



# Owl Class Newsletter

January 2026



YEAR 2

Let your light shine before others; that they may see your good deeds and glorify your father in heaven. Matthew 5:16



## Welcome back to The Owl Class

Welcome back!

I hope you all had a lovely Christmas break and enjoyed some well-deserved rest and family time. I'd like to take this opportunity to thank you for cards and gifts received. It has been wonderful to welcome the children back to school and hear about their Christmases and be back together as a class. They have been excited to see their friends and eager to begin a new term in Year 2.

As we move forward into this term, we will continue to build on the excellent progress the children have made so far. Our focus will be on developing independence, resilience, and a love of learning through engaging lessons and exciting topics. The children have already shown how much they have grown, and I am very proud of the positive start they have made.

This newsletter will provide an overview of our learning for the term, along with key information and ways you can support learning at home. Please do get in touch if you have any questions – working together makes a real difference.

**Shine**

*Spirituality*

Thinking,  
Feeling,  
and Wondering

It's something we feel in our hearts, not just something we say with words.

**Courage**

Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.

Joshua 1:9

# 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.

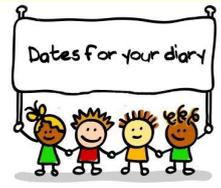


## Coats:

Please ensure the children bring in a named water-proof coat in everyday.



## Dates for Diary



Tuesday 3rd February:: SEND coffee morning

Friday 6th December NSPCC Number Day – Dress up for digits

Monday 9th February Children's mental health week

Tuesday 10th February Safer internet day



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

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



## Remember to:

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



Further information can also be found on the school website:

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

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>



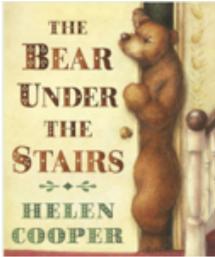


### ENGLISH



### MATHS

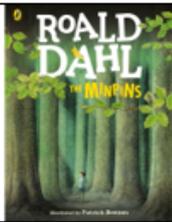


Term	Spring 1	
Text; author	The Bear under the Stairs - Helen Cooper	
Main theme	Bravery vs Fear	
Links and Themes	Lyrical text; rhymes, alliteration; repetitive language; PSHE links- over coming fears and speaking to a trusted adult; Science- living things and their habitats.	
Writing Purposes	To inform To entertain	
Main Outcome	Information texts about bears	<ul style="list-style-type: none"> <li>&gt; /l/ sound spelt -le at the end of words</li> <li>&gt; Homophones and near-homophones</li> <li>&gt; The /l/ sound spelt -lk at the end of words</li> </ul>
Other outcomes	File of fears entry; letter seeking; help; advice letter; retelling	
Length	15 sessions	

This half term we begin working on the “**Money**” block, which develops pupils’ understanding of recognising and using coins and notes. Children will identify the value of different coins and notes, count money in pounds and pence, and make amounts in different ways. Pupils will also compare amounts, find totals, and calculate change through practical, real-life contexts using concrete and pictorial representations.

#### Key Vocabulary:

Money, Coin, Note, Pence (p), Pound (£), Value, Amount, Total, Cost, Price, Buy, Spend, Change, More, Less, Compare, Add, Subtract, Equal

Term	Spring 1	
Text; author	The Minpins by Roald Dahl and Patrick Benson	
Main theme	Bravery vs Fear	
Links and Themes	Forests; monsters; adventures; overcoming fears and helping others	
Writing Purposes	To inform To entertain	
Main Outcome	Own version adventure narrative	<ul style="list-style-type: none"> <li>&gt; The /l/ sound spelt -al at the end of words</li> <li>&gt; Common exception words</li> <li>&gt; The /n/ sound spelt /n/, gn at the beginning of words and the /z/ sound spelt -s</li> </ul>
Other outcomes	Danger posters; setting descriptions; character descriptions; information reports; postcards	
Length	15 sessions	

After that, we move on to the “**Multiplication and Division**” block, which introduces making equal groups, repeated addition, sharing, and grouping. Pupils will use arrays and pictorial representations to support understanding and begin using multiplication and division symbols. Children will also explore the inverse relationship between the two operations and develop recall of the 2, 5 and 10 times tables.

#### Key Vocabulary:

Multiply, Times, Groups of, Repeated addition, Array, Equal groups, Divide, Share, Group, Times table, Fact, Inverse, Double, Half, Problem solving

Art – painting – life in colour



Music – Charanga –

recorder



Computing – scratch junior



Science – uses of everyday materials

PSHE – Safety and the changing body



RE – Where do people turn for guidance in life?



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

How do we learn to fly?

# Science: Use of Materials

Year 2

## Key Knowledge

To know:

- Objects are made from materials that are suitable for their use.
- The same material can be used for different purposes, and different materials can be used for the same purpose.
- A push or pull is needed to change the shape of a solid object.
- Solid objects can be stretched, twisted or bent, and different solid objects need different amounts of force to change shape.
- **Science in Action - To know:** Children will learn about a range of jobs and careers that use science, understand that science appears in the news through new discoveries, and recognise the spiritual, moral, social and cultural links with science.



## Key Skills

- Throughout this science topic, pupils will develop their **working scientifically skills**.
- They will learn to ask and answer different types of questions and recognise that there are different ways to carry out an enquiry.
- Children will measure and compare using **non-standard units**, and record their results in **simple tables**.
- They will practise **grouping and classifying** objects based on visible characteristics, and represent data using **pictograms and block graphs**.
- Pupils will also learn to use their results to answer questions and draw simple conclusions.

### Science - Uses of materials

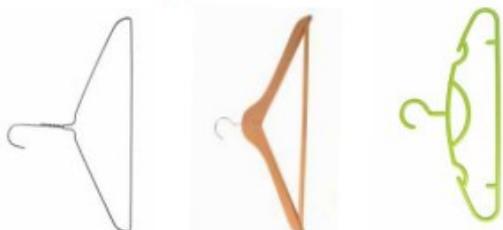


Materials have properties that suit the uses of many different objects.



Metal is waterproof, strong and stiff.

Objects are often made from different materials.



metal

wood

plastic

Some solid objects are made from materials that can change shape.



stretch



twist



bend



squash

material

What objects are made from.

property

How a material is described.

suitable

The best choice.

# History – How did we learn to fly?

## Key Knowledge

- A **timeline** shows the order events happened in the past.
- We start at **now** and look **back** on a timeline.
- The **past** has already happened; the **present** is happening now.
- Within **living memory** is up to 100 years ago.
- Beyond **living memory** is over 100 years ago.
- Changes in history often happen because of **new inventions and technology**.
- Some events and people are **more significant** than others.
- **Significant people and events** changed many people's lives.
- **Historians** use **sources and evidence** to learn about the past.
- The past can be shown in **different ways**.
- Some **inventions and achievements** from the past still affect our lives today

## Key skills

- Sequence events or photos on a **timeline** using time words.
- Recognise **change and continuity** over time.
- Compare life in the past with **their own lives**.
- Identify **important people and events**.
- Use **sources** (artefacts, photos, stories, visits) to ask and answer questions.
- Make **simple observations, deductions and conclusions** from evidence.
- Recognise that the past is shown in **different ways**.
- Communicate ideas through **talk, drawing, drama and simple writing**, using key vocabulary.

<b>achievement</b>	Something completed well with effort.	<b>living memory*</b>	Events remembered by people who are alive.
<b>beyond living memory*</b>	Events that people alive today can not remember.	<b>past*</b>	Time that has already happened.
<b>inventor*</b>	Someone who makes something that has never been made before.	<b>present*</b>	Time happening now.
<b>lifetime*</b>	From birth to death.	<b>timeline*</b>	A line showing events in time order.

## History of flight timeline



**1903**  
The Wright brothers' first flight.



**1969**  
Neil Armstrong becomes the first man to walk on the Moon.



**2015**  
Tim Peake visits the International Space Station.

Credit: NASA

1900s



**1921**  
Bessie Coleman gets a pilot's licence.



**1932**  
Amelia Earhart becomes the first woman to fly solo across the Atlantic Ocean.

Now



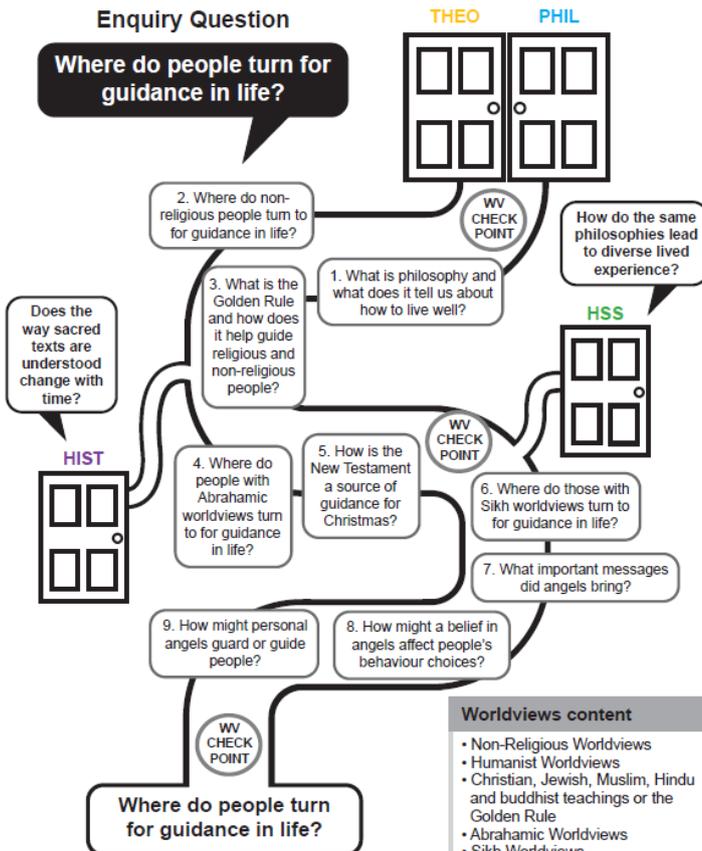


# RE: Where do people turn for guidance in life?

Unit Map K1.2 Key stage 1

## Enquiry Question

Where do people turn for guidance in life?



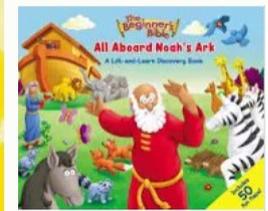
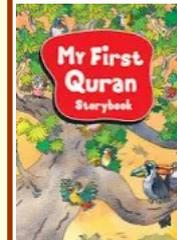
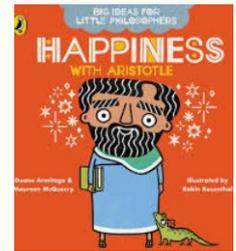
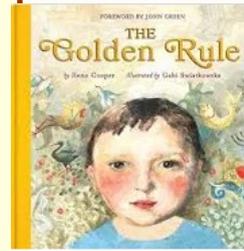
Where do people turn for guidance in life?

### Worldviews content

- Non-Religious Worldviews
- Humanist Worldviews
- Christian, Jewish, Muslim, Hindu and buddhist teachings or the Golden Rule
- Abrahamic Worldviews
- Sikh Worldviews
- Christian Worldviews
- Muslim Worldviews
- Catholic Worldviews
- Pegan Worldviews

Core concept: Wisdom and Guidance

Some of the stories we will share.





# Spring Term A

(January–February)



## Courage

Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.  
Joshua 1.<sup>9</sup>

Being courageous can mean different things to different people. For example, one person may think it easy to speak in front of a large audience, whilst another would need to find lots of courage to do this. Everyone faces challenges from time to time, and we have to find courage to overcome them.

Courage at home: Talk together about:

- The different challenges that each family member faces
- Times when you have needed to be brave. How did you feel afterwards?
- Who or what helps us find courage?
- Is there someone that we admire because of the courage that they have shown?

At school we will be reading these stories about courage...



Bible stories and verses we will be learning about...

Stepping out of your comfort zone Exodus 3-4

Doing the right thing not the easy thing Esther 4-8

Overcoming fear  
1 John 4.<sup>18</sup>

Facing a challenge  
Joshua 2

Encouraging others  
Joshua 1.<sup>9</sup>

Trusting God's promises  
Luke 2. 21-40

