

# Year 2

## Curriculum Newsletter



BRINGING YOU THE LATEST NEWS STRAIGHT FROM THE CLASSROOM



### KEY DATES

End of term 3 –  
Friday 11<sup>th</sup>  
February

Start of term 4 –  
Monday 21<sup>st</sup>  
February

Parent-Teacher Conferences –  
Thursday 17<sup>th</sup> and Tuesday 22<sup>nd</sup>  
March

## Ancient History

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

This spring, 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 and describing settings.

- Caesar was made Governor of Gaul.
- Caesar invaded parts of Gaul where no Roman army had ever been.
- For two years, Caesar fought the rebel tribes in Gaul until he had defeated them all.
- He also wiped out two German tribes who made the mistake of crossing the River Rhine into Gaul.
- Caesar led a fleet of ships across the Channel to the island of Britain, but the Britons had been warned of the invasion, and they were ready and waiting. Caesar twice failed to conquer the island and returned to Gaul.
- Caesar once wrote in a letter back to Rome: 'Veni, vidi, vici', meaning 'I came, I saw, I conquered' in Latin. This phrase has become one of the most famous phrases in history.
- The tribes in Gaul buried their differences and united under one fierce leader, a nobleman called Vercingetorix, against their common enemy: Rome.
- Caesar laid siege to a town named Alesia, trapping Vercingetorix within the huge walls he built around it so that no food could get in. The Gauls began to starve.
- A huge army of Gauls came to Vercingetorix's rescue, and the Romans became trapped, before Caesar, who had managed to slip away unnoticed, returned with more Roman soldiers. The Romans won a decisive victory. It was the greatest and the most astonishing victory of Caesar's career.
- As a final humiliation, Vercingetorix was made to kiss the Roman eagle: a symbol of Rome's conquest of Gaul. Pompey ordered Caesar to leave his army and return to Rome alone – or be declared a traitor.
- Caesar was furious and decided to return to Rome, prepared to do battle. He had crowds of supporters, including soldiers.
- Terrified, Pompey and some of the senators fled to Greece.
- When Caesar arrived in Rome, he declared himself dictator.
- Caesar realised that Pompey wasn't going to come back to Rome to fight him, so he decided to go after him. He chased him to Greece, and then to Egypt.
- The Egyptians were afraid of Caesar, and so hoping to please him, they had Pompey killed. When Caesar arrived in Egypt, he was presented with Pompey's head.
- Caesar was now the undisputed leader of the Roman world.
- When he arrived in Alexandria, the capital city of Egypt, Caesar met the young Egyptian queen Cleopatra.

- Her younger brother Ptolemy XIII had banished her and was trying to take her throne.
- Caesar at once fell madly in love with Cleopatra and agreed to help her win back her throne.
- He called a meeting between Cleopatra and Ptolemy XIII, and declared that they would rule Egypt together. Ptolemy XIII stormed out in fury.
- The Egyptians, fed up with the Romans, besieged the palace and Caesar and Cleopatra were trapped.
- After a few months, thousands of Roman soldiers poured into Egypt to rescue Caesar. After fierce battles, Ptolemy XIII was finally defeated, and Ptolemy XIII himself drowned in the River Nile.
- Cleopatra was declared ruler of Egypt.
- When Caesar arrived back in Rome, he was made dictator for life. This had never happened before, and some of the senators were now very worried about Caesar's power.
- One day, he was approached by a large group of senators, who gathered around him with daggers hidden in their togas.
- Caesar was fatally stabbed by them.
- After Caesar's murder, Rome was plunged into chaos.
- Different groups within the city battled to take control. Two rivals emerged – Octavian, Caesar's adopted son, and Antony, a Roman general and Caesar's best friend.
- Antony had the Egyptian queen Cleopatra on his side. Together, they fought Octavian at the Battle of Actium, but Octavian defeated them.
- After the battle, Antony, believing Cleopatra dead, stabbed himself. As soon as she learnt of this, Cleopatra ordered her servants to fetch the half-dead Antony and bring him to her.
- Antony died in Cleopatra's arms. Overcome with grief, Cleopatra poisoned herself.
- Antony and Cleopatra's love affair is often described as the greatest love affair of all time.

Key Words: Governor of Gaul, loyal, invade, rebel tribes, battle, gripping account, German tribes, River Rhine, Channel coast, drenched in mystery, fleet of ships, hurtling around, scared stiff, rebellion was brewing, chains, horse, Caesar, helmet, red cloak, laurel wreath, shield, buried their differences, Vercingetorix, Alesia, impregnable, laid siege to, the tide soon turned, caught a glimpse, decisive victory, glittering armour, humiliation, Roman eagle, symbol, jealous, Pompey, traitor, impossible situation, declaration of war, journey, River Rubicon, border, flocked, came out in droves, Greece, Spain, final showdown, Egypt, undisputed leader, Alexandria, Egyptian queen, Cleopatra, a bit of a pickle, Ptolemy XIII, throne, Ptolemy, risky business, relations, poison, royal taster, carpet, astonishment, fell madly in love, stormed out, besieged, enchanting, love affair, blissful, cruise, River Nile, brutal, betrayal, bad omen, dagger, toga, Brutus, Latin, assassins, came to a very sticky end, plunged into chaos, Octavian, adopted son, Antony, Cleopatra, Battle of Actium, servants, overcome with grief, love of her life, inspire, writer, play.

## English & Grammar

This term, we will look at twists on familiar traditional tales such as Little Red Riding Hood. After making comparisons of similar stories, written by authors such as Michael Morpurgo and Jamila Gavin, we will independently write a detailed forest setting description and then a book review.

Spelling rules will include the suffix endings -less, -ful, -ment, -ness, -er and -est.

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

**Sub-ordinating 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 sub-ordinating conjunctions are as follows:

because

when

if

although

while

as

until

since

though

unless

once

after

that

**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 spring, Year Two will be learning the following:

Multiplication and division: 2, 5 and 10

- Calculate the times tables of 2, 5, and 10 by skip counting
- Relate the 2 times table to doubling
- Explore representations of multiplication and division
- Commutativity

Time

- Tell the time on an analogue clock: quarter past, quarter to and five minute intervals
- Calculate durations of time in minutes and seconds
- Sequence daily events
- Minutes in an hour and hours in a day

Fractions

- Part-whole relationships
- Fractions as part of a whole or a whole set
- Relate to division
- Equivalent fractions

Addition and subtraction of 2-digit numbers (regrouping and adjusting)

- Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies

Key Words: Minutes, intervals, hours, sequence, duration, analogue, quarter past, quarter to, multiply, divide, share, pattern, skip, commutativity, halve, double, grouping, array, groups of, commutative, inverse, fractions, equivalent, regrouping, strategy, near doubles.

## Geography

Geography is the study of people and places.

In Spring 1, Year Two will be learning about 'Rivers and Coasts' and 'Towns and Cities'.

Key Learning (Rivers and Coasts)

- Rivers carry rain water towards the sea
- The water in rivers is freshwater, not salty like seawater
- What do rivers look like?
- Rivers of the world e.g. Nile, Yangtze, Volga, Danube, Amazon, Mississippi, Zambezi, Ganges, Thames
- The place where the sea meets the land is called a coast or shore
- What do coasts look like?
- Beaches, rocks and cliffs

Key Words: River, freshwater, seawater, coast, shore.

Key Learning (Cities, Towns and Villages)

- Cities and towns are places where lots of people live
- Cities are bigger than towns.
- Villages are places where a few people live
- What kind of buildings do cities have?
- Capital cities are where the government of a country meets
- The capital city of the UK is London
- Cities of the world e.g. Beijing, Mumbai, New York, Rio de Janeiro, Karachi, London, Paris, Rome

Key Words: City, capital city, town, village, London.

## Science

Science is the study of the natural world through observation and experiment. In Spring, Year Two will be learning about 'Materials' and 'Plant Growth'.

Key Learning (Materials)

- The names of different materials and their uses.
- The properties of everyday materials, including wood, metal, plastic, glass and paper/cardboard.
- The processes of mixing, baking and dissolving.

Key Words: Object, material, properties, flexible, hard, stretchy, compare, function, edible, dissolve, melt, freeze, burn, viscous, transparent, opaque, translucent.

Key Learning (Plant Growth)

- The different parts and functions of plants.
- Seed dispersal and pollination.

Key Words: Germination, dispersal, growth, stem, root, shoot, bulb, seed, flower, conditions, prediction, investigate, observe.



## PSHE

The Year Twos will be covering 'Growing Up' and 'Staying Healthy'.

Key Learning (Growing Up)

- The human lifecycle: babies, toddlers, children, adolescents, adults and pensioners.
- The typical ages at which certain changes occur or life events are permitted.
- Many adults have a job or career.
- The different types of careers that the children could choose and the role of education in helping them to develop/acquire the skills, knowledge and attributes required.
- Their path through the primary and secondary education system.
- The different forms of post-secondary training and education, including apprenticeships and universities.
- What life is like at university and how degrees work.

Key Learning (Staying Healthy)

- What health is and that there are things we can do to help us stay physically and mentally healthy.
- The importance of sleep, including a good sleeping routine.
- The importance of exercise and the children could plan to ensure that they take enough exercise.
- The importance of good hygiene.
- The importance of oral hygiene.
- The importance of a healthy diet and appreciate what it consists of.
- The importance of gratitude, 'awe moments' and family and friends.

## PE

This term, we will be introducing gymnastics. We will be looking at travelling movements, climbing, jumping and landing. We will also be using the mats to work on our gross motor skills.

## Music

This term, we will continue to develop our understanding of pitch, pulse and rhythm with fun games and exercises while also learning to sing songs of roughly ABRSM Grade 3 difficulty. This term we will also be learning about some of the instruments of the orchestra and listening analytically to pieces of music written for orchestra.

## Art

This term, we are using clay to create sculptures inspired by the work of Barbara Hepworth. Then we are moving on to learning about the Ancient Egyptian Book of the Dead - making our own papyrus and using modroc to design and model a Monstrous Devourer! Vocabulary: Sculpture, 3D form, abstract, design, structure, imagination, symbols, spells

Next term, we will be using printmaking and 3D modelling skills to explore the colourful work of Pop Artists David Hockney and Parviz Tanavoli. Vocabulary: Pop Art, bright, vibrant, structure, 3D form, design.

## Religious Education

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

Buddhism

- Buddhists are people who follow the teachings of the Buddha.
- The person who became known as the Buddha was born 2500 years ago as Siddhartha Guatama, the son of a wealthy nobleman who lived in a palace in an area of India which is now Nepal.
- Siddhartha Guatama grew up living a rich and privileged life, but began to realise that wealth didn't bring happiness.

- After leaving his father's royal palace, Siddhartha saw sickness and poverty for the first time. He decided to abandon his father's rich palace and to give up all his wealth in the search for complete happiness (Enlightenment).
- He practised meditation and it's said he found Enlightenment while meditating under a Bodhi tree in India.
- Siddhartha became known as 'the Buddha' because the word means 'awakened'.
- Buddhists don't 'worship' the Buddha. However, they do revere him and pay their respects for the wisdom of his teachings.
- There are about 350 million Buddhists worldwide.
- Most live in Asian countries, including China, India, Indonesia, Japan, Tibet and Burma.
- There are different types, or groups, of Buddhists. They can have slightly different ways of doing things, or may prefer to read different holy texts. However, they all believe in the main teachings of the Buddha.
- The teachings of the Buddha are called the Dharma. These are a guide to a way of life which Buddhists believe will lead to a state of true happiness and peace, free of suffering. The name for this is Nirvana.
- The Buddha taught that to reach the state of perfect happiness, people must follow the eight steps of the Noble Path. These steps involve developing a calm way of being and thinking and acting in ways which consider the feelings of others. Buddhism is about practising this way of life.
- Buddhists may spend time meditating at their local temple, or at a shrine in their own homes. There will be a statue of the Buddha to remind them of his great example and teachings.
- When meditating, Buddhists may say a prayer or mantra, which is a sentence or short prayer repeated over and over again. The mantra reminds Buddhists of the teachings they follow and to develop a calm way of being.
- There are many celebrations connected to the birth, life and passing of the Buddha. 'Buddha Day' is a celebration for the Buddha's birthday. 'Dharma Day' celebrates the start of the Buddhist religion.
- Buddhist celebrations always occur at the time of a full moon. This means they can be on different days in different countries, depending on the cycle of the moon. At these times, Buddhists may go to the temple to meditate, take gifts of food or alms to the monks, and give charity to the poor.
- Prayer wheels are sometimes used by Buddhists to help them pray. A mantra is written on the prayer wheel. Spinning the prayer wheel can symbolise repeating the mantra and releasing the prayers.
- Many Buddhists observe the Chinese New Year celebration

#### Hinduism

- Hinduism is one of the oldest and largest religions in the world.
- It is difficult to put a date on when Hinduism began because the ideas are so old and come from a mixture of several different religions and philosophies. Some people suggest it began up to 4000 years ago, but others suggest its beginnings were earlier than that.

- Hinduism is thought to have originated in the Indus Valley, in what is now Pakistan.
- Unlike some religions there is no single founder or religious teacher.
- There are around 900 million Hindus around the world, most of whom live in India. However, there are Hindu communities in many other countries.
- Hindus believe in One Supreme Being called Brahman. Brahman does not have any shape or form, but is all around us, everywhere.
- Brahman has caused everything to exist.
- Hindus believe that Brahman exists in everyone, this is called Atman.
- Hindus try to find God inside themselves.
- Hindus worship and show their love for the One Supreme Being using many gods and goddesses (also known as 'deities'). They represent different characteristics of the One Supreme Being and are there to help people find God. Three of the most important Hindu gods are Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer).
- Hindus may worship at a temple called a mandir.
- The temple can be dedicated to one or to several deities.
- There is a priest who looks after them and who leads the worship, or puja.
- One of the most well known mandirs in England is in Neasden, in London, where many hundreds of volunteers from the local Hindu community donated their time and money to build the temple.
- Some Hindus prefer to worship at home. They have a room, or a corner of a room, set aside as a shrine to their favourite god. Many Hindus worship at home every day.
- There are many colourful stories about the deities. Each story shows us what the deity is like and therefore what Brahman is like.
- Many Hindus pray to Ganesha, the elephant-headed god. He is believed to remove obstacles that are getting in the way in life.
- Hindus may also pray to Krishna, who is the hero of many adventures and a great teacher. He is usually shown with blue or black skin and playing a flute.
- Another deity, Lakshmi, is often shown as a woman with four arms. Lakshmi is particularly important during the festival of Diwali and she is thought to bring good fortune.
- Music and dancing is very important to Hindus. They consider them to be gifts from God.
- Traditional Hindu dancers use facial expressions, as well as hand and arm movements, to mime stories from religious texts in dance. Each gesture and movement has a special meaning which the audience will understand. For example, hands together shows worship, thumbs up stands for heroism.
- Another important aspect of Hindu worship is chanting. Aum is a sacred sound in Hinduism, and is chanted when people worship.