



# John Ruskin School Parents' Information Leaflet

**Year Two  
Summer 2023**

**Theme - Carnival and Heroes & Heroines**



| What Year 2 are learning   | Hints for helping your child   |
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| <p><b>English</b><br/>In English we will be focusing on...<br/>Publishing our Non chronological report around Wolves<br/>Poetry unit – listening to and writing our own poems<br/>Yeti and the Bird – we will be focusing on describing different characters and writing comparisons.<br/>Rascally Cake – we will be writing instructions in the form of a revolting recipe.</p>   | <p>Encourage your child to read for at least 10 minutes every day.<br/>Visit your local library or use the internet to research information about wolves.<br/>Read a range of different fairy tales.<br/>Follow some recipes at home.<br/>We will be concentrating on sentence structure e.g. use of capital letters, full stops, commas and speech marks.<br/>We will also be trying to add detail and description to our writing.</p>  |
| <p><b>Maths</b><br/>We will continue to follow the White Rose Maths scheme and revising what we have learnt so far:<br/>Place value in 2- and 3- digit numbers.<br/>Counting on and back in steps of 1,2,3,5 and 10.<br/>Addition/subtraction of 1- and 2- digit numbers.<br/>Solving problems and puzzles.<br/>Know multiples of 10 that sum to 100<br/>Tables for 2, 3, 5 and 10.<br/>Patterns, relationships and properties of numbers<br/>Measuring and compare capacities using standard units.<br/>Mental calculations: adding and subtracting 1-digit number or multiple of 10 to/from a 2-digit number.<br/>Informal written calculations: adding and subtracting 1- and 2-digit numbers.<br/>Counting on and back from different numbers in 2s, 5s and 10s.<br/>Finding fractions of a shape and number<br/>Solving problems using counting, the four operations and doubling or halving in practical contexts, including measures or money.<br/>Using the symbols +, -, ÷ and = to describe, record and interpret number sentences.<br/>Time</p> | <p>Ensure your child completes their maths homework every week.</p> <p>Encourage practical maths –counting, telling the time, helping to pay at the shops, helping with cooking.</p> <p>Play Maths games online – e.g. <a href="http://www.ictgames.com">www.ictgames.com</a> and <a href="http://www.topmarks.com">www.topmarks.com</a> etc</p> <p>Ensure your child works on any targets set at parent's evening</p> <p>Encourage practical maths around the home, e.g. cooking / shopping, travelling, time and etc.</p> <p>Help your child to practice their multiplication tables and the corresponding division facts<br/>E.g. <math>2 \times 5 = 10</math>     <math>10 \div 2 = 5</math></p> |
| <p><b>Science</b><br/>In summer Term, our topics will include 1) Plants and growing things and 2) Animals including humans.<br/>Notice that plants and animals follow a life cycle.<br/>Animals including humans, have offspring which grow into adults.<br/>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and what conditions plants need to grow.<br/>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>   | <p>You could go to the Zoo and find out about different animals</p> <p>Go on a nature walk and see how many different sorts of living things you can find. How many different plants can you find? Do you know the names of any? Can you draw and label the different parts?</p> <p>Can you find any frog spawn in a local pond?</p>   |
| <p><b>Computing</b><br/>We will continue with Code.org from the Autumn Term (units 2 &amp; 3).<br/>In summer 2, the children are challenged to solve a mystery by reading, sending and replying to emails, and by</p>  | <p>You could play coding games on the tablets or phone, such as Hopscotch, Kodable and Scratch Junior</p> <p>You could talk to your children about emails and showing them how to use email accounts online. You</p>   |

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| listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.   | can also talk to your children about being safe on the internet and when sending and receiving emails.  |
| <p><b>History</b></p> <p>This term we will be learning about famous royal monarchs in the UK. We will learn about Queen Elizabeth I and Queen Victoria. We will identify similarities and differences between life for children during their reigns.</p> <p>We will also be learning about the lives of heroes and heroines. We will focus on Florence Nightingale, Mary Seacole and Mary Anning</p> | <p>Talk to children about any British Kings and Queens they have heard of. Look at pictures of Monarchs. Ask questions e.g. When did they live? Who was the monarch at the time of the great fire? Visit Buckingham Palace, Hampton Court or The Tower of London. You could take your child to the national portrait gallery to find portraits of famous people.</p> <p>You could go to the Natural History Museum to see the fossil Mary Anning found.</p> |
| <p><b>Geography</b></p> <p>We will be learning aspects of life in the Caribbean such as homes, food and the surrounding countryside. We will use information from a variety of secondary sources. Also, we will make comparisons between Jamaica and their local area. We will be looking at maps of areas and the use of symbols to represent human and physical features.</p>                      | <p>You could try some Caribbean food at home or perhaps try, for example, a Jamaican restaurant. Perhaps you could find out where Jamaica is on an atlas and look at other islands in the Caribbean.</p> <p>Look at a local map and plan a route to your park or library and use it to make your way there.</p>   |
| <p><b>Art</b></p> <p>We will be exploring the new topic of sculpture. Children will be shaping and modelling malleable media for a purpose. They will be applying simple decoration techniques whilst considering surface patterns and textures where appropriate.</p>   | <p>Visit different galleries e.g. Dulwich Park, Burgess Park, Thames. National Portrait gallery / National Gallery; Dulwich Picture gallery. Talk about different artists' work comparing and contrasting their different styles.</p>   |
| <p><b>DT</b></p> <p>We also will be looking at Caribbean street food and drink. The children will explore the different foods that can be found in the Caribbean and then make their own fruit drink.</p>  | <p>Go to a food market and look for Caribbean fruits</p>  |
| <p><b>RE</b></p> <p>Our topics this term is centred around key questions:<br/>Summer 1 : What special stories are told at Easter?</p> <p>Summer 2 Our key question is What does it mean to say sorry?</p>  | <p>You could share stories with your child from different religions and talk about their meaning. What can we learn from them?<br/>Explore ideas and opinions in response to others using art, words or poetry.</p>   |
| <p><b>Music</b></p> <p>In summer 1, we will learn how to repeat and create short rhythmic phrases and use sound expressively in response to a stimulus.<br/>In Summer 2, we will sing simple songs from memory with enjoyment, some expression and a sense of the shape of</p>   | <p>You could encourage your children to sing songs they have learnt. Also, you could get them to copy rhythmic and melodic patterns from songs they hear by clapping.</p>   |

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| the melody. We will also listen carefully and recall short rhythmic and melodic patterns. The children will learn to show physical control when playing musical instruments and responding to music.   |  |
| <p><b>PE</b></p> <p>Our topics this term are looking at multi skills and invasion games.<br/>We will be playing games with different size teams and inventing our own rules to change the games. We will also be experimenting with movements using different parts of our bodies and linking some movements together.</p>   | <p>You could play games with your child and discuss the rules and how they might be changed. You could invent your own games together and write down the rules. You could make up a dance to music using various movements such as rolls, balances and jumps linked together in a sequence.</p>  |
| <p><b>PSHE</b></p> <p>Our topics this term are <b>Global food and Sex and Relationship Education</b>. We will be learning about where some main foods come from and ethics of food supply. We will be learning the correct names of external parts of body including sexual parts. Understand the concept of growing from young to old and that we are growing and changing.</p>   | <p>You could look at the labels on food in the supermarket to see where food comes from.</p> <p>Linking with our Science topic of lifecycles, have a talk with your child about how humans change from babies to the elderly. You could talk about highlighting biological differences and similarities between boys and girls. Talk about getting older and how we grow and change.</p> |
| <p><b>French</b></p> <p>We are learning to name classroom items, food and family members in French.</p>  | <p>Ask your child to tell you what new words they have learnt in French. Ask your child to pretend to be the teacher at home!</p>  |
| <p><b>Additional Useful Information</b></p> <ul style="list-style-type: none"> <li>Homework goes out on Thursday and needs to be back in school for the following Tuesday. Spelling dictation is on a Monday. Children will get weekly English and Maths homework although sometimes they may get topic homework instead. Please support your child but always encourage them to have a go themselves.</li> <li>Book bags are changed twice every week. Please hear your child read <b>each day</b>. An established routine helps to develop the love of reading. Please <b>comment and sign next to each day that you read</b> (in the Yellow PACT book) to let us know you have read and finished the book.</li> </ul> |  |