

<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! Miss Shell and Miss Taylor</p>	<p style="text-align: center;">GREENFIELDS COMMUNITY PRIMARY SCHOOL</p>  <p style="text-align: center;">Key Stage 1- Spring 1 Curriculum Overview</p> <p style="text-align: center;"><b>Would Bear Grylls survive at Greenfields?</b></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> <li>• Look at non-fiction texts to research survival techniques.</li> </ul>	<p>As <b>MATHEMATICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Use partitioning to add to numbers together.</li> <li>• Practise using column subtraction.</li> <li>• Recap multiplication, division and finding fractions of amounts.</li> <li>• Practise measuring.</li> <li>• Identify properties of shapes.</li> </ul>	<p>As <b>COMPUTER SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Use technology to create, organise and store digital content</li> <li>• Use technology safely and respectfully</li> <li>• Retrieve and manipulate digital content stored previously</li> </ul>
<p>As <b>AUTHORS</b> we will:</p> <ul style="list-style-type: none"> <li>• Read</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</b> and <b>DESIGNERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Take photographs of local landmarks.</li> <li>• Create a piece of work in response to Picasso's work and then suggest how to make it even better.</li> <li>• Use charcoal, pastels and different grades of pencil (4B, 8B HB) when drawing</li> </ul>	<p>As <b>SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Investigate and explore living things and their habitats.</li> <li>• Learn all about dinosaurs by exploring their basic needs and how these are provided in different habitats, food chains and dependency.</li> </ul>
<p>As <b>FITNESS EXPERTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Repeat and explore actions with control and co-ordination</li> <li>• Vary skills, actions and ideas, linking them in ways that suit the activities</li> <li>• Talk about what is different between what they did and what someone else did</li> <li>• Say how they could improve</li> <li>• Show someone how to exercise safely</li> <li>• Describe how their body feels during different activities</li> </ul>	<p>As <b>GEOGRAPHERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Use simple compass directions, locational and directional language, to describe the location of features and routes.</li> <li>• Recognise landmarks and basic features from aerial photographs and plans; devise a simple map; and use basic symbols in a key</li> <li>• Use simple fieldwork and observational skills to study geography of the school and grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p>As <b>CITIZENS</b> we will:</p> <ul style="list-style-type: none"> <li>• Set ourselves simple goals which are challenging and help us to learn.</li> <li>• Feel positive about ourselves.</li> <li>• Take part in discussions.</li> <li>• Understand how we learn best.</li> <li>• Recognise our learning SMARTS.</li> </ul>

