.</p> <p>Key skills: represent their own imagination through drawing and pencil coloured images.</p>	<p>Focus: Create a front cover their own book, 'The Diary of the Step Mother' from 'Snow White in New York'.</p> <p>Content: drawing colour mixing and watercolour techniques, mixed media book covers.</p> <p>Key skills: pre drawing by observing, drawing and reviewing face proportions, using line and pattern to create a desired effect, using mixed media collage to create a background.</p>	<p>Focus: Arts week project (week long) – depends on annual whole-school focus</p> <p>Content and skills: dependent on whole-school focus.</p> <p>Focus: create i-pad art</p> <p>Content: i-pad art creations, as part of an ICT trip to the CLC centre.</p> <p>Key skills: take photos of their own choice, explore application colours and features to enhance pictures, line and review/amend their process. <i>(This trip can change terms depending on availability)</i></p>	<p>Focus: 'The Great Wave of Kanagawa' by Hokusai as part of our Japan theme.</p> <p>Content: exploring colour and artist expression by creating own version of 'The Great Wave'.</p> <p>Key skills: colour mixing using a primary colour to create hues and shades of blue, explore visual elements including pattern, line and shape, discuss the work of Hokusai and how it reflects his, thoughts, time and culture, say what they think and feel about it.</p>	<p>N/A</p> <p>Focus: 'Mental Health' poster</p> <p>Content: as part of the Personal Development curriculum create their own poster which communicates their key ideas.</p> <p>Key skills: using design to communicate key ideas. Reviewing their work.</p>	<p>Focus: observational drawings in science.</p> <p>Content: drawing lifelike representations of living organisms and their habitats through close observation, in their habitats</p> <p>Key skills: observational skills, sketching, using line to create a likeness.</p> <p>Focus: Puppet Designs</p> <p>Content: drawing puppet designs for their favourite puppets as part of their Design Technology project.</p> <p>Skills: using pencil line and colour to create line and pattern designs.</p> <p>Focus: the Pagoda at Kew</p> <p>Content: an observational drawing of Kew's Pagoda as part of their learning theme.</p> <p>Skills: Using pencil line and pattern to create a likeness.</p>
	PHYSICAL EDUCATION	<p>Focus: Games</p> <p>Several small games which are designed to improve resilience and team work.</p>	<p>Focus: Gymnastics</p> <p>Working to create different shapes and balances in sequences that have a clear beginning, middle and end and have contrasts in direction, level and speed</p>	<p>Focus: Dance</p> <p>To create a class dance, with some group choreography and some freestyle. This also has a PSICHE focus as the children dance the different emotions in the dance.</p>	<p>Focus: Team Games</p> <p>Working on a variety of team games to improve sportsmanship as well as agility, fitness and speed.</p>	<p>Focus: Year 2 Play Dances</p> <p>Working on co-ordination, timing and performing.</p>	<p>Focus: Athletics</p> <p>Preparation for sports day e.g. relay race, long jump, vortex throw, bean bag throw, sack race, bat and ball race).</p> <p>Sports week (a variety of activities)</p>
	PERSONAL DEVELOPMENT	<p>Focus: Identify and respect the similarities and differences between people, including body parts.</p> <p>Being different makes is special.</p>	<p>Focus: Looking after our bodies.</p> <p>This is linked to our health and growth science topic. Please see above.</p>	<p>Focus: Feeling different or alone.</p> <p>This is linked to dance. The children listen to the song 'This is Me' and identify emotions they hear about. They dance to reflect when she is feeling</p>		<p>Mental Health</p> <p>Children learn that it is normal to feel all emotions. They learn that looking after their minds is as important as looking after their bodies. They learn what to do and who to speak to if they feel</p>	<p>Focus: Caring for people</p> <p>Children learn about how to look after one another, especially more vulnerable people.</p> <p>Growing and Changing</p>

				weaker and stronger and there is lots of discussion linking this to real life.		uphappy. They learn mindfulness techniques and reflect on ways to make themselves happier.	The children have lots of special transition time where they get to meet their new teacher, make friends in Y3 and explore Key Stage 2.
RELIGIOUS EDUCATION	<p align="center">Focus: Christianity and Islam</p> <p align="center">AT1: Why are festivals important to religions? Why is Christmas important to Christians? Why is Eid-al-Fitr important to Muslims? What is the importance of gifts in these festivals? What similarities do the festivals share?</p> <p align="center">AT2: Have you ever been to a festival? How does it feel to give a present? How does it feel to receive a present? How do you feel at festivals?</p>		<p align="center">Focus: Buddhism</p> <p align="center">AT1: Who was the Buddha? What are the key beliefs and practices of Buddhism? Where do Buddhist go to worship?</p> <p align="center">AT2: What can I learn from Buddhist values? Can mediation make me feel calm?</p> <p>Trip: (In summer term) Japanese gardens and pagoda.</p>		<p align="center">Focus: Sikhism - Living the faith</p> <p align="center">AT1: What is a symbol? What do the 5Ks represent? What are the key beliefs and practices of Sikhism. Why is Guru Nanak important to Sikhs?</p> <p align="center">AT2: What can we learn from Sikhism? What do most religions have in common? What is my 'golden rule'?</p> <p align="center">Focus: Cultural Day - Islam and animals</p> <p align="center">AT1: Who is Allah? What do you know about the faith of Islam? How did Muhammed show kindness towards animals?</p> <p align="center">AT2: What is a value? What are your values? What can we learn from Muslims about looking after animals? How can we look after animals?</p>		