

Year 2

Curriculum Newsletter



BRINGING YOU THE LATEST NEWS STRAIGHT FROM THE CLASSROOM



KEY DATES

End of Term 1:
Friday 22nd October

Start of Term 2:
Monday 1st November

Parent Conferences:
Thursday 2nd and
Tuesday 7th December

English & Grammar

After an initial recap of Year One learning, which will include consolidation of the phonemes and high frequency word practice, Year Two will learn how to define and identify different word classes. This knowledge will be linked to two texts, Roald Dahl's *The Twits* and Anthony Browne's *Hansel and Gretel*, and used to assemble accurate and interesting simple sentences which describe both characters and settings. E.g. Mr Twit enthusiastically licked his bristly, filthy beard.

Spelling rules will include 'or' spelt 'a' before 'll' and 'l', soft 'c', -y suffix and -ed suffix .

Word classes covered will include:

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.

Ancient History

In history, we will be learning about real people and real events from the past. This autumn, we will be studying 'Ancient Rome'. We will be applying our new historical understanding and vocabulary to writing in different contexts, including recounting events in chronological order and describing settings.

Key Learning

- The Romans lived in ancient Rome two thousand (2,000) years ago.
- The Romans didn't only live in Rome. They conquered many other lands and built a huge empire.
- By conquering other lands, the Romans were able to rule much of the world.

- According to myth, Rome started with the twin sons of Mars, the god of War, and a glamorous princess – Romulus and Remus.
- Historians think shepherds and farmers began to settle on the seven hills where Rome now stands nearly 3,000 years ago.
- The seven hills were situated by the River Tiber and were easy to defend.
- Numerous bustling villages joined together to form the city we know as Rome. These city-dwellers were called Romans.
- The Romans built a huge stone marketplace known as the Forum.
- On the top of the highest hill, named the Capitol, they built a temple dedicated to the King of the gods, Jupiter.
- Rome was ruled by a king and a group of wealthy noblemen known as the Senate. The noblemen were called Senators.
- Once selfish King Tarquin was banished by the senators, after his son attacked a senator's wife, the senators began to run Rome themselves. From then on, the city was known as the Republic of Rome.
- After seizing control of Italy, Rome became Italy's capital city.
- The Gauls were a Northern European tribe who attacked the Romans.
- The Carthaginians, who controlled a huge empire in northern Africa and Spain, were another threat to Rome.
- A ferocious Carthaginian named Hannibal invaded Italy on war elephants.
- Hannibal defeated three Roman armies and for fifteen years controlled much of Italy.
- However, Rome fought back and eventually defeated Carthage in Spain and Africa. With Hannibal defeated and most of the lands around the Mediterranean Sea conquered, Rome was now head of an empire.
- Following arguments about how to run the empire, a general named Sulla seized power and made himself dictator.
- Fearing plots against him, he banished an ambitious young man named Julius Caesar.
- When Sulla died, Caesar, who had since joined the Roman army, returned and became one of the most powerful men in Rome.

Key Words: Romans, ancient, past, history, empire, civilisation, rule, conquered, Rome, Romulus, Remus, King Numitor, Amulius, River Tiber, Faustulus, shepherd, Sabine feast, revenge, judge, evidence, the Forum, Capitol, Jupiter, sewer, army, defend, chariot, kings, Senate, senator, Tarquin, Sextus, banished, republic, seize, Gauls, battle, retreat, sacred, Hannibal, invade, Sulla and dictator.

Science

Science is knowledge about the natural world that is based on facts learnt through experiments and observation.

In Autumn 1, Year Two will be learning about 'Living Things'.

Key Learning

- All living things move, grow, make babies, sense the world around them, get rid of waste, and need food and oxygen.
- Some things are living (e.g. tree), some are dead having once lived (e.g. paper) and some have never been alive (e.g. plastic chair).
- All mammals, reptiles and birds breathe air through their noses.
- Fish and animals that live underwater also breathe air but through special organs called gills.
- All animals that live out of and in water, need water. Animals that live in water get water through their skin, whereas animals that live out of water drink it through their mouths or get water through their food.
- Animals which only eat meat are called carnivores.
- Animals which only eat vegetation are called herbivores.
- Animals which eat both vegetation and meat are called omnivores.
- Shelters keep us safe from predators, give us a place to rest and have babies, and protect us from the getting wet, too hot or too cold.
- The place where an animal lives and spends its time is called a habitat. All living things live in a habitat which they are suited to.
- Habitats provide for the basic needs of the living things that live there
- Some examples of habitats include deciduous woodlands, tropical rainforests, the seashore, deserts, grasslands, mountains, wetlands, Polar Regions and ponds.
- Animals and plants depend on each other in a habitat. (E.g. Branches and leaves give lots of shade to animals. Birds eat fruit and seeds from the trees. Insects spread pollen and seeds between flowers.).
- Seashores contain rock pools, which are an example of a micro-habitat. 'Micro' means small.
- Plants make their own food using sunlight, water and air (carbon dioxide).
- A food chain is a sequence that shows how living things get their energy from food. It shows the journey of what living things eat.

- A producer is a plant. Producers begin all food chains.
- A consumer is a person or thing that eats or uses something.

Key Words

Move, grow, babies, sense, waste, food, oxygen, mammals, reptiles, gills, carnivores, herbivores, omnivores, shelter, predator, protect, habitat, depend, shade, pollen, seeds, micro-habitat, needs, limpets, sea stars, mussels, crabs, coral weed, moss, carbon dioxide, food chain, energy, producer and consumer.

In Autumn 2, Year Two will be learning about 'Animals'.

Key Learning

- Adult and baby animals have different names (e.g. bear and cub, dog and puppy, butterfly and caterpillar, horse and foal).
- All living things can reproduce. This is when a living thing, makes a new living thing (of the same kind).
- Plants reproduce by bearing seeds that grow into new plants. Humans and other animals reproduce by having babies.
- Some animal babies look just like their adult mother but smaller. Some animal babies look very different.
- All animals start off as babies and grow into adults. Adults can have their own offspring (babies). These babies grow into adults who have their own babies. This is called a life cycle.
- There are five main animal groups: mammals, fish, birds, amphibians and reptiles.
- All mammals have a backbone (a spine).
- Most mammals give birth to live babies. Mammals have lungs and breathe air. All mammals feed their babies on milk. Mammals have hair (or fur) on their bodies.
- Birds are animals which have wings, feathers, beaks and claws on their feet. Baby birds are called chicks and they hatch from eggs.
- An amphibian is a cold-blooded animal with a backbone. Amphibians are usually in or near water. Amphibians have rubbery, thin skin. Most amphibians lay eggs (called spawn) in the water. When they hatch, the tiny tadpoles live in the water.
- A reptile is a cold-blooded animal with a backbone. They have dry, scaly skin. Most reptiles are born from eggs, though some are not. Reptile hatchlings look just like their parents, only smaller.
- Fish are animals which live in water and have a backbone. They have scaly skin, fins and gills to help them breathe underwater.
- There are five basic food groups: carbohydrates, sugar and fat, dairy, protein, and fruit and vegetables.

- We should consume a balanced diet, eating LOTS of fruit and vegetables, LOTS of healthy carbohydrates, SOME protein and dairy and A LITTLE amount of sugary or high-fat foods.
- It is important to be active.
- The heart pumps blood around the body and it needs to be kept strong. Like any muscle, you can make it stronger by using it more.
- When we exercise, we give our hearts work to do, and this makes us stronger and healthier.
- We can avoid getting ill through good hygiene (e.g. washing our bodies properly and brushing our teeth regularly and carefully).

Key Words

Reproduce, life cycle, adult, teenager, toddler, baby, child, babies, offspring, lungs, cold-blooded, backbone, spine, beak, claws, spawn, hatchling, balanced diet, carbohydrates, sugar, fat, dairy, protein, heart, pump, muscle and hygiene.

Geography

Geography is the study of people and places.

In Autumn 1, Year Two will be learning about 'Our Wonderful World'.

Key Learning

- A globe is a model of Planet Earth.
- A map is a flat, accurate picture of the Earth's surface.
- A cartographer is a map-maker.
- Aerial photographs are taken from above, looking down.
- An atlas is a book of maps.
- Only 30% of Planet Earth is land. The rest is water.
- There are seven continents on Planet Earth: North America, South America, Africa, Europe, Asia, Oceania and Antarctica.
- The continents are large spaces of land that have countries inside them.
- There are five oceans on Planet Earth. In size order they are as follows: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean.
- The Pacific is the largest ocean and is home to Challenger Deep, the Great Barrier Reef and a string of volcanoes.
- The Atlantic Ocean is the second biggest ocean. It is half the size of the Pacific Ocean. The longest mountain range in the world, named the Mid-Atlantic Ridge, can be found there.

- The Indian Ocean is the third largest ocean and is the largest Humpback Whale breeding area on Earth.
- The Southern Ocean is the second smallest as well as the wildest and coldest. It completely surrounds Antarctica.
- The Arctic Ocean is the smallest and is home to walrus and narwhal.
- To navigate means to plan and direct the course of a ship, aircraft, or other form of transport, especially by using instruments or maps.

Key Words

Earth, globe, spinning, countries, oceans, maps, cartographer, atlases, continents, equator, Northern Hemisphere, Southern Hemisphere, directions, compass points, north, south, east, west, North America, South America, Africa, Europe, Asia, Oceania, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Challenger Deep, the Great Barrier Reef, volcanoes, the ring of fire, Mid-Atlantic Ridge, Humpback Whale, breeding, walrus, narwhal, albatross, coral reef, wingspan, climate change, mythology and navigate.

In Autumn 2, Year Two will be learning about 'Deserts and Forests'.

Key Learning

- A forest is a place where there are lots of trees.
- Forests can be classified in different ways. Classification can be based on the types of trees, climate or animals and plants that live in the forest.
- The climate is the weather over a long period of time.
- Hot forests are called tropical rainforests. Tropical rainforests, are usually located near the equator. The climate is hot and wet all year, with temperatures remaining at around 27–28°C.
- Cooler forests are called temperate forests. Temperate forests have four seasons. Their climates have warm summers and cool winters.
- Temperate forests are characterized by deciduous trees, which lose their leaves during the winter.
- A tropical rainforest is so extensive that it is divided into 4 parts: the forest floor, the understory, the canopy and the emergent layer.
- The 'forest floor' (layer one) is covered in leaf litter and has very little light. Animals such as tapirs and small rodents live there.
- The 'understory layer' (layer two) mainly consists of the tree trunks and only gets a bit of light. Insects, snakes and other reptiles live here.

- The 'canopy' (layer three) can be 100 feet high. Trees in this layer receive sunlight on their leaves.
- The 'emergent layer' (layer four) protrudes above the main canopy, growing as high as skyscrapers. It is home to many birds seeking safety high up away from predators and it protects the forest floor from the tropical rain.
- A desert is a vast, dry space of land.
- Deserts are abandoned places. Abandoned means completely alone and un-lived in.
- Deserts can be hot or cold. Cold deserts are usually found further away from the equator.

Key Words

Forest, climate, tropical, equator, temperate, deciduous trees, forest floor, understory layer, canopy layer, emergent layer, desert, abandoned, temperature, vast, dry, Atlantic Oakwood forest, The Amazon rainforest, the Congo rainforest, Canadian Evergreen forest, Arctic Polar desert and Sahara desert.

Maths

In Autumn 1 and 2, Year Two will be learning the following:

- How to identify, represent, compare and order numbers to 100.
- How knowledge of number (specifically place value and number bonds) can be applied to addition and subtraction equations featuring two-digit numbers, whether these equations are presented in digits or within a word problem.
- 2, 5 and 10 multiplication and division facts.

Key Words

Tens, ones, more, less, fewer, digit, value, partition, part-whole, add, addition, subtract, subtraction, place value, equal to, order, operation and equation.

Religious Education

Our religious education curriculum is designed to promote understanding and tolerance of others' beliefs. Years One and Two will simultaneously learn about Judaism in Autumn 1.

Key Learning

- Judaism is a religion that began nearly 4,000 years ago in the Middle East.
- Jewish people, or Jews, are people who follow Judaism.
- Jewish people believe that there is one God.
- Jewish people believe that God cares about how people behave.
- Jewish people believe that God made a covenant, or agreement, with a man called Abraham. Jewish people promise to follow God's laws in return for God looking after them.
- Jewish people believe that God is very powerful and morally good. Many Jewish people believe that God knows everything
- The Jewish sacred text, or holy book, is called the Tanakh.
- The Tanakh is divided into three parts. The first part is called the Torah.
- The Torah contains many commandments. These are rules that many Jewish people try to follow. The most important are called the Ten Commandments, which God gave to a man called Moses. These include the instructions not to worship other gods, not to kill and not to steal.
- The scrolls of the Torah are so special that people are not allowed to touch them. They use a special pointer to follow the words.
- Jewish people worship God in a synagogue.
- Synagogues contain an ark, where the scrolls of the Torah are kept.
- Jewish people have special services on Saturdays. These services are led by rabbis (spiritual leaders).
- Traditionally, men and women sat apart from each other. Today, they sit apart in some synagogues and together in others.

Key Words

Belief/to believe, God, Middle East, religion, agreement, covenant, morally, commandment, holy, sacred, scroll, Tanakh, text, Torah, ark, rabbi, service, synagogue and to worship.

PSHE

The Year Twos will be covering rules and routines for a successful year, respecting ourselves and others, and relationships.

Key Learning

- The school rules:
 1. We come to school to learn
 2. We keep each other safe
 3. We respect each other
- Intelligence is not fixed but perseverance and hard work are the major factors in determining success.
- How to ask for help if they are unhappy, feel unsafe or are worried about someone else, including words they can use and which adults to speak to.
- The importance of kindness, and how they can show kindness in school, local and global communities.
- How to reflect on one's own special qualities to develop self-respect.
- Appreciating that others may have similar special qualities, but we all have our own blend of interests, traits and characteristics that make us unique.
- The importance of respecting everyone including those with whom they disagree, with whom they are not friends or who are different from them.
- How to demonstrate respect.
- The importance and positive features of families and friendships.
- Not all families and friendships appear the same.
- What to do if anything in a family or friendship makes them feel unhappy or unsafe.
- Strategies for resisting peer pressure.
- Difficulties in friendships can be worked through and techniques to manage difficulties.
- Strategies for overcoming loneliness.
- Methods for overcoming insecurity and jealousy.

Music

Over the course of the term, the children will be developing their knowledge of how to read and to write music. They will learn to use confidently subject-specific vocabulary such as *stave*, *treble clef*, *bar line*, *bar*, *rest*, *minim*, *quaver* and *crotchet*; and they will relate these to the music they hear, read and perform. We will focus on Ravel's *Sonatine* in our listening this term, and will be singing songs of roughly ABRSM Grade 3 difficulty.

PE

This term, we will be looking to build upon our teamwork and co-operation as well as advancing our balance and hand-eye co-ordination. We will also be looking to improve upon our decision making within physical activity.