

## What we are learning in Year 2 this half term (Autumn 1)

Subject	Content	How you can support at home
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Place Value-Numbers to 20, partitioning numbers and comparing numbers</li> <li>• Addition and subtraction</li> <li>• Adding and subtracting 1s, adding across a 10, 10 more and 10 less</li> <li>• Subtracting two 2digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Counting games: Count objects (toys, fruit, steps) forwards and backwards up to 20.</li> <li>• Make numbers: Use pasta, Lego, or coins to show numbers (e.g. 14 = one group of 10 + 4 ones).</li> <li>• Compare numbers: Pick two numbers and ask, "<i>Which is bigger? Which is smaller?</i>"</li> <li>• Real-life maths: Add and subtract during everyday life:</li> <li>• "You have 7 grapes, if you eat 2, how many are left?"</li> <li>• Dominoes/dice: Roll two dice, add them together, then try subtracting one from the other.</li> </ul>
<b>English</b>	<p>Writing our own action stories, looking closely at:</p> <ul style="list-style-type: none"> <li>• What a sentence needs to make sense</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> </ul> <p>Writing our own instruction texts, looking closely at:</p> <ul style="list-style-type: none"> <li>• Commands</li> <li>• Sequencing instructions in the correct order</li> <li>• Giving specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage simple sentence writing with the correct punctuation.</li> <li>• Think of synonyms for verbs (eg instead of run choose race, sprint, jog etc)</li> <li>• Encourage children to write a set of instructions to complete a daily task or make a small craft.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>• Read the following in words:</li> <li>• eigh aigh ey ea eight straight grey break</li> <li>• kn gn knee gnaw</li> <li>• mb thumb</li> <li>• ere eer here deer</li> <li>• dge bridge</li> <li>• y crystal</li> </ul>	<ul style="list-style-type: none"> <li>• Practice this half term's spellings regularly (again, beautiful, call, eye, friend, hour, improve)</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Explore the properties of everyday materials.</li> <li>• Explore what is meant by a 'habitat' and identify how it provides for certain animals.</li> <li>• Observe the stages of plant growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore non-fiction texts about materials, plant growth and habitats.</li> <li>• Give children the opportunity to help look after any house plants and note the changes as it grows.</li> </ul>
<b>Geography/History</b>	<p>This half term we are focusing on Geography.</p> <ul style="list-style-type: none"> <li>• Using maps, atlases and globes to identify and locate continents, oceans, UK countries and capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify human and physical features when out and about.</li> <li>• Plan a simple route using compass directions to navigate around the house/garden.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to spot human and physical geographical features in our local environment.</li> </ul>	
<b>DT</b>	<ul style="list-style-type: none"> <li>• Explore and taste foods belonging to different food groupings including dairy, carbohydrates and proteins</li> <li>• Design make and evaluate our own healthy wrap.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to help when preparing foods/snacks.</li> <li>• Discuss which foods belong to each grouping (carbohydrates, protein etc)</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Use charcoal to create different marks when drawing</li> <li>• Describe how objects feel and experiment with adding texture to our own drawings</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage creative drawings with a range of media including charcoal, chalk, pencils, felt-tips etc.</li> </ul>
<b>Religious Education</b>	<p>This half term our focus question is 'What makes some people inspiring to others?'</p> <ul style="list-style-type: none"> <li>• Why do Christians follow Jesus?</li> <li>• Why do Muslims follow Muhammed?</li> <li>• Who inspires us?</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to ask questions about faith and begin to express their ideas and opinions in response.</li> <li>• Promote the importance of respect when discussing faiths</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Explore pitch and tempo when creating music</li> <li>• Experiment with call and response to create music</li> <li>• Explore how different sounds are used to represent a scene.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to describe what they like/dislike about music they hear at home/on the radio.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Understand what is meant by 'IT' (information technology), how it is used in school and the benefits of it.</li> <li>• Explore how data can be organised and recorded using IT and the benefits of this.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to stick to the 'healthy habits' when accessing online/electronic technology</li> <li>• Refer to Digi Daisy poster</li> </ul>
<b>Relationships and Health Education</b>	<ul style="list-style-type: none"> <li>• Understand the difference between a 'bystander' and an 'upstander' Speaking out</li> <li>• Looking after the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss who to talk to if you are feeling worried or upset</li> <li>• Talk about why we recycle</li> </ul>