

Owl Class Newsletter

September 2026



Let your light shine before others; that they may see your good deeds and glorify your father in heaven. Matthew 5¹⁶

YEAR 2

Welcome to The Owl Class

Welcome back! I hope you all had a wonderful summer break and enjoyed time with family and friends. It has been lovely to see the children return to school full of energy, smiles and enthusiasm, ready to begin their Year 2 journey.

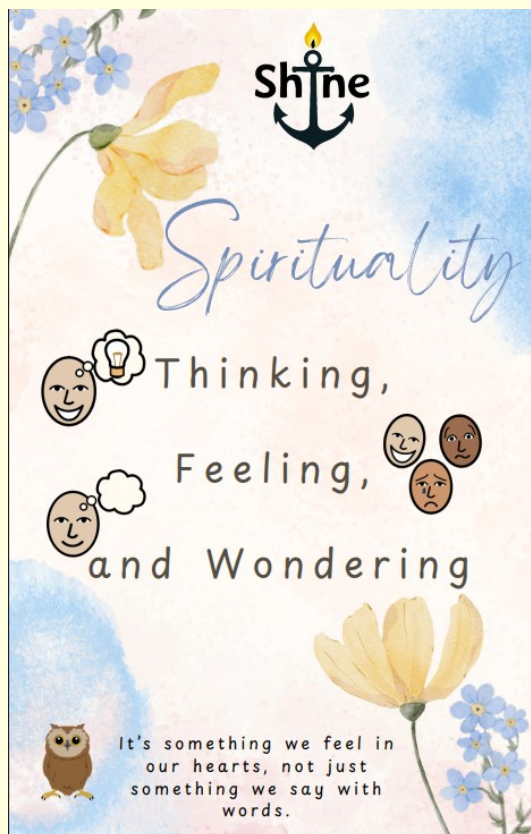
This year promises to be an exciting one, filled with opportunities for learning, creativity, and discovery. We have lots of engaging topics planned, along with special events and activities that will help the children to grow in confidence and independence as learners.

In Year 2, we will continue to build on the important skills from last year, while encouraging curiosity, resilience and a love of learning. I am really looking forward to working with you to support your child through this important stage in their school life.

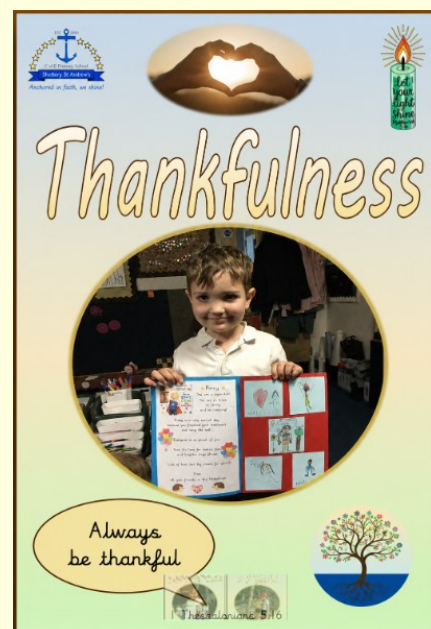
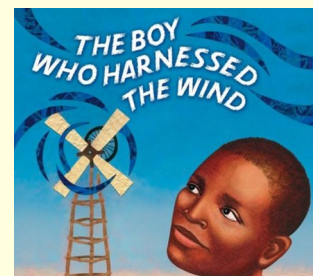
This newsletter will provide some insight into routines, topics, and ways you can support learning at home. Please don't hesitate to get in touch if you have any questions or concerns—your partnership is greatly valued and makes a real difference.

Thank you for your continued support. I am excited about the year ahead and all that we will achieve together.

As a school we have been working on our Christian uniqueness and Spirituality and I'm pleased to be able to share with you some starting points for the Owl class.



We will start the term with our whole school Values Week, where we will look at the school vision and think about how we can be the best version of ourselves and let our light shine. Part of this work will be based on the book 'The Boy who Harnessed the Wind' by William Kamkwamba.



REMINDERS



Year 2 PE sessions will take place on Tuesday afternoons with fitt4Kids. Please remember that they need to come dressed in PE kit on a Tuesday.



Water Bottles:

It's important for the children to be able to drink throughout the day, so please send your child with a plastic water bottle with their name on. Please only fill with water. No juice.



Reading Books :

Please ensure children bring in their reading books and diaries into school every day.



Coats:

Please ensure the children bring in a named waterproof coat in everyday.



Tuesday 8th September: Meet the teacher 2.45pm

Monday 14th September: International Dot Day: Jazz up your uniform with spots and dots.

Monday 5th October—Parent consultations

Tuesday 20th October Harvest Service at Church

Thursday 22nd October—dress down day (FSSA event)

Friday 23rd October— teacher training day (school closed for pupils)



Please make sure you have registered for and can access **Class Dojo**



Further information can also be found on the school website:

Look out for the school weekly newsletter every **Friday**.



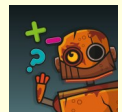
<https://www.shotterystandrewsprimary.org.uk/>

Remember to:

Read and share stories and books together
Listen to your child read their book every night.



Year 2 have a Numbots log in and should be logging on for a session at home at least twice a week. <https://numbots.com>



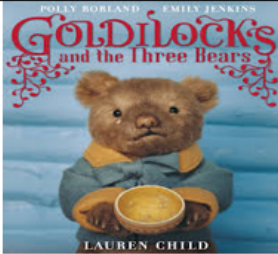


ENGLISH



MATHS



Term	Autumn 1	
Text; author	Goldilocks - Lauren Child	
Main theme	Twist in a tale.	
Links and Themes	Fairy tales, traditional tales, classic fairy tales, miniature worlds, cautionary tales, behaviour expectations, class, family, belonging, happiness, aspirations and dreams, positive female role models, family and friendship.	
Writing Purposes	To entertain To inform	Spelling Seeds
Main Outcome	Sequel story.	➢ Common exception words. ➢ The /ai/ sound spelt a before l and ll ➢ contractions
Other outcomes	Wanted posters, letters, retellings, speech bubbles, retellings from another point of view.	
Length	15 sessions	

Year 2 Maths begins by focusing on Place Value, covering numbers up to 100 by teaching children to count, read, write, and represent numbers using tens and ones. Pupils will compare and order numbers to 100 using symbols like $<$, $>$, and $=$, and will also begin to count in steps of 2s, 3s, 5s, and 10s. The block emphasizes using concrete and pictorial representations before moving to abstract concepts, with a recap of numbers within 20 and 50 from Year 1.

Key Vocabulary:

hundreds, tens, ones, zero, place value, greater than, less than, order partition, digit

The Place value is followed by the "Addition and Subtraction" block which introduces and reinforces concepts like number bonds to 20, related facts to 100, adding and subtracting with two-digit numbers by using concrete objects and pictorial representations, and utilizing the inverse relationship to solve missing number problems.

Key Vocabulary:

Add, Total, Make, Plus, Sum, More, Altogether, Difference, Leave, Subtract, Difference between, Less, Minus, Take away, Mentally, Orally, Column, Addition, Column Subtraction, Estimate, Inverse operation, Solve problems, Number facts, Place Value

Term	Autumn 1	
Text; author	Wolves - Emily Garrett	
Main theme	Twist in a tale.	
Links and Themes	Heroes and villains, leaders and followers, discovery and nature, Links to science - animals, habitats and food chains.	
Writing Purposes	To inform -	Spelling Seeds
Main Outcome	Non - chronological leaflet	➢ Adding -es to nouns ➢ Verbs ending in -y ➢ Words ending in -tion ➢ common exception words
Other outcomes	Captions, information writing, character descriptions and comparisons	
Length	15 sessions	

Art - Drawing - understanding tone and texture

Music -

DT - Cooking and Nutrition - Balanced diet



Computing - Algorithms and Debugging



Science - Living things - habitats



PSHE - Rules for PSHE

RE - Where do people turn for guidance in life?

My healthy self



Our Class Topic for Owls this term is a History topic.

How was our school different in the past?

Science: Living things - Habitats

Year 2

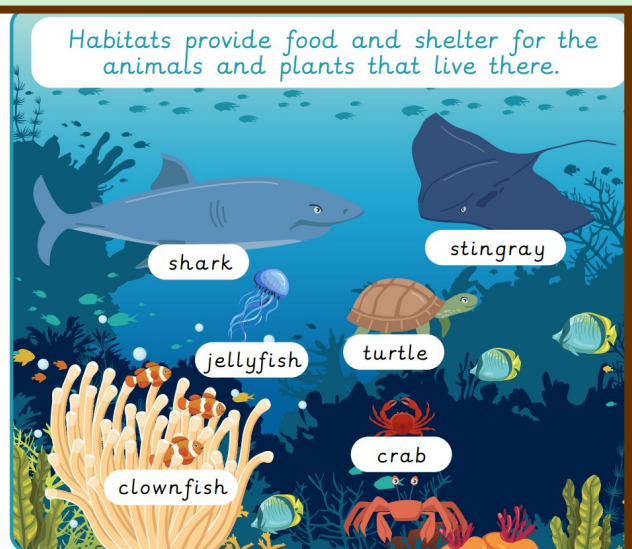
Key Knowledge

- Some of the life processes, including movement, reproduction, sensitivity, growth,
- The difference between things that are living, dead, and things that have never been alive, using some of the life processes.
- A variety of plants and animals and describe some differences.
- A variety of habitats, including woodland, ocean, rainforest and coastal.
- A habitat is the environment where an animal or plant lives/grows because it provides what Living things depend upon each other (e.g. for food, shelter).
- A food chain can be used to show how animals obtain food from eating either plants and/or other animals.



Key Skills

- Posing questions
- Exploring the world around them and raising their own simple questions.
- Recognising there are different types of enquiry (ways to answer a question).
- Researching
- Gathering specific information from one simplified, specified source.
- Recording (tables)
- Using a prepared table to record results, including simple observations.
- Grouping and classifying
- Grouping based on visible characteristics.



A woodland food chain



is eaten by



is eaten by



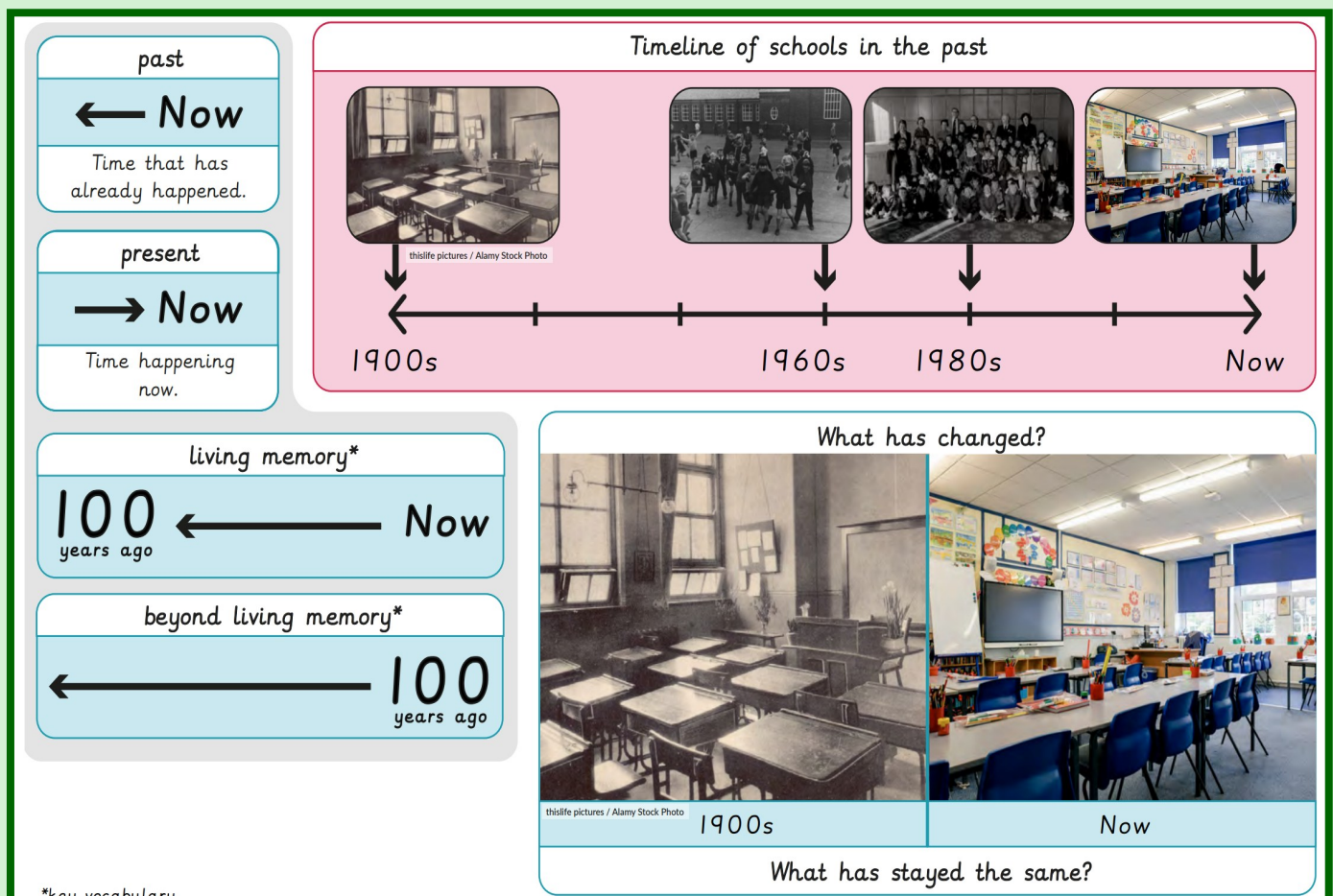
History - How was school different in the past?

Key Knowledge

- To know a decade is ten years.
- To know that beyond living memory is more than 100 years ago.
- To know that daily life has changed over time but that there are some similarities to life today.
- To know that changes may come about because of improvements in technology.
- To know that there are explanations for similarities and differences between children's lives now and in the past.
- To know that we can find out about how places have changed by looking at maps.
- To know that historians use evidence from sources to find out more about the past.

Key skills

- Sequencing up to six photographs, focusing on the intervals between events.
- Knowing where people/events studied fit into a chronological framework.
- Recognising some things which have changed/stayed the same as the past.
- Identifying simple reasons for changes.
- Identifying similarities and difference between ways of life at different times.
- Finding out about people, events and beliefs in society.
- Making comparisons with their own lives.
- Using artefacts, photographs and visits to museums to ask and answer questions about the past.
- Making simple observations about a source or artefact.
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event through discussion, drawing or writing.



*key vocabulary

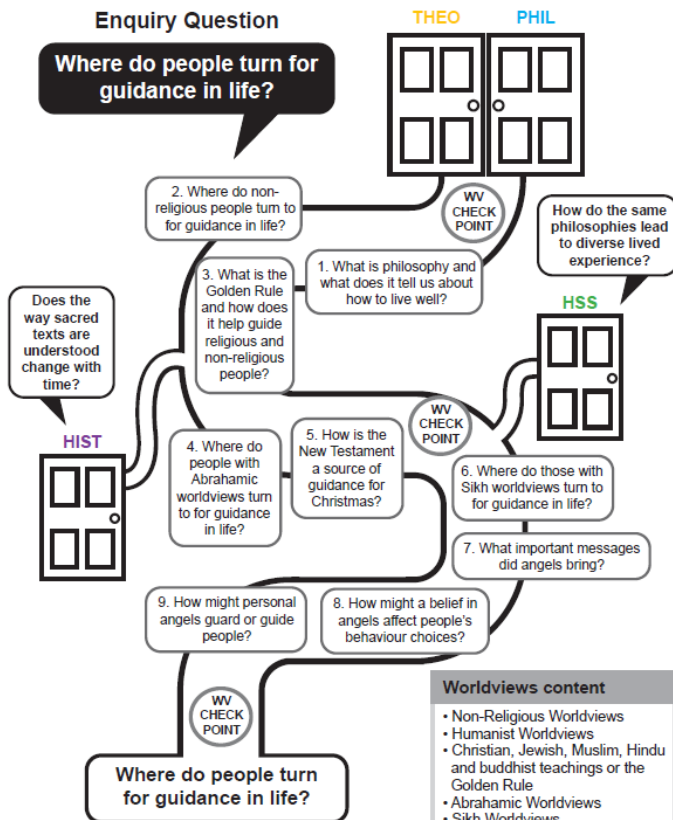


RE: Where do people turn for guidance in life?

Unit Map K1.2 Key stage 1

Enquiry Question

Where do people turn for guidance in life?



Core concept: Wisdom and Guidance

Some of the stories we will share.

