What we are learning this half term in Year 2 Autumn 2

Subject	Content and unit outcomes	How you can support at home
• **English**	**Recount – non fiction** • Use time connectives such as first, next, then, after that, finally. • Write in the past tense. • Use capital letters, full stops, question marks, and exclamation marks correctly. • Extend sentences using and, because, but, so, when. • Include descriptive vocabulary to make writing interesting. **Can write narratives about personal experiences.** • Write using I, me, my, we, our. • Describe what the character sees, does, thinks, and feels. • Stay in the same point of view throughout the story.	• Encourage them to retell trips, family outings, or special events in the order they happened. • Help them notice words such as played, visited, watched, walked. • Encourage your child to extend their sentences using: and, because, but, so and when. • When writing, remind your child to: • Start sentences with a capital letter. • End sentences with a full stop, question mark, or exclamation mark. • Encourage your child to describe what they saw, heard, or felt.
• **Maths** • **Place value** • **Addition and subtraction**	• Understand tens and ones in numbers to 100. • Compare, order and represent numbers confidently. • Count fluently and use place value to solve problems. Add and subtract numbers confidently using a range of methods. • Choose efficient strategies and explain mathematical thinking. • Use addition and subtraction to solve everyday problems and check answers.	• Complete the Infinity quiz each week. • Incorporate number into everyday life, such as counting objects when out. • Ask questions about numbers, such as how many tens and how many ones in a 2-digit number?
• **Spellings**	• What do I need to know to think about spelling? • How do I use the Complete the code chart to help me to spell? • Why do I double letters at the end of words? • Why do I double letters in some longer words ending in -er? • Why do some words end in ‘k’ or ‘ck’? • Why do some words end in ‘ch’ or ‘tch’? • When do I add the suffix -es/-s to words? • Why do I double the final letter in some words when I add the suffix -ing? • Why do I swap the ‘y’ for an ‘i’ when I add the suffix -ed? • Why do I drop the ‘e’ when I add the suffix -ing?	• Read together every day. • Incorporate phonics into everyday games, such as I spy. • Identify phonics and sounds in everyday life, such as when walking down the street.
• **RE**	• Recognise how candles are used in different religions and celebrations. • Explain what candles and candle symbols can mean to people. • Reflect on personal experiences and meanings of candles.	• Read age-appropriate books or watch short videos about Diwali, Advent, and Hanukkah. • Talk about how candles and lights are used in each celebration and why they are important to some people.
• **PSHE**	• Understanding and Respecting Differences • Being Kind and Building Positive Relationships • Keeping Safe and Asking for Help	• Talk about how everyone is unique and celebrate the qualities that make family members special. • Read books and watch programmes that include a variety of families, cultures, and experiences. • Help your child identify trusted adults they can talk to both at home and at school. • Regularly remind them that they can tell you if something makes them feel worried, uncomfortable, or unsafe.

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• **Geography**	• Locating Places on a World Map • Understanding Weather and Climate • Comparing Different Places Around the World	• Look at a world map or globe together and help your child find the seven continents. • Discuss the weather each day using geographical vocabulary such as sunny, rainy, cloudy, hot, and cold. • Explore pictures, books, or videos about life in the UK and Kenya and discuss similarities and differences in homes, schools, food, transport, and weather.
• **Science**	• Identifying Living Things • Understanding Habitats and Microhabitats • Exploring How Living Things Survive	• Go on nature walks and encourage your child to spot and name different plants and animals. • Visit local parks, gardens, or nature reserves to observe wildlife. • Read books about plants, animals, and people who work with nature, such as botanists.
• **Art / DT**	• Understanding Mechanisms • Designing and Planning • Making and Improving Products	• Look for examples of levers, linkages, and pivots in everyday objects, such as scissors, hinges, tongs, or toys. • Encourage your child to investigate how moving one part of an object causes another part to move. • Build simple mechanisms using cardboard, split pins, straws, or construction toys.
• **Music**	• Nativity preparation	• Please support your child to learn their lines and the songs, ready for our performance at the end of term.
• **Computing**	• Breaking Down and Understanding Problems • Creating and Improving Algorithms • Understanding Important Computing Concepts	• Encourage your child to explain the steps needed to complete everyday tasks, such as making a sandwich or getting ready for school. • Play games together and ask questions like: • "What do you think happens first?" • "What are the different parts of this game?" • Help them practise breaking big tasks into smaller, manageable step.
• **PE**	• Travelling Along Different Pathways • Creating and Linking Gymnastic Movements • Performing and Improving Sequences	• Encourage your child to move along straight, curved, and zig-zag pathways in the garden, park, or home. • Create simple obstacle courses using cushions, cones, or toys. • Play movement games where your child changes direction, speed, or level (high, low, and in between). • Practise balancing while walking along a line or a safe low beam.