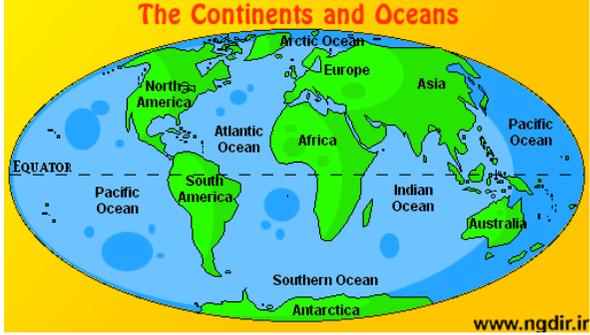
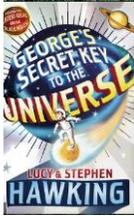


<p>Dear Year 2 Parents &amp; Carers,</p> <p>Here is our Enquiry question for this half term. Please use this information to help your child research or find things to bring into class to support our learning.</p> <p>Have fun! Mrs Wilson and Miss Hodgson</p>	<p style="text-align: center;">GREENFIELDS COMMUNITY PRIMARY SCHOOL</p>  <p style="text-align: center;">Key Stage 1- Spring 2 Curriculum Overview</p> <p style="text-align: center;"><b>Who lives in a house like this?</b> A comparative study between the UK and Africa</p>	
<p>As <b>READERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Read <i>George's secret key to the universe</i></li> <li>• Identify tricky words and find their meaning, think aloud questions in our heads and make predictions.</li> </ul> 	<p>As <b>MATHEMATICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Continue to get quicker at Arithmetic.</li> <li>• Begin to explore reasoning in maths by identifying and understanding what the question is asking us.</li> <li>• Practise and apply measuring skills.</li> <li>• Name and describe 2D and 3D shapes.</li> <li>• Tell the time in five minute intervals</li> </ul>	<p>As <b>CITIZENS LEARNING FROM and ABOUT RELIGION</b> we will:</p> <ul style="list-style-type: none"> <li>• Retell stories from different religions</li> <li>• Know that different people believe in different things</li> <li>• Respond sensitively to other people's experiences and feelings</li> <li>• Identify what is important to themselves and other people</li> </ul>
<p>As <b>AUTHORS</b> we will:</p> <ul style="list-style-type: none"> <li>• Write for a range of purposes exploring different tense.</li> <li>• Explore non fiction texts including leaflets and reports.</li> <li>• Explore tenses and writing in the first/ third person in response to a fiction book.</li> </ul>	<p>As <b>ARTISTS and DESIGNERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Look at African artwork</li> <li>• Create a piece of work in response to another artist's work and then suggest how to make it even better</li> <li>• Use simple IT mark-making tools (e.g. brush and pen tools)</li> </ul>	<p>As <b>SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Explore at <b>Forest School</b>.</li> <li>• The philosophy of <b>Forest Schools</b> is to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment.</li> </ul>
<p>As <b>CITIZENS</b> we will:</p> <ul style="list-style-type: none"> <li>• Learn about Sex and Relationships Education. The sessions will cover; differences between girls and boys, life cycles, everybody needs caring for, keeping yourself clean and healthy, me and my relationships.</li> <li>• Expect Respect looking at gender, careers and assumptions.</li> </ul>	<p>As <b>GEOGRAPHERS</b> we will:</p> <ul style="list-style-type: none"> <li>▪ Compare the UK and Africa</li> <li>▪ Describe a place outside Europe using geographical words</li> <li>▪ Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley</li> <li>▪ Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans</li> <li>▪ Explain how people might spoil an area or make it better</li> <li>▪ Explain what facilities a town or village might need</li> </ul>	<p>As <b>MUSICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Play simple rhythmic patterns on an instrument keeping a steady pulse</li> <li>• Choose sounds that create an effect</li> <li>• Use symbols to represent sounds and make connections between notations and musical sounds</li> <li>• Listen out for particular things when listening to music</li> <li>• Use musical words to describe what you like and dislike</li> </ul>

