Owl Class Newsletter

November 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

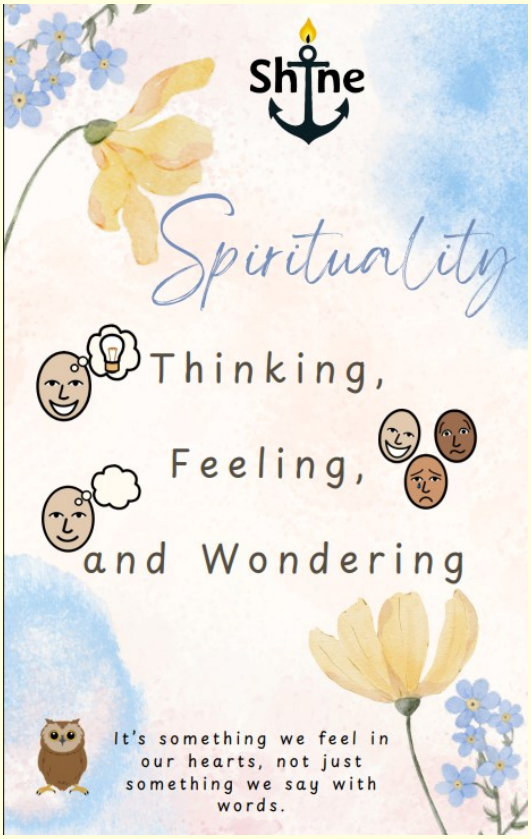
Welcome back!

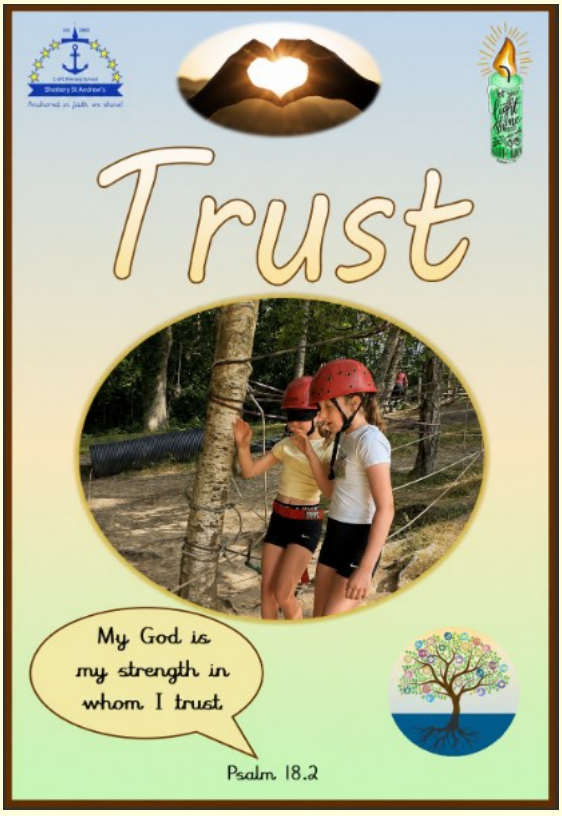
I hope you all had a lovely half-term break and enjoyed some well-deserved rest with family and friends. It has been wonderful to see the children return to school refreshed, full of smiles, and ready for another busy and exciting half term in Year 2!

This half term promises to be a special one as we continue our learning journey and begin to look forward to the festive season. We have lots of engaging lessons, creative activities, and, of course, some Christmas-themed fun and events to enjoy together.

In Year 2, we will keep building on the fantastic progress the children have already made, encouraging them to develop independence, curiosity, and confidence in their learning. It's lovely to see how much they've grown since September, and I'm looking forward to seeing all they will achieve in the run-up to Christmas.

This newsletter will give you an overview of our routines, topics, and ways you can support learning at home. As always, please don't hesitate to get in touch if you have any questions or concerns—your continued support makes such a positive difference.







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.





Friday 6th November -Poppy trail and FSSA disco 6-7.30pm
Friday 13th November–Children in Need
Friday 4th December–Rainbow raffle (FSSA event)
Wednesday 9th December : KS1 Christmas dinner at the Bell. (Christmas jumpers)
Friday 11th December KS1 Hedgehog and Owl's Nativity
Monday 14th December KS1 puppet show
Tuesday 15th December Christmas Carol Service 9:00am
Friday 18th December- teacher training day-school closed to children



Forest school will start for the Owls on Friday mornings. Please send your child into school wearing appropriate clothing, coat and wel-

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





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

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





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

Further information can also be found on the school website:

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



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CofE Primary School
Shottery St Andrew's
Anchored in faith we shine!

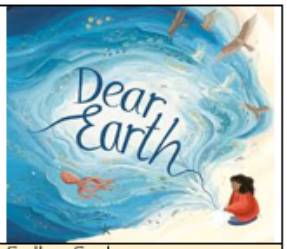
CURRICULUM

Year 2

Let your light shine

ENGLISH

Term	Autumn 2	
Text, author	The Journey Home – Fearne Preston-Gannon	
Main theme	Creation and conservation	
Links and Themes	Science (Y2 Living things and their habitats) how different plants and animals depend on each other. Identify and name plants and animals in their habitats, including microhabitats, food chains. Conservation	
Writing Purposes	To entertain To inform	Spelling Seeds
Main Outcome	Persuasive letter	➢ Common exception words ➢ Adding –ing, ed, er, est and –y ➢ The /i/ sound spelt –y
Other outcomes	Posters, lists, postcards, information report, short stories	
Length	15 sessions	

Term	Autumn 1	
Text, author	Dear Earth – Isabel Otter and Clara Anganuzzi	
Main theme	Creation & conservation	
Links and Themes	Earth, conservation, pollution, endangered animals, protection, dreams, aspirations, exploration	
Writing Purposes	To inform To entertain (inclusion of poetry)	Spelling Seeds
Main Outcome	Informative leaflet	➢ Common exceptions words (and the possessive apostrophe) ➢ More common exception words ➢ Suffix 'ly'
Other outcomes	Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters	
Length	15 sessions	

MATHS

This half term we continue with working on 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

After that we begin working on the "**Shape**" block, which introduces and reinforces concepts like identifying and describing 2-D and 3-D shapes, recognising and drawing lines of symmetry, and comparing and sorting shapes based on their properties. Pupils will also explore angles, turns, and patterns, building their reasoning skills through practical and pictorial activities.

Key Vocabulary:
Shape, 2-D, 3-D, Circle, Triangle, Square, Rectangle, Pentagon, Hexagon, Cube, Cuboid, Sphere, Cylinder, Pyramid, Edge, Face, Vertex/Vertices, Side, Corner, Symmetry, Line of symmetry, Right angle, Turn, Whole turn, Half turn, Quarter turn, Pattern, Sort, Compare, Properties, Similar, Different, Describe, Position, Direction.

Art – –Christmas themed

DT- Cooking and Nutrition - Balanced diet

Music– Musical storytelling and Christmas Nativity

Computing – Word processing

Science – Living things – Microhabitats

PSHE – Health and Wellbeing

RE – Where do people turn for guidance in life?

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

Would you prefer to live in a hot or cold place?

Science: Living things - Microhabitats

Year 2

Key Knowledge

To know:

- A variety of plants and animals and describe some differences.
- A habitat is the environment where an animal or plant lives/grows because it provides what they need to survive.
- A microhabitat is a very small habitat (e.g. under stones, logs and leaf litter).

That living things depend upon each other (e.g. for food or shelter).

Key Vocabulary

food chain
microhabitat
minibeast
research
results
test



Key Skills

- **Asking Questions:** Notice the world around them and ask simple questions.
- **Planning:** Decide what to observe and order simple steps with support.
- **Predicting:** Suggest what might happen, often using personal experience.
- **Observing:** Use senses to describe changes or what they notice.
- **Researching:** Find information from a given, simple source.
- **Recording:** Keep results using simple tables or tally charts.

Science - Microhabitats

A **microhabitat** is a small area with different conditions to the surrounding area.



under logs and stones



grass



leaf litter



soil

Minibeasts are small creatures without a backbone.

Minibeasts are small creatures without a backbone.

woodlouse



ladybird



snail

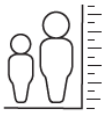


worm



Minibeasts live in microhabitats that provide them with **food** and **shelter**.

Scientists use **super Science skills** to find answers to questions.

Super Science skills	
Researching	
Observing over time	
Comparative and fair testing	
Grouping	
Spotting patterns	

Geography- Would you prefer to live in a hot or cold place?

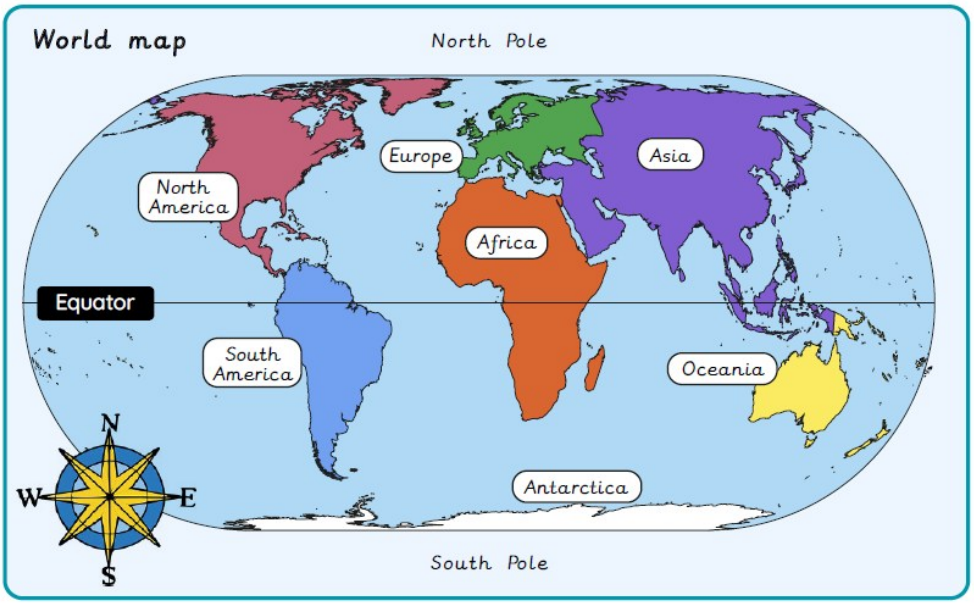
Key Knowledge

- Know some similarities and differences between their local area and a non-European country.
- Understand the Equator is an imaginary line around the middle of the Earth, closer to the sun than the poles.
- Know the North Pole is the northernmost point and the South Pole is the southernmost point of the Earth.
- Understand that different locations experience different weather because of their position on Earth.
- Be able to name all seven continents.

Key skills

- **Locating Places:** Identify continents, the Equator, North and South Poles, and hot/cold areas on maps and globes.
- **Using Maps and Tools:** Use maps, atlases, and globes, and describe locations using compass points (N, S, E, W).
- **Observing Features:** Recognise human and physical features on maps, aerial photos, and around the school.
- **Comparing Places:** Describe similarities and differences between their local area and a contrasting non-European area, including physical features in hot and cold places.
- **Asking Questions:** Pose and answer simple geographical questions.

Year 2 - Would you prefer to live in a hot or cold place?

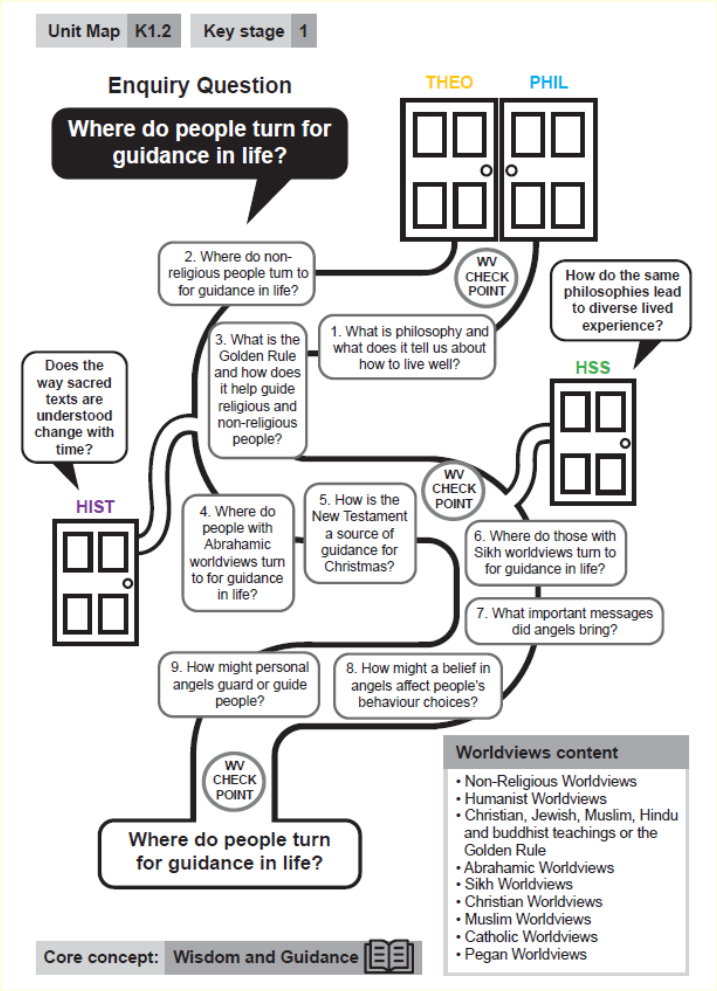








RE: Where do people turn for guidance in life?



Some of the stories we will share.

