



# Owl Class Newsletter

## Summer 1 2026



YEAR 2



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

## Welcome back to The Owl Class

### Welcome Back, Owl Class!

We hope you all enjoyed a restful and fun-filled Easter break. It has been a real pleasure to see the children return to school so positively—they have come back smiling, motivated and ready to get stuck into their learning.

This half term spans six weeks, giving us valuable time to deepen understanding and continue building on the great progress already made. The children have made such strides this year, and it's lovely to see their growing maturity and confidence shining through in the classroom.

With spring now in full swing, we are excited to take more of our learning outdoors. From practical activities to exploratory tasks, the children will have plenty of opportunities to learn in a more hands-on and active way, making the most of the warmer weather.

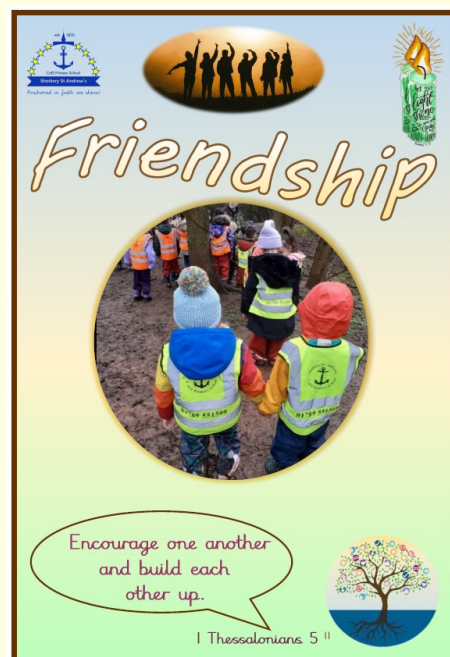
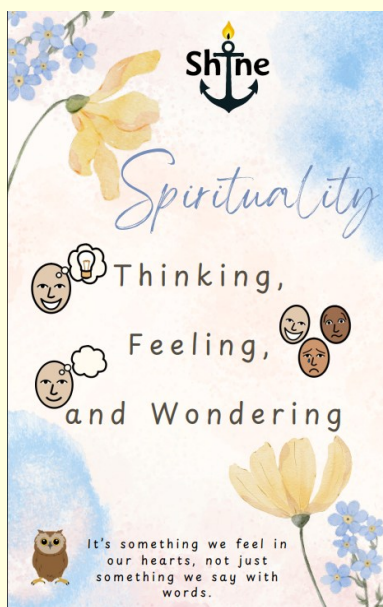
Throughout this half term, we will be focusing on strengthening key skills across the curriculum, while also encouraging the children to think independently, ask questions and challenge themselves. Their positive attitudes and willingness to try their best are making a big difference.

Inside this newsletter, you'll find an outline of what the children will be learning, along with key dates and useful reminders for the weeks ahead.

Your support at home continues to be incredibly valuable—especially with regular reading and practising core maths skills, which really help to reinforce learning in school.

If there is ever anything you'd like to discuss or ask about, please don't hesitate to get in touch.

We're looking forward to a busy, productive and enjoyable half term with the Owls!



# 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



## 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 eve-



**Friday 24th April** FSSA Build-a-teddy workshop  
**Saturday 26th April** Shakespeare birthday celebrations  
**Monday 4th May** Bank Holiday Monday  
**Friday 8th May** David Attenborough's 100th Birthday celebrations  
**Friday 15th May** FSSA Mystery Box Event  
**Monday 18th May** Multi-cultural week  
**Thursday 21st May** World day for cultural diversity  
**Thursday 21st May** parents invited into school for the afternoon to work with children  
**Friday 22nd May** break up for half term



Look out for Messages, class information and dojo points!  
**Class Dojo**

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



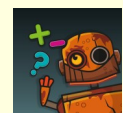
## **Remember to:**

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:

Year 2 have a Numbots log in and should be logging on for a session at home at least twice a week. [https://](https://www.numbots.com/)

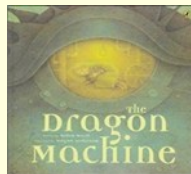




### ENGLISH



#### English - Writing Root: The Dragon on Machine by Helen Ward

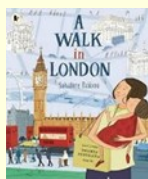


This half term, our English learning is based on the story *The Dragon Machine*. Through this text, the children will explore imagination and how characters' feelings and actions change throughout a story.

The children will take part in drama activities to re-enact key scenes, explore characters' thoughts and motivations, and discuss the sequence of events. They will then plan and write their own version of a dragon story, creating their own dragons, characters, and adventures. Alongside this, the children will explore different writing genres inspired by the story.

#### A Walk in London by Salvatore Robbino

This will be followed by learning is based on the book *A Walk in London*. The children will explore the sights and sounds of the city, focusing on how settings are described and how people experience different places.



They will take part in drama and discussion activities to explore the story, practise sequencing events, and plan their own writing. Alongside this, the children will explore different writing genres inspired by the book, including: instructions, persuasive poster, setting description, captions, diary entry and creating their own "A Walk in ..." guidebook, describing a place of their choice.



### MATHS



This half term, we begin our learning with the Fractions block and after that we will learn about time.

#### Fractions

Children will learn to recognise and find simple fractions ( $1/2$ ,  $1/4$ ,  $1/3$ ,  $3/4$ ) of shapes and quantities. They will understand that fractions are equal parts of a whole, explore simple equivalence, and compare and order fractions. Learning is supported with practical and visual resources.

#### Key Vocabulary:

Fraction, Whole, Half, Quarter, Third, Equal Parts, Equivalent, Compare, Order

#### Time

Children will learn to tell the time (o'clock, half past, quarter past/to and to 5 minutes). They will explore hours and minutes, sequence events, and solve simple time problems using practical activities and clocks.

#### Key Vocabulary:

Time, O'clock, Half Past, Quarter Past, Quarter To, Minutes, Hours, Before, After, Duration

Art and Design – Sculpture and 3D



Music – Structure



Computing – Stop Motion



Science – Plant Growth



PSHE – Citizenship



RE – How do people with similar religion and worldviews share and celebrate their beliefs?



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

What is a Monarch?

# Science: Plant Growth

Year 2

## Key Knowledge

To know:

- Seeds and bulbs grow into seedlings by producing roots and shoots.
- Seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers.
- Seeds need water and warmth to germinate.
- Plants need water, light and a suitable temperature for growth and health.

## Science in action

To know:

- A range of jobs and careers that use scientific knowledge and methods.
  - There are spiritual, moral, social and



## Key Skills

- **Asking Questions:** Explore and ask simple questions about the world.
- **Planning:** Begin to think about how to test ideas fairly with support.
- **Predicting:** Say what might happen using simple ideas or experience.
- **Observing:** Use senses to notice and describe changes.
- **Measuring:** Use simple equipment and units to measure and compare.
- **Recording:** Record results using drawings, labels, and simple tables.
- **Analysing:** Use results to answer questions and compare with predictions.

### Science - Plant growth

leaves	They use light to make food for the plant.
roots	They take up water and nutrients from the soil.
flowers	They make seeds so new plants can grow.

- Seeds contain a store of **energy**.
- **Germination** is when a new plant starts to grow.
- A seed needs **water** and **warmth** to germinate.



The **shoot** is the first green part of a plant to grow from a seed.

### Bulbs

Rounded roots from which new plants can grow.



### What do plants need for healthy growth?



water

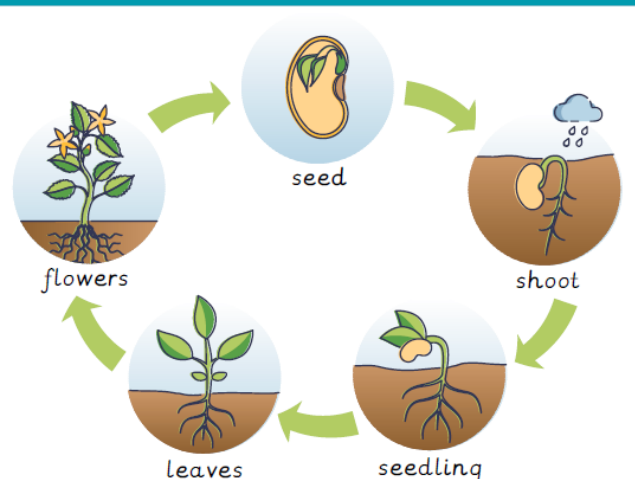


light



warmth

### Plant life cycle



# History – What is a Monarch?

## Key Knowledge

- Beyond living memory means more than 100 years ago.
- Events in history can last different lengths of time.
- Some events and people are more important (significant) than others.
- Significant people are those who changed people's lives.
- Historical events can have an impact on society.
- We use sources (evidence) to learn about the past.
- The past can be represented in different ways.
- A monarch is a king or queen.
- In the past, monarchs often had more power than today.
- Power can be used in different ways in different times and cultures.
- Some individuals are remembered for their important achievements.

## Key skills

- **Chronology**  
Sequence events and place people/events in time.
- **Change and Continuity**  
Identify what has changed and what has stayed the same. Spot similarities and differences between past and present.
- **Cause and Consequence**  
Ask and answer questions about why things happened and what happened next.
- **Historical Enquiry**  
Ask questions and use sources (artefacts, photos, books) to find answers.
- **Using Evidence**  
Observe and compare sources. Select information and use it to answer questions.
- **Interpretation**  
Recognise that the past can be shown in different ways (e.g. stories, photos).
- **Significance**  
Talk about who was important and why.
- **Communication**  
Share ideas through speaking, drawing, drama, and simple writing using key vocabulary.
- **Making Connections**  
Link ideas across the topic and make simple evidence-based conclusions.

## History - What is a monarch?

battle	A fight between two armies.
conquer	To take control of a country.
defend	To resist an attack
invade	To take over a country.
power (monarchy)	To have control.
ruler	The person in charge of a country or kingdom.
king*	A man who rules a country or area.
queen*	A woman who rules a country or area.
monarchy*	A country that has king or queen.

## Bayeux tapestry



A long piece of decorated fabric that tells the story of the Norman Conquest of England in 1066.

## William the Conqueror, 1066



\*key vocabulary

## King Charles III, 2022



Credit: UK Parliament / Roger Harris  
Contributor: Xinhua / Alamy Stock Photo

## Coronation



Credit: Chronicle / Alamy Stock Photo

A special religious ceremony where a new king or queen is crowned.

Queen Elizabeth II's Coronation, 1953.





RE: Where do people turn for guidance in life?

**Enquiry Question**

How do people with similar religion or worldviews share and celebrate beliefs

THEO HSS



WV CHECK POINT

How does sharing and celebrating beliefs link to rights?



PHIL

6. What is worship?

7. Which sacred objects are important to people with different worldviews?

8. What are Vaisakhi and Gupurab?

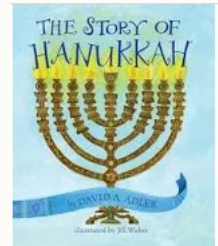
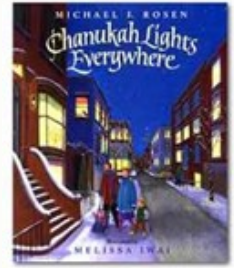
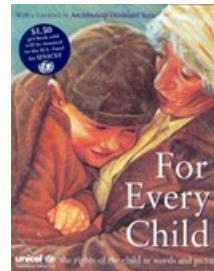
9. What are Chunukah and Pesach?

WV CHECK POINT

How do people with similar religion and worldviews share and celebrate beliefs?

- Worldviews content**
- Christian worldviews
  - Humanist worldviews
  - Jewish worldviews
  - Sikh worldviews

Some of the stories we will share.



*shine*

SHOW respect  Hope and faith  

Inspire one another  Nurture our gifts 

 Embrace opportunities 





# Friendship

Encourage one another and build each other up.

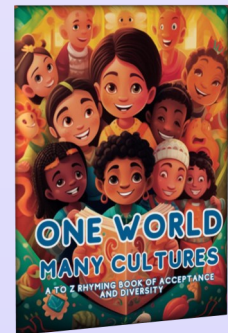
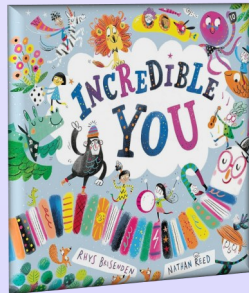
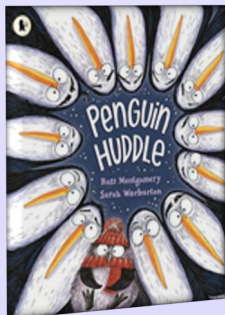
1 Thessalonians 5<sup>11</sup>

## Friendship at home: Talk together about:

- How friends come in all shapes and sizes. Some are young, some are old.
- Some are always there, some we see only occasionally.
- How do we choose our friends?
- What makes a good friend?
- Are we a good friend to others?



## At school we will be reading these stories about friendship...



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

Sticking together

Proverbs 18.<sup>24</sup>

Supporting one another

Luke 5. 17-39

Knowing God's presence

Acts 2



Encouraging one another.

1 Thessalonians 5.<sup>11</sup>

Making time for each other

Luke 10.<sup>38-42</sup>

Learning to listen

Proverbs 17.<sup>17</sup>