

Year 2

Curriculum Newsletter



BRINGING YOU THE LATEST NEWS STRAIGHT FROM THE CLASSROOM



KEY DATES

End of Term 5 –
Friday 27th May

Start of Term 6 –
Monday 6th June

Parent-Teacher Conferences –
Thursday 30th June and
Tuesday 5th July

End of Key Stage One
Assessments – June 2022

Ancient History

In history, we learn about real people and real events from the past.

This summer, we will continue studying 'Ancient Rome'. We will be applying our new historical understanding and vocabulary to writing in different contexts, including recounting events in chronological order.

Key Learning

- Octavian was in charge of Rome.
- He made himself emperor and took the new name Augustus (meaning "noble").
- Despite Octavian's grand title, he lived with his family in an ordinary house.
- Octavian spent time improving Rome, overseeing new buildings and pipelines, known as aqueducts, which brought fresh water into the city.
- The Roman army was made up of legions.
- Each legion had around 5,000 men, known as legionaries.
- The legionaries followed the orders of the centurion.
- Each centurion was in charge of around 80 legionaries.
- The Romans used clever formations, or shapes, in battle.
- Two of the most famous Roman army formations were the tortoise and the wedge.
- The tortoise formation was used to protect the legionaries. The Latin (or Roman) word for tortoise is testudo.
- The wedge formation was used to attack enemies. The Latin (or Roman) word for wedge is cuneus.
- Vehicles were banned from the city of Rome during the day.
- Rich, powerful families in the society were known as Patricians. They lived in luxurious houses with running water and underfloor heating, and dozens of slaves to do their cooking and cleaning.
- Many Patrician men worked in the Senate or the army. They were also expected to help poor relations and former slaves.
- Slaves had few rights and weren't even allowed to wear togas – traditional Roman robes.
- A grand dinner involved dozens of dishes – from fried fish and roasted boar to delicacies such as peacock brains and stuffed dormice.
- Diners lay on couches and ate with their fingers.
- Children from wealthy families went to school to learn to read and write.
- As they got older, most girls left to get married, but boys stayed on to study speech-making, which was vital if they wanted to go into politics.
- Ordinary citizens mostly rented small wooden apartments to live in. These had no running water and they had to collect what they needed from public fountains.
- Usually, the whole family had to work long hours, children included.
- At mealtimes, ordinary citizens ate simple food like porridge or stew.
- The government provided free bread to the poorest citizens.
- Cooking was banned in apartments because it caused too many fires – so Rome had lots of snack shops. But many people ignored the ban so the Romans had to invent firefighters.
- An important part of daily life was going to the baths.
- All the Romans, rich or poor, tried to bathe several times a week.
- Everyone used the same pools, but there were different hours for men and women.
- Bathing could take a while. You began in a steamy sauna. Then you had a hot soak, before relaxing in a warm room. Last came a bracing dip in a chilly pool.
- The Romans used oil instead of soap.
- On their days off, most Romans went to watch the "Games" – bloodthirsty contests between trained fighters known as gladiators.
- The biggest Games were held in the Colosseum. This was a vast arena of blood-stained sand, ringed by 50,000 seats. It was opened by the Emperor Titus.
- In front of a screaming audience, the gladiators fought each other or battled against wild animals. Thousands died, though a lucky few became rich and famous. For added entertainment, condemned prisoners were thrown to the lions.
- Religious festivals and holidays offered less gruesome fun, from games and races to drinking and dancing. Every April, there were feasts and bonfires to celebrate the founding of Rome itself.
- The Romans believed in many gods and goddesses, who together made up one big family.
- Jupiter was the King of the Roman gods. He was also god of the sky, and his weapon was a lightning bolt. Jupiter and his two brothers, Neptune and Pluto, together ruled the three realms of the universe: the sky, the sea and the underworld.
- Neptune was the god of the sea, and the brother of Jupiter and Pluto. His weapon was a trident, or three-pronged spear.

- Pluto was the god of the underworld, the place where people's souls went after death. He was also the brother of Jupiter and Neptune. Pluto is shown here with Cerberus, the three-headed dog who guarded the entrance to the underworld.
- Juno was the Queen of the gods and the wife of Jupiter. She was goddess of marriage.
- Mars was god of war, and the son of Jupiter and Juno. According to Roman myth, he was also the father of Romulus and Remus, the twin brothers who founded Rome.
- Venus was goddess of love, and the daughter of Jupiter.

Caligula became emperor at the age of 25. At first, he was very popular because he was generous with money and kind to wrongdoers.

- Later, he became only interested in personal glory and a lavish lifestyle.
- After a sudden illness, Caligula started acting strangely, having fits of rage and turning very cruel.
- He gave his horse jewels and slaves, and even tried to make it a senator.
- Nero, another emperor, was pushed into power by his mother, Agrippina, who hoped to make him do what she wanted. However Nero had her killed.
- One year, Nero took part in the Olympic Games in Greece. No one dared to beat him, so Nero won all the prizes. He was so pleased, he didn't tax Greece for a year.
- Nero also gave long acting shows, which no audience member was allowed to leave before the end.
- Then, ten years into Nero's reign, a fire broke out in some of the shops near the Circus Maximus. It spread and set most of Rome ablaze.
- Visiting the seaside at the time, legend says Nero watched from a distance, happily playing a fiddle, while Rome burned.
- With two-thirds of the city destroyed, Nero ordered a huge golden palace to be built. This caused people to suspect that Nero had started the fire himself.
- When Nero's hold on power started to slip, he committed suicide.
- Trajan started life as a soldier before becoming emperor. He was such a brilliant soldier that the emperor Nerva adopted him. And when Nerva died, Trajan inherited the throne.
- Trajan was a hero who led his army into many battles, the most famous being in Dacia (now part of Romania).
- Trajan used seized Dacian gold to glorify Rome, building a grand new marketplace and a marble pillar known as "Trajan's Column" which was covered in carvings depicting scenes of his victories.

- By the time Trajan died, Rome was the head of an empire greater than any the world had ever seen.
- Diocletian divided the empire in two. A deputy would run the western half from Rome, while he ruled the eastern half from Turkey. Rome was no longer the capital of the world.
- Emperor Constantine created a new capital, Constantinople, in Turkey. The new city was built to rival Rome's wealth and magnificence.
- In the west, the old Rome was under attack. When German tribes known as Goths and Vandals ransacked Rome and toppled its emperor, the western empire was over.
- Today, much of the old Rome still stands, from ancient aqueducts and temples to Trajan's monumental column and the vast, arched walls of the Colosseum.

Key Words: Augustus, noble, emperor, grand title, aqueducts, fresh water, legions, formations, conquer, empire, army, tortoise, wedge, testudo, cuneus, protect, attack, centurion, legionaries, resident, vehicle, banned, a mixed bunch, society, patricians, citizen, slave, rights, traditional, luxurious, underfloor heating, roasted boar, delicacies, peacock brains, stuffed dormice, lounging around, speech making, vital, politics, mock battles, rented, fountain, porridge, stew, government, baths, bathe, sauna, bracing dip, chilly, bloodthirsty contests, gladiator, Colosseum, arena, blood-stained, Emperor Titus, audience, wild animals, condemned prisoners, festival, gruesome, bonfire, founding of Rome, the known world, personal glory, insane, Caligula, generous, wrongdoers, lavish lifestyle, gatehouse, fits of rage, Nero, Agrippina, poison, booby-trap, Olympic Games, tax, reign, disaster, sweltering, ablaze, legend, fiddle, smoking rubble, gossip, commit suicide, admired, Trajan, Nerva, inherit the throne, hero, Dacia, Romania, glorify, triumph, marble pillar, Trajan's Column, carved, scenes, victories, distant territories, Diocletian, drastic measures, deputy, western, eastern, Turkey, overshadowed, Constantine, Constantinople, magnificence, German, Goths, Vandals, ransack, topple, ancient, monumental, vast.

English & Grammar

This term, the Year Twos will continue writing their book reviews, before writing first-person diary entries from the perspective of a character in a book, exploring a science-linked non-chronological report/procedural-writing piece and ending with poetry.

Spelling rules will include -es suffix, words ending in 'il', words ending in 'le', words ending in 'el', words ending in 'al', words ending in 'tion', 'kn' sound, 'gn' sound, 'j' sound 'j' and 'g', 'j' sound 'ge' and 'dge', 'r' sound spelt 'wr', 'ee' sound spelt 'ey', 'zh' sound made by 's', 'ir' sound spelt 'or' after 'w'.

Grammar revisited and covered will include the following:

Noun—the name of a person (e.g. boy, Lucy, doctor), place (e.g. beach, Liverpool) or thing (e.g. paper clip, love, Heinz Baked Beans). Some nouns are 'proper' (i.e. special names) which must start with capital letters. Others are 'common' and are used more generally.

Adjective—a word that describes a noun. It provides more information about the noun. We regularly find them preceding nouns (e.g. I lounged on the **comfortable, relaxing** chair.)

Verb—a 'doing', 'being' or 'having' word (e.g. runs, jumped, made, is). Every sentence includes a verb.

Adverb—in the simplest of terms, it is a word which describes a verb (e.g. carefully, delicately, sneakily). It tells us how an action is/was performed. Adverbs can be found before or after verbs.

Other terms

Homophones - words that sound the same but have different meanings and spellings. E.g. bye, buy, by and there, they're and their.

Coordinating Conjunctions - words that join clauses of equal importance together. A clause has to have a **noun** (the subject) and a **verb** in it. E.g. The **girls played**. The mnemonic "FANBOYS" may be used to memorise the 7 **co-ordinating conjunctions**. The **co-ordinating conjunctions** in orange are the ones we are most likely to use in class:

F = for

A = and

N = nor

B = but

O = or

Y = yet

S = so

Subordinating conjunction - introduces a **subordinate clause**, which is also known as an **adverbial clause** (a clause that does not make sense on its own). This subordinate/adverbial clause gives extra information about the **main clause** (which does make sense on its own). For example: We can't go to the shop today **because** it's closed.

The most common subordinating conjunctions are as follows:

Because, when, if, although, while, as, until, since, though, unless, once, after.

Past Progressive Tense - This is used when an action happened in the past and it continued for a longer time. The action also may have happened whilst another action was happening. E.g. He was laughing. It is formed with the past tense of the verb 'to be' (so 'was' if it's a singular subject, or 'were' if the subject is plural) as an auxiliary verb, with the addition of the suffix '-ing' to the main verb.

Speech Marks – also known as 'Double Inverted Commas' (66 and 99). These go around the words being spoken. Sentences spoken must begin with capital letters even though they are part of a bigger sentence. These spoken sentences must also be punctuated and the punctuation should fall inside the double inverted commas. Ideally, a new line should be started when a different person begins speaking. Note: There are further teaching points related to speech marks. However, since it is a Year Three objective, we keep it simple at this stage.

Personification - when an animal or object is given qualities or abilities that only a human can have. E.g. Thunderous rain from ominous clouds hammered aggressively on the cracked window pane.

Simile - helps an author to describe something in more detail.

It makes a comparison between two things and it uses 'like' or 'as _____ as' to do this. E.g. His sister was as gentle as a lamb.

Maths

In summer, Year Two will be learning the following:

Money

- 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.

Faces, Shapes and Patterns; Lines and Turns

- 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].
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- compare and sort common 2-D and 3-D shapes and everyday objects.
- 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 anticlockwise).

Number within 1000

- use place value and number facts to solve problems
- identify, represent and estimate numbers to 1000 using different representations (Y3).
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3).
- compare and order numbers up to 1000 (Y3).
- read and write numbers up to 1000 in numerals and in words (Y3).
- count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3).

Measures: Capacity and Volume

- choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using scales, thermometers and measuring vessels
- compare and order volume and capacity and record the results using $>$, $<$ and $=$.
- apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature ($^{\circ}\text{C}$)
- using known

facts to derive new facts ($2\text{ml} + 2\text{ml} = 4\text{ml}$ so $200\text{ml} + 200\text{ml} = 400\text{ml}$).

Measures: Mass

- choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- compare and order mass and record the results using $>$, $<$ and $=$.
- apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g).
- using known facts to derive new facts ($2\text{g} + 2\text{g} = 4\text{g}$ so $200\text{g} + 200\text{g} = 400\text{g}$).

Exploring Calculation Strategies

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers.
- add and subtract numbers with up to two digits, using written methods.

Multiplication and Division (3x and 4x Tables)

- recall and use multiplication and division facts for the 3 and 4 multiplication tables (Y3).
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Key Words: Pound, pence, combine, combinations, change, 2-D shapes, 3-D shapes, properties, edges, vertices, faces, surface, sort, symmetry, vertical, horizontal, patterns, sequence, position, direction, movement, rotation, right angle, angle, quarter, half and three-quarter turns, clockwise, anticlockwise, representation, estimate, three-digit number, mass, capacity, volume, standard units, capacity (litres/ml), temperature ($^{\circ}\text{C}$), scales, thermometers, measuring vessel, compare, order, method, mathematical statements, multiplication tables, arrays, repeated addition, commutative.

Science

Science is the study of the natural world through observation and experiment.

In summer, Year Two will be continuing to learn about 'Plants', followed by 'Looking After our Environment'.

Key Learning (Plants)

- How to conduct a simple investigation into what plants need in order to grow well and be healthy.
- Plants need (sun)light, warmth, water, nutrients and air to grow healthily.

Key Words: Germination, dispersal, growth, stem, root, shoot, bulb, seed, flower, soil, light, warmth, water, nutrients, conditions, variable, prediction, investigate, observe, record, results, conclusion.

Key Learning (Looking After our Environment)

- All the physical surroundings on Earth are called the environment. The environment includes everything living and everything non-living.
- The non-living part of the environment has three main parts: the atmosphere, the hydrosphere, and the lithosphere.
- The atmosphere is the air—the layer of nitrogen, oxygen, and other gases that surrounds Earth.
- All the oceans and other bodies of water on Earth make up the hydrosphere. The hydrosphere includes the water in the air, such as that in clouds.
 - The lithosphere consists of the outer layer of Earth. This includes the crust and the solid outermost layer of the upper mantle. The lithosphere also includes the rocks and soil on the surface of Earth.
- People, animals, plants, and all other living things rely on the non-living parts of the environment to survive.
- The part of the environment where life happens is called the biosphere.
- The biosphere is made up of many ecosystems. These are communities of living things and the non-living things that they rely on.
- Changes in the environment affect living things. Some changes are natural. They include weather conditions; the erosion, of rocks and soil; and natural disasters such as earthquakes.
- People make changes in the environment, too, and many of these changes are harmful to living things.
- Around the world, human activities have resulted in air and water pollution.

- People also have destroyed the habitats of many animals.
- Some scientists believe that people's use of oil, coal, and natural gas has led to a dangerous condition called global warming.
- Global warming is a rise in the temperature of Earth's surface.
- Today many people are working to protect the environment by conserving, or saving, natural resources.
- They also try to recycle, or reuse, products to avoid waste and pollution.

Key Words: Environment, climate, greenhouse gases, global warming, Earth, atmosphere, hydrosphere, lithosphere, biosphere, reduce, reuse, recycle, climate change, pollution, renewable, non-renewable, earthquake, habitat, erosion, natural resources, coal, waste, crust, mantle, ecosystem

Geography

Geography is the study of people and places.

In summer 1, Year Two will be learning about 'Rivers and Coasts' and 'The United Kingdom – Cities, Towns and Villages'.

Key Learning (The United Kingdom – Cities, Towns and Villages)

- The U.K. is a sovereign state that consists of four individual countries: England, Scotland, Wales and Northern Ireland.
- The Republic of Ireland is not a part of the U.K., even though it shares a border with Northern Ireland.
- England is the most populated country in the United Kingdom.
- A capital city is the place where the government of a country meets.
- The English flag is white with a red cross.
- The capital city of England, London, is also the capital of the United Kingdom. It is the largest city in the United Kingdom.
- The world's first public zoo first opened in 1829 in London (London Zoo).
- The River Thames flows through London.
- More than 300 languages are spoken within London.
- The London Underground is the oldest underground railway network in the world. It was built in 1863.

- The double-decker bus is an icon of London.
 - Buckingham Palace is the Queen's official residence.
 - The Houses of Parliament is where politicians and decision-makers create laws.
 - The longest river in the United Kingdom is the River Severn.
 - The longest river found entirely in England is the River Thames.
 - The largest lake in England is named Windermere.
 - England has a large economy and uses the pound sterling as its currency.
- Scotland shares a border with England.
 - The Scottish flag is Blue with a white X on it.
 - Scotland includes over 700 islands. These include groups called Orkney, Shetland and the Hebrides.
 - The capital of Scotland is Edinburgh.
 - Edinburgh is built on top of an extinct volcano.
 - Edinburgh was the first city in the entire world to have its own fire service.
 - Edinburgh has 112 parks and more trees per head than any other city in the U.K..
 - The highest mountain in Scotland is Ben Nevis which stands at a height of 1344 metres (4409 feet).
 - The Scottish Highlands are a mountainous region of Scotland with historical importance and a low population density.
 - Scotland has a unique culture with traditions such as bagpipes, kilts and highland dancing.
- Wales is surrounded by sea on three sides.
 - The Welsh flag has a green and white background with a red dragon. Along with Bhutan and Malta, it is only one of three countries that has a dragon on their national flag.
 - Wales is the only country in the United Kingdom not to be represented on the Union Jack.
 - It has its own devolved government which governs many aspects of Welsh life, like health and education.
 - Cardiff is the capital city of Wales.
 - Cardiff has more green space per person than any other city in the U.K..
 - Wales has a population of just over three million people but there are nearly three times as many sheep and lambs in Wales as there are people.
 - The Welsh language (Cymraeg) is the oldest language in Britain. It could be up to 4,000 years old.
 - 9% of the population in Cardiff speak Welsh as well as English. Great efforts have been made recently to preserve the Welsh language, which is considered endangered.
 - The city has the oldest record store in the world - Spiller's dates back to 1894.
- Cardiff became the capital of Wales in 1955. It's Europe's smallest and one of its newest capital cities.
 - The Welsh national game is rugby.
 - The deepest cave in Britain, Ogof Ffynnon Ddu, is in Wales. It's 1,010ft (304m) deep.
 - Wales is well known for its hills and mountains. The highest mountain in Wales and England is Mount Snowdon, at 1085 metres (3560 feet) high.
 - The daffodil is Wales' national flower but the leek is also a national symbol.
- Northern Ireland is the smallest country in the United Kingdom.
 - It takes up one-sixth of Ireland.
 - The rest of Ireland is an independent nation, the Republic of Ireland.
 - In 1921, the island of Ireland was divided into two parts. Northern Ireland remained part of the United Kingdom and the rest became known as the Republic of Ireland.
 - Sometimes Northern Ireland is called Ulster, the ancient name of that part of Ireland.
 - Although English is the most popular language in Northern Ireland, Chinese is the most widely spoken minority language.
 - Belfast is the capital city of Northern Ireland.
 - The land that Belfast occupies has been occupied since the Bronze Age.
 - Belfast was the birthplace of the RMS Titanic, the world's most famous ship.
 - The symbol of Belfast is a seahorse, due to its maritime history.
 - Belfast has a library that's over 200 years old - the Linen Hall Library.
 - Lough Neagh is a huge lake in Northern Ireland – in fact it's the biggest lake in the British Isles.
 - The Giant's Causeway is a famous rocky area of the coast in County Antrim. It's made up of thousands of hexagonal blocks of rock, formed by ancient volcanic eruptions.
- Key Words: U.K., sovereign state, countries, England, Scotland, Wales, Northern Ireland, border, population, capital city, government, govern, languages, network, London, double-decker, icon, Buckingham Palace, official residence, The Houses of Parliament, politicians, laws, economy, currency, islands, Orkney, Shetland, the Hebrides, Edinburgh, extinct, mountainous, historical importance, density, culture, traditions, bagpipes, kilts, highland dancing, the Union Jack, Cardiff, Cymraeg, preserve, endangered, national, symbol, independent, Republic of Ireland, Ulster, occupied, RMS Titanic, seahorse, maritime, British Isles, The Giant's Causeway, coast, County Antrim, hexagonal, volcanic eruption.

Key Learning (Mapping)

- A map symbol is a picture or sign on a map.
- An aerial photo is a view from above. It is also called a 'bird's eye view'.
- A key helps us to understand map symbols.
- A route is a way to get from one place to another.
- Ordnance Survey is an organisation that makes very detailed maps. It is the national mapping agency of Great Britain.
- A compass is an important instrument used in mapping. It is a tool for finding direction.
- An atlas is a book of map which allows us to explore the maps of different countries.

Key Words: Map symbol aerial photo bird's eye view, key, route, Ordnance Survey, directions, left, right, straight, forwards, north, south, east, west, compass, navigate, atlas.

Religious Education

Our religious education curriculum is designed to promote understanding and tolerance of others' beliefs. Years One and Two will simultaneously learn about Islam in Summer One and Sikhism in Summer Two.

Key Learning (Islam)

- The religion of Islam started 1400 years ago in the city of Makkah (Mecca) in Saudi Arabia.
- Islam means submission to God.
- People who belong to the Islamic religion are called Muslims.
- Muslims believe there is only one God, known as Allah.
- Allah has sent messengers or prophets to the world and the final and most important messenger was called Muhammad. Muhammad was an ordinary man who lived in Saudi Arabia.
- When Muslims say Muhammad's name they often add "peace be upon him".
- Muslims believe God revealed his message to Muhammad and it is recorded in their holy book, called the Qur'an.
- The city of Makkah is very important to Muslims. It is where Muhammad was born and Muslims should visit the city if they can.
- While they are there they visit the Ka'bah. Muslims believe that this is where the Prophet Ibrahim (Abraham) built the first place of worship to just one God.

- The Qu'ran is the Islamic holy book and is treated with great respect.
- When Muslims pray they start with the Arabic words, Allahu Akbar, meaning God is the greatest.
- Muslims are expected to pray five times a day. This can be done at home, at school, at work or in the mosque.
- Muslims should kneel to pray on a clean space, such as on a prayer mat and they should wash beforehand.
- When Muslims pray they face in the direction of Makkah, the city where Muhammad was born.
- Islam is based on the Five Pillars of Islam which Muslims must follow. These are:
 - o Reciting the Muslim profession of faith in one God, Allah and in the Prophet. (Shahadah)
 - o Prayer five times a day (Salah)
 - o Giving to charity (Zakah)
 - o Fasting during the month of Ramadan (Sawm)
 - o Pilgrimage to Makkah (Hajj)
- There are no pictures of Muhammad or Allah and nothing should be drawn or made which could be worshipped instead of Allah. Instead, images of flowers and patterns from nature are often drawn and used to decorate religious places.
- Ramadan (a period of thirty days) is a very important time when Muslims remember how the Qur'an was first revealed to Muhammad.
- A special effort is made to focus on Allah rather than on one's self. To do this, Muslims fast during the hours of daylight.
- Muslims believe that fasting teaches them self-control and obedience to Allah.
- During Ramadan, Muslims spend a lot of time in prayer, reading the Qur'an and doing good deeds. It is seen as a happy time.
- At sundown the fast is often broken by eating some dates, a kind of dried fruit.
- At the end of the fasting period there is a festival, Id-ul-Fitr (The Feast of Fast Breaking)
- During Id-ul-Fitr, Muslims swap gifts and have large family gatherings. They also decorate their homes and have celebratory meals together. Some girls and women will decorate their hands with henna.

Key Learning (Sikhism)

- Sikhism began 500 years ago in the Punjab area of India and Pakistan.
- The religion is based on the teachings of Guru Nanak and nine other Sikh gurus who came after him. 'Guru' means 'wise teacher'.
- The final guru is the Sikh holy book; the Guru Granth Sahib, which is seen as a living guru.

- Sikhs believe in one God and that everyone is equal before God.
- Their holy book, Sri Guru Granth Sahib, is a book of hymns written by the gurus.
- Sikhs use it as their spiritual guide and it is treated with a lot of respect.
- Sri Guru Granth Sahib also contains passages written by Hindus and Muslims, to show respect for other religions.
- A Sikh temple is called a gurdwara. It is a place where Sikhs come to be together and to worship God.
- A gurdwara always has a prayer hall for worship, with a special place for the Guru Granth Sahib.
- It also has a langar or 'free kitchen', where anyone can come for a free meal, whatever their beliefs. There are no tables or chairs in the langar; people sit together on the floor, as they do in the prayer hall, to show that everyone is equal in the eyes of God.
- The orange Sikh flag, which carries a symbol called the Khanda, always flies outside a gurdwara.
- The Khalsa are a special group of Sikh people who have dedicated themselves to following the teachings of the Gurus and have been baptised during the sacred Amrit ceremony.
- The men and women are expected to be examples of all that is pure and good and to follow all the duties of their religion, including wearing The Five Ks, which are a sign of belonging.
- The Five Ks are:
 - o Kesh (or kes) which is uncut hair. Hair is a sign of holiness and strength. Not cutting hair shows that a Sikh accepts God's gift without trying to change it. Sometimes Sikh's keep their hair tidy by wearing a turban.
 - o A kangha (or kanga) which is a wooden comb. It keeps the uncut hair clean and tidy. It also shows the importance of looking after the mind and body.
 - o A kara which is a steel bracelet in the shape of a circle. It's a reminder that, like a circle, God has no beginning and no end.
 - o A kirpan which is a ceremonial sword. It reminds Sikhs to look after and defend people who are weak. Many people have a tiny version instead of having a full-sized sword with them all the time.
 - o Kachera (also kacchera or kaccha) which is special underwear made of cotton. It is comfortable and allows the wearer to move freely, and to be ready to fight for what is right.

PSHCE

The Year Twos will be covering 'Staying Safe' and 'Our Diverse Community'.

Key Learning (Staying Safe)

- The sun can be dangerous and how to keep safe in the sun.
- The risks caused by fire and what can be done to prevent a fire.
- What can be done to keep safe in the event of a fire, both at home and at school.
- What a stranger is and what to do if approached by a stranger.
- The risks that computers, the internet and mobile devices bring.
- The importance of using them under parental supervision and how to keep themselves safe online.
- How to keep safe when walking along pavements and when crossing roads.
- Identifying risks at home and school, including electricity.

Key Learning (Our Diverse Community)

- How people have moved to London and to the United Kingdom from all over the world.
- Where class members are from and why those places are special.
- The range of different languages that are spoken around the country and in our school.
- How to greet each other in different languages.
- The range of different faiths represented around the country and in our school.
- The importance of tolerance between faiths, including tolerance for those with no faith.

Art

This term, we are continuing to work with the idea of water in art, exploring what we can do with water to make interesting artworks, and looking at how water has been represented in art. We will be exploring and developing printmaking skills too.

Vocabulary: Printmaking, artist, repeat pattern, design, decorative.

Next term, we will be using the Impressionists as a springboard to look at landscape art across lots of different styles of art. We will be using photography, textiles and paint, and preparing for our Summer exhibition!

Vocabulary: Impressionism, colour, landscape, abstract, light, textiles.

Music

During the summer terms we will be studying the Carnival of the Animals and musical elements.

Key vocabulary: rhythm names, tempo (fast and slow), dynamic (loud and quiet).

PE

This term, we will be focussing on Athletics. This combines a number of fine and gross motor skills including jumping, running and exploring throwing a variety of objects. We will also be concentrating on the concept of individual competition as well as sportsmanship.

Our KS1 sports day will be held at Pimlico Academy on Friday 8th July.

