



St. Mary's Catholic Primary School, Chiswick
Year 2: Summer Term 2026
Mr Lyons and Mrs Laljee

**Living & Learning, inspired
by our faith**

**Topic Themes: To the Ends of the Earth and Dialogue & Encounter,
What is it like to live by the coast? and What is a Monarch?**

How you can help...

R.E.

Branch Five – To the Ends of the Earth:

Knowledge: The children will revisit and deepen their understanding of the events that follow the Resurrection: Jesus' appearances to the apostles, the Ascension, and the coming of the Holy Spirit at Pentecost. They explore the Holy Spirit as the One who transforms people from within — St Augustine's 'quiet guest of our soul' — and encounter the Holy Spirit through the symbols of wind, fire, and dove in sacred art and music.

Skills:

- Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.
- Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.
- Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people.
- Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God.

Branch Six – Dialogue and Encounter:

Knowledge: This branch holds together two related but distinct strands. In the Dialogue strand, the children will reflect on a demanding truth at the heart of Christian faith: that love of God is shown through love of other people. They

Reading

-Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record. Your child's reading books will be changed on their reading day.

-Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers. Please use the questions leaflet which will be provided to you at the beginning of the spring term.

-After you have read a page, ask your child to point out any **proper nouns, verbs, adverbs, adjectives** or **conjunctions** (it is imperative that your children understand the meanings of these word classes).

-Use the blank section on each page of the reading record to help your child incorporate new vocabulary in their writing and spoken language. Please go through any unknown spellings with your child. Begin to discuss how a dictionary is used to help explain the meaning of any unknown vocabulary. This is how we will be modelling it to the children in class.

encounter the Parable of the Good Samaritan, through which Jesus redefines 'neighbour' as anyone in need, crossing all boundaries of religion, culture and race. Inspired by Pope Francis' Fratelli Tutti, the children explore how love can rebuild communities, and they discover how Christians from different churches collaborate locally and globally in service of others. In the Encounter strand, the children will deepen their understanding of Judaism by exploring how Torah teachings shape everyday Jewish life: keeping the Sabbath (Shabbat), the role of the synagogue, and the remarkable care given to handwritten Torah scrolls by a trained scribe (sofer).

Skills:

- Say what the story of the Good Samaritan teaches about how Christians should live.
- Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).
- Reflecting on how communities could be transformed if people acted as good neighbours.
- Talk about respecting the beliefs of people from different communities in their local area.
- The children will explore the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.

-Learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to help them to understand what skilled readers do.

-Please use the bookband guide which is in your child's reading record to help you support your child with reading at home.

Writing

-Complete the English homework each week. Ask your child to write more spelling sentences if you feel that they need further practice.

-Ensure your child focuses on forming lower-case letters using cursive handwriting when completing their homework. The children should be using the style of cursive handwriting which we have been teaching in school. Examples of the cursive style we use at school can be found on our class page on the website.

-Please encourage your child to read over their work after they have finished. A good way of doing this is to let them read over their English homework and see if anything has been left out or needs changing (e.g. missing full stop or using a capital letter). Then read through the work together and see how it could be improved (e.g. could they include some of the new vocabulary from their reading books or add an expanded noun phrase for description in their writing). We will

<p>PSHE and RSE</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> - Know that we often feel more than one emotion at a time. - Describe how their body feels during/after exercise. - Understand how relaxation affects the body. - Know that failing isn't the end of a process. <p>Super Susie helps the class to tell the difference between good and bad secrets. This unit also explores teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do in an emergency situation.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Learn the difference between good secrets that are safe to keep, and bad secrets that are unsafe to keep. - Relate prior knowledge of medicines and the need to be safe around them to new learning about harmful substances. - Understand the religious teaching that our bodies are a gift from God which we should take care of. - Explore what makes a situation a 999 emergency through animated teaching, role play and discussions. 	<p>continue to encourage the children to read through their work and edit in class.</p> <p>-Ask your child to include conjunctions in their sentences to create more detailed pieces of writing, such as and, because, if, but, so, that, or, when.</p> <p>-Remind your child to check the spelling of key words, particularly words that have been set as homework and the Common Exception Words from the year 2 list.</p> <p>-Practice words which have been sent as spellings each week. Discuss ways in which your child can remember the spelling.</p> <p>-Other ways to help improve spelling and punctuation are to write down some unpunctuated sentences for your child to punctuate correctly or dictate a sentence, either made up or read from a book, for your child to write down with the correct punctuation and spelling.</p> <p><u>Maths</u></p> <p>-Complete the Maths homework each week. Set your child more questions if you feel that they need more practice.</p>
<p>Reading</p>	<p>Our core texts for the Summer term are The Puffin Book of Fantastic First Poems and The Lonely Beast by Chris Judge.</p> <p><u>The Puffin Book of Fantastic Poems:</u></p> <p>In this wide-ranging anthology, young readers are offered the opportunity to: sing, shout, whisper, chant – maybe learn by heart! Have fun!</p> <p>Many of the poems rhyme, making them accessible to all levels of reading experience and ideal for committing to memory or performing. The children</p>	<p>-Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.</p> <p>-Ask your child to revise all their number bonds to 20 and 30 as well as the related subtraction facts.</p>

	<p>will readily respond to the themes which are explored, such as: food, families and bedtime.</p> <p><u>The Lonely Beast:</u> Have you heard of the Beasts? No, not many people have. That's because they are very rare. This is the tale of one such Beast, whose determination to overcome his loneliness leads him to undertake a daring and dangerous quest to find others like him . . .</p> <p><u>Knowledge:</u> We will be using spoken language to develop an understanding of our class texts. The children will have the opportunity to do this through imagining and exploring ideas in discussion, debate and role-play.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Listen to and discuss books. - Make predictions and draw inferences. - Make links about what is read to real life experiences. - Discuss how events and sequences are linked. - Enrich vocabulary and understanding of the impact of language on readers. - Explain ideas and opinions on phrases and vocabulary used in books. 	<p>-Continue to give your child some missing number problems e.g. $9 - 10 = 4$.</p> <p>-Your child should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction.</p> <p>-Recap counting in 2s, 3s, 5s and 10s. -Encourage your child to use the different websites which support this including Times Tables Rockstars. I will be providing each child with a login for Times Tables Rockstars so they can practice these tables at home on a laptop, computer or iPad.</p> <p>-Rehearse telling the time to the nearest 5 and 10 minutes on an analogue clock and then link these times to the digital form.</p> <p>-Practice the weekly mental arithmetic task that has been set each week.</p> <p>-Please work on the half termly KIRF's (Key Instant Recall Facts) which can be found on the Year 2 page of the website.</p>
<p>Writing</p>	<p>We will be reading and listening to books to help the children to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on in their writing. These texts will be used as a stimulus for writing a variety of genres, fiction based on personal experience; poetry; and formal letters.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Use past and present tense correctly and consistently. 	

<p>Handwriting</p>	<ul style="list-style-type: none"> - Use different sentence types: exclamations, commands, questions and statements. - Reread and evaluate writing to check it makes sense and make simple revisions. - Understand how commas are used in lists. - Use sentences in different forms. - Begin to show signs of joining up through the Kinetic Letters handwriting scheme. <p><u>Kinetic Letters</u></p> <p>The children will begin to join their writing using Kinetic Letters techniques. They will be taught that all letters are not joined and understand that by joining, the speed and legibility of their writing may change in the first instance. The children will have this demonstrated to them by the class teacher and will practice in school and at home for homework.</p>	<p><u>Dates for the Diary:</u></p> <p>Autism Awareness Month – month of April</p> <p>Earth Day – Wednesday 22nd April</p> <p>St George's Day – Thursday 23rd April – red, white and blue MUFTI</p> <p>Visit from Neal Zetter Poet - Wednesday 30th April</p> <p>Bank Holiday – Monday 4th May</p>
<p>Spelling Punctuation and Grammar</p>	<p>We will be endeavouring to facilitate the children's independence with these skills in order for them to represent this learning in written pieces across a range of subjects. The children will be encouraged to apply their knowledge of prefixes and suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure learnt through the Super Sonic Phonics scheme, as well as their knowledge of root words. We will continue to explore more word specific knowledge of spelling, including homophones like there, they're and their.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Add suffixes to make comparative adjectives. - Add suffixes to make superlative adjectives. - Comparing and ordering comparative and superlative adjectives. - Consolidate sentence types. - Consolidate using the past and present tenses. - Consolidate adjectives and adverbs. - Consolidate using commas. - Consolidate using conjunctions to join sentences. 	<p>Rosary in Prayer Garden 8:55am – Tuesday 5th, 12th and 19th May</p> <p>Marian Liturgy – 11:00am Wednesday 6th May</p> <p>Solemnity of The Ascension – 10.00am Mass at Church – Thursday 14th May</p> <p>Walk to school week – Week beginning Monday 18th May 2026</p> <p>Half Term – week beginning Monday 25th May – Friday 29th May</p> <p>Other Faiths Week – Islam - week beginning Monday 1st June</p>

Mathematics

Measurement - Time

The children will be able to compare and sequence intervals of time. They will start by telling the time to o'clock and half past before moving on to quarter past and quarter to. From this understanding, the children will then be able to count in intervals of five minutes. The children will be able to answer simple time questions – e.g. how many minutes are there in an hour? How many hours are there in one day?

Skills:

- Read the time to an hour and know when the minute hand is pointing upwards to the number 12 it is an o'clock time.
- Similarly, know that the minute hand pointing to the number 6 means it is a half past time.
- Recognise that the hour hand moves round with the minute hand.
- Read analogue clocks in five-minute intervals (using knowledge of the 5 times table to help with counting on a clock face.)

Statistics

The children will record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5 and 10).

Skills:

- Make tally charts.
- Draw and interpret pictograms (counting in ones.)
- Draw and interpret pictograms (counting in twos, fives and tens.)
- Block diagrams.

Position and Direction

The children will order and arrange combinations of mathematical objects in patterns and sequences. They will also 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 anti-clockwise)

Year 3 First Holy Communion Mass –
10.00am in Church – Monday 8th June –
Year 2 to attend

Science Week – week beginning Monday
15th June

Year 2 Trip to Science Museum – Thursday
18th June

Father's Day – Sunday 21st June

Transition Morning – Friday 10th July

Reports to be sent out – Friday 10th July

Sports Day – Thursday 16th July at Kings
School Sports Ground

End of Term – Friday 17th July at 1.15pm

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> - Recognise how to order objects using the words smallest and largest. - Position objects based on size. - Understand the names of turns e.g. quarter, half and three-quarter turns. <p><u>Reasoning</u></p> <p>The children will begin to select and use appropriate measuring tools to solve word problems. Following on from this, the children solve real-life measuring problems linked to our measuring topic earlier in the term. We will conclude this topic by solving one and two step word problems using the four operations – addition, subtraction, multiplication and division.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Think through problems and apply strategies for solving them. - Use all of their mathematical skills to enable them to solve different word problems. - Discuss solutions and show working out when completing one and two step word problems. 	
<p>Science</p>	<p><u>Plants</u></p> <p>The children will use the local environment throughout the year to observe how different plants grow. They will be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. 	

	<p><u>Growing Up</u></p> <p>The children will be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help the children to recognise growth. The children should identify that “offspring” refers to an animal’s young.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults. - Understand that reptiles, amphibians and birds and most insects lay eggs. These are their offspring. - Know that humans follow these stages of the life cycle – baby, child, teenager and adult. 	
<p>P. E.</p>	<p>PE will take place on Tuesday mornings and Wednesday mornings. Please ensure that your child wears a fully labelled PE kit on these days.</p> <p><u>Ball Skills Using Hands</u></p> <ul style="list-style-type: none"> - Develop control when throwing, catching and receiving a range of balls - Improve accuracy when sending and receiving with hands and equipment like rackets - Develop hand-eye coordination through throwing and catching games - Take part in activities linked to basic invasion games <p><u>Ball Skills Using Feet</u></p> <ul style="list-style-type: none"> - Develop control when dribbling, stopping and kicking a ball - Improve accuracy when passing and moving with a ball - Develop coordination when changing direction and speed - Take part in activities linked to basic invasion games 	

	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> - Develop balance, coordination and control - Perform a range of shapes, jumps, rolls and balances - Link movements together to create simple sequences - Use apparatus safely and with increasing confidence - Perform and share their work with others <p><u>Athletics</u></p> <ul style="list-style-type: none"> - Develop running, jumping and throwing techniques - Improve control, speed and coordination - Work individually and as part of a team - Build confidence and prepare for Sports Day events 	
<p>Music</p>	<p><u>Percussion Instruments</u></p> <p>The children will a greater understanding of percussion instruments and how to play and compose using them. They will understand the terms rhythm and tempo and be able to follow instructions from the teacher. They will learn how to count rhythms in time and independently, including rhythms containing crotchets, quavers and minims.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Recognise and count a crotchet rest. - Count and play minims. - Define the words tempo and dynamics. <p><u>Boom Whackers</u></p> <p>The children will use their knowledge from Lite level 1 to combine their keywords into musical phrasing. They will perform vocal exercises to build on their pitch matching skills and their responses to changes in dynamics and tempo within a song. The children will also learn more technical keywords such as crescendo and diminuendo and be taught how to perform these using visual cues. Visual cues will also be brought into performances by the leader to change tempo and overall dynamics.</p>	

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> - Sing songs at the correct pitch. - Perform dynamics by following hand gestures. - Explain why people sing songs in other languages. 	
<p>Computing</p>	<p><u>Computing systems and networks 2: Word processing</u></p> <p><u>Knowledge:</u> The children will know that touch typing is the fastest way to type. They will also understand how to change the style of text, whether that's through changing the colour, size or style of writing.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Develop confidence with the keyboard and the basics of touch typing - Use word processing software to type and reformat text - Search for appropriate images to use in a document. <p><u>Data handling: International Space Station</u></p> <p><u>Knowledge:</u> The children will begin to understand that you can enter simple data into a spreadsheet. Following on from this, they will explore the steps you need to take to create an algorithm. This will lead them to know what data to use to answer certain questions.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Develop confidence with the keyboard and the basics of touch typing. - Create and label images. - Collect and input data into a spreadsheet. 	

History**What is a monarch?**

The children will know that a monarch is a king or queen. They will explore our current monarch King Charles and will begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. They will be made aware of the achievements of significant individuals from the past and present.

Skills:

- Identify similarities and difference between ways of life at different times.
- Recognise why people did things, why events happened and what happened as a result.
- Ask a range of questions about stories, events and people.
- Compare pictures or photographs of people or events in the past.
- Use a source to answer questions about the past.

Geography**What is it like to live by the coast?**

The children will begin to become aware that there are four bodies of water surrounding the UK and will begin to name them. They will then start to name and identify some key human and physical features of the UK. To finish, the children will know that maps need a key to explain what the symbols and colours represent.

Skills:

- Confidently locate the capital cities of the four countries of the UK on a map of this area.
- Describe the key physical features of a coast and how it changes over time using subject-specific vocabulary.
- Recognise physical features on aerial photographs and plan perspectives.
- Use locational language and the compass points (N, S, E, W) to describe the location of features on a map.

<p>Art & Design</p>	<p><u>Painting and mixed media: Life in colour</u> This unit focuses on teaching primary and secondary colours, colour mixing, and creating textures using different tools. It also covers collage techniques, encouraging pupils to experiment with materials and evaluate their artistic choices and aims to develop children's understanding of colour, texture, and composition in art.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. - Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. - Talk about art the children have seen using some appropriate subject vocabulary. - Begin to talk about how the children could improve their own work. 	
<p>Design & Technology</p>	<p><u>A Chair for a Bear</u> This unit focuses on the understanding that a design brief helps to decide what to make. The children will understand that different products work in different ways and have parts that make them work. We want the children to use past knowledge by naming simple geometric shapes and the names of different materials like wood, plastic and metal. The children should be able to cross curricular with their past learning in Maths and Science.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> - Use a simple design brief that outlines the intended use, target user and key features of the product to create simple design criteria. - Begin to shape objects to improve how they work. - Discuss a range of existing products and saying what they like and dislike about them. - Recognise that different structures are used for different purposes. 	