

# ST. MARY'S CATHOLIC PRIMARY SCHOOL

## Termly Newsletter Summer 2026



### Year 2

Welcome back to the Summer Term, with long holidays and summer holidays.

It has been lovely to welcome the children back to the new term in Y2. They have made a very good start to the term.

Below, you will find an overview of our curriculum and what we will be learning in each subject this term. If you have any questions, please contact me at the gate or via the school office.

Thank you for your ongoing support

**Miss Sweet**



**English-Writing** In English this term we start by reading the poem 'The Owl and the Pussycat' by Edward Lear. The children will be writing a diary entry from the owl's perspective. We will then be researching barn owls and writing a non-chronological report.

#### English-Spelling

We have a daily focus on spelling, a really important part of your child's learning. Weekly spellings will be set as homework and tested on Fridays.



#### English-Reading

Reading is arguably the most important part of your child's learning and we have guided reading three times a week. It becomes very evident in children's writing when they read regularly. Therefore, to best support your child, please ensure they read at home each day and record this in their reading records. This should be a levelled reader from our class selection.

#### Maths



In the Summer Term, Year 2 will be covering the following maths topics.

- Fractions
- Time
- Statistics
- Position and direction



### Science

In Science this term we will be learning about:

#### Animals Including Humans

- the importance of exercise, hygiene and diet
- observe the life cycle of a butterfly

#### Plants

- observe and describe how seeds grow into mature plants.
- find out what a seed needs in order to germinate
- find out what plants need in order to stay healthy.

In “working scientifically” to answer questions, we will undertake fair and comparative tests; observe over time; identify, group and classify and seek patterns.



### History (Summer 2)

Year 2 will explore **How did trains changed the way we lived?**

How did people travel before trains?

Who invented the steam train and how it

changed the way we live?

Who was Isambard Kingdom Brunel and why is he

remembered? How do we use trains now? How have

trains and stations changed over time?



### Geography (Summer 1)

Our Geography topic this term is **My World and Me**. We will:

- 1.Find out where the UK, the equator and the poles are on a world map.
- 2.Compare the land features and climate of the UK and Ecuador.
- 3.Compare the capital cities of the UK and Ecuador
- 4.Find out where different animals live in the world.
- 5.Identify physical and human features in aerial photos.
- 6.Create a map with a key.

### RE

This term we will be covering the following topics:

**To the Ends of the Earth:** in this branch of the curriculum we study the events after Jesus’ resurrection, including the Ascension, Pentecost and the conversion of Saul. We will also look at the Holy Spirit and the Holy Trinity.

#### Dialogue and Encounter:

In **Dialogue** we learn about what the church teaches about the relationship between Catholicism and other religions. In **Encounter** we will study a specific religion.



### PHSE/RSE

Our **PHSE** Topic this term is **About My Body**

- about the similarities and differences between males and females
- about gender stereotypes
- be able to name the main parts of the body (including external genitalia)
- understand that some people have fixed ideas about what boys and girls can do

In **RSE** we will be following Ten Ten Module 3: Created to live in Community: Religious Understanding and Living in the wider world.



### Computing

In computing Year 2 will be exploring the following topics:

- **Programming**
- **E-safety**
- **Online safety**

<p><b>PE - Gymnastics &amp; Dance</b> The children will be developing</p> <p>Creativity - Creating games: the children will select and use equipment and develop ideas by working together.</p> <p>In Athletics the children will learn travelling, throwing and jumping techniques.</p>	<p><b>Music</b> The two topics this term are:</p> <p>Singing and Playing Skills 2: Follow the Leader and Visual symbols (crescendo, decrescendo, pause)</p> <p>Playing Rhythm and Pitch: Tuned and untuned Percussion</p>	<p><b>Home Learning</b> Your child will be set their homework on Fridays, to be handed in on the following Wednesday. Children will receive Spellings to learn each Friday which they will be tested on the following Friday.</p>
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<p><b>Spanish</b> <b>The Carnival of the Animal</b> This unit is based on the 'Carnival of the Animals' by Saint-Saëns. Children learn to describe animals characterised by the music and to talk about their habitats. They also learn how to tell the time on the hour</p> <p><b>What's the Weather Like?</b> In this unit, children learn additional phrases to describe the weather and how to express temperature, including negative numbers. They explore Aesop's fable <i>El Viento y el Sol</i> as a basis for text-based activities, while also learning the names of common clothing items and linking these to different weather conditions. Additionally, they develop the ability to say the date, further building their confidence and range in Spanish.</p>
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**Our School Behaviour Policy**

St. Mary's is committed to fostering calm, constructive, and positive learning environments across the school. Below is a reminder of our school-wide behaviour policy.

<p><i>St. Mary's Values- these are the values that underpin all areas of our school community:</i></p> <table style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <b>Kindness</b> <b>Respect</b> <b>Tolerance</b> </td> <td style="width: 50%; text-align: center;"> <b>Honesty</b> <b>Responsibility</b> <b>Cooperation</b> </td> </tr> </table> <p><b>The School Values are based on the Gospel of Matthew 7:12</b></p> <p><b><i>'Treat others like you want them to treat you'</i></b></p>	<b>Kindness</b> <b>Respect</b> <b>Tolerance</b>	<b>Honesty</b> <b>Responsibility</b> <b>Cooperation</b>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #FFD700; text-align: center;">           Repetition of minor incidents            Disobedience/disrespect            Hurting Others            Swearing / Insults            Dangerous behaviour            Damaging school property            Physical contact with another child (low level- pushing, barging past)            Disregard of school rules         </td> <td style="text-align: center;">           Restorative Justice- make amends            Recorded on CPOMs            Parents notified by Class Teacher/SLT            Lunchtime Reflection Time         </td> </tr> </table>	Repetition of minor incidents Disobedience/disrespect Hurting Others Swearing / Insults Dangerous behaviour Damaging school property Physical contact with another child (low level- pushing, barging past) Disregard of school rules	Restorative Justice- make amends Recorded on CPOMs Parents notified by Class Teacher/SLT Lunchtime Reflection Time
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Expected Behaviour (Green)	Rewards (Green)
Respectful	<b>Verbal Praise</b> <b>Dojo Point</b> <b>House Points</b> <b>Golden Tickets</b> <b>Star of the week</b> <b>Star of the Term</b>
Tolerant	
Kind	
Cooperating	
Responsible	
Honest	

Repetition of minor incidents Racist behaviour Inappropriate spoken, written, or digital forms of communicating Threatening or abusive Behaviour or Language Physical violence resulting in injury Bullying	Parents notified by Behaviour Lead /Senior Leadership Team Recorded on CPOMs Internal Exclusion determined by a member of the Senior Leadership Team - number of days reflects the severity of the incident. Two Internal Exclusions in a period of half a term will result in a third being held at our partner school St. Charles.
Exiting school without permission Stealing Serious damage to school property Continuation of behaviour on return from an exclusion	Fixed Term Exclusion – dependent on severity of incident Permanent Exclusion - dependent on severity of incident. (This decision is at the discretion of the Executive HeadTeacher).

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