



Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map Term 1 2024/25

	WEEK 1 Key Dates 2.9.24 2.9.24 & 3.9.24 – Inset days	WEEK 2 9.9.24	WEEK 3 16.9.24 Gallery art work handed in by 20.9.24	WEEK 4 23.9.24 Corrdior display up by 23.9.24 PART value display up by 27.9.24	WEEK 5 30.9.24	WEEK 6 7.10.24	WEEK 7 14.10.24
LEAD TEXT/TOPIC	<u>The History of Flight</u> Emma Jane's Aeroplane/Flight	<u>The History of Flight</u> Emma Jane's Aeroplane/Flight	<u>The History of Flight</u> Emma Jane's Aeroplane/Flight	<u>The History of Flight</u> Emma Jane's Aeroplane/Flight	<u>The History of Flight</u> Emma Jane's Aeroplane/Flight	<u>The History of Flight</u> Emma Jane's Aeroplane/Flight	<u>The History of Flight</u> Emma Jane's Aeroplane/Flight
ENGLISH Genres ARTICLE 29	Activities linked to coming back to school. Capital letter and full stop – SPAG. Reading comprehension.	Narrative: predictions, using adjectives, sequencing stories and laungauge through colour.	Narrative; verbs, adjectives, nouns, conjunctions and reading comprehension.	Narrative: Planning and writing own story following the same format. Planning and writing lessons.	Non-Fiction Writing: adjectives, writing facts, language through colour and reading comprehension.	Non-Fiction Writing; commas, describing senses, language through coour, descriptive writing and reading comprehension.	Narrative; SPAG activites, recapping story and reading comprehension.
MATHS Refer to Maths Hub Planning ARTICLE 29 + 31	See white rose hub planning. Place Value and Number	See white rose hub planning. Place Value and Number	See white rose hub planning. Place Value and Number	See white rose hub planning. Place Value and Number	See white rose hub planning. Addition and Subtraction	See white rose hub planning. Addition and Subtraction	See white rose hub planning. Addition and Subtraction



<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">Refer to the Kent Scheme of Work unit plans ARTICLE 29</p>		<p><u>Living things and the habitats</u></p> <p>Enquiry 1 – What examples can I find of Living Things, Things that are no longer alive and things that have never been alive?</p> <p>Recap prior learning from Year 1 where pupils would have explored the characteristics of living things (see links to prior learning). Ask the pupils to discuss and share their responses to the question: How do we know if something is alive?</p> <p>Show some pictures – a plant, a robot, a leaf on the ground, a fish, a bird, a human, a tree, some fur, a bone. Ask them to discuss which ones they think are alive. Reinforce the following:</p> <ul style="list-style-type: none"> - Living Things: - Dead Things: - Things that have never been alive. <p>Children to draw and write examples of each.</p>	<p>Enquiry 1 – What examples can I find of Living Things, Things that are no longer alive and things that have never been alive?</p> <p>Introduce to the pupils the features of living things: living things move, feed, grow, reproduce and use their senses. Ensure that pupils understand what each of these things mean.</p> <p>Little idea Living things can grow, change, move, and reproduce. They need food, water, air, and a suitable environment to survive.</p> <p>Little ideas: Dead things were once alive but no longer show signs of life. They do not grow, move, or perform life processes. Things That Have Never Been Alive are objects or materials that were never part of a living thing. Remind pupils that scientists often sort and classify:</p> <p>Children to sort and classify a range of photos into living things, dead things and never alive.</p>	<p>Enquiry 2 - What Microhabitats Can We Find in Our School?</p> <p>Tell the pupils that all living things, including plants, need somewhere to live to which they are suited. We call this a habitat – a natural environment or the home of a variety of plants and animals. Little ideas: A habitat is a place where plants and animals live. It is an environment that provides everything they need to survive. A microhabitat is a small, specialised home within a habitat. Show some pictures of some animals – spiders, snails, beetles, ants, worms, woodlice. Then show some pictures of the microhabitats they might be found in. e.g. a leaf pile, under a log, under rocks, in a tree trunk. Look at the pictures together – which of the microhabitats do you think will be home to these species? Why? Pupils to explore the school grounds to see what microhabitats can be found and the animals that live in them.</p>	<p style="text-align: center;"><u>Significant People - Explore Sir David Attenborough</u></p> <p>Did you know... that Sir David Attenborough, a British biologist and naturalist who is famous for educational broadcasts about the natural world, has helped us to better understand many of the world's most remote habitats. Explore with pupils why Attenborough's work is significant and how it has raised questions about the human impact on the environment and different habitats.</p>	<p>Enquiry 3 – Do plants need particular habitats too?</p> <p>Revisit the little ideas shared in last week's enquiry – this time emphasise the plant aspect: A habitat is a place where plants and animals live. It is an environment that provides everything they need to survive. A microhabitat is a small, specialised home within a habitat. Last week we looked at animals and this week we are going to look at the sorts of habitats that different plants prefer to help them survive. Pupils are going to go on a walk around these areas today to look at the plants</p>	<p>Enquiry 4 – How do different habitats provide for the basic needs of different kinds of animals and plants?</p> <p>What other animals do we see near our houses or school that also get everything they need from this habitat? E.g. foxes, birds, rabbits, deer. Watch this video: https://www.youtube.com/watch?v=D9Ys-mwlffw There are lots of different habitats around the world – some are hot, some are cold, some are dry and some are wet. The animals that live in those habitats are suited to them and so they can survive. They find the food, water and shelter that they need in their habitat. Give pupils pictures of different habitats – ocean, rainforest, desert, Arctic, grassland. Pupils to annotate around the edge of the picture in response to the questions: What is the habitat like? What animals live in the habitat? What plants live in the habitat? Why is it a good home for them? Little idea: Each habitat has specific features like temperature, water availability, and types of food that meet the needs of the different living things residing there</p>
<p style="text-align: center;">HISTORY</p> <p style="text-align: center;">ARTICLE 19</p>	<p>Discuss with the chn what they would like to find out about. Writing questions and facts they think they know about flight.</p>	<p>What is transport? How has transport changed? Timeline</p>	<p>History of flight. Who invented the first plane and when? The Wright Brothers.</p>	<p>History of Flight. How has flight changed? Timeline</p>	<p>History of Flight. Who was Amelia Earhart?</p>	<p>History of Flight. Who was Amy Johnson?</p>	
<p style="text-align: center;">GEOGRAPHY</p> <p style="text-align: center;">ARTICLE 29</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>	<p>History led term</p>



<p>COMPUTING ARTICLE 16, 17 + 29</p>		<p>Numbots</p> <p>Skills: Logging on/ off tablets.</p>	<p>Numbots</p> <p>Skills: Logging on/ off Using websites respectfully.</p>	<p>Linked with topic work – History of Flight</p> <p>Skills: Logging on/ off Using technology respectfully.</p>	<p>Spelling Shed</p> <p>Skills: Logging on/ off Using websites Safely</p>	<p>Linked with topic work – Flight</p> <p>Researching a topic/presentation <i>Switched on ICT Unit 3.1- We are Researchers</i></p>	<p>Linked with topic work – Flight</p> <p>Researching a topic/presentation <i>Switched on ICT Unit 3.1- We are Researchers</i></p>
<p>ART & DESIGN ARTICLE 29</p>	<p>Self Portraits</p>	<p>Self Portraits</p>	<p>See Design Technology</p>	<p>See Design Technology</p>	<p>See Design Technology</p>	<p>See Design Technology</p>	<p>See Design Technology</p>
<p>DESIGN TECHNOLOGY ARTICLE 29</p>			<p>Wheels and Axels-</p> <ul style="list-style-type: none"> Explore and evaluate a range of wheeled products such as toys and everyday objects. <i>How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round?</i> Draw an example of a wheeled product, stating the user and purpose, and labelling the main parts e.g. body, chassis, wheels, axles and axle holders. Walk around the school building and grounds, recording how wheels and axles are used in daily life. Read a story or non-fiction book that includes a wheeled product. Use this to introduce relevant vocabulary and to emphasise user and purpose. 	<p>Wheels and Axels- make a plane <i>Using recycled materials to build planes. Link to recycling.</i></p> <p>Discuss with the children what they will be designing. Ask children to generate, develop and communicate their ideas as appropriate e.g. through talk and drawing. Talk about, evaluate and share ideas with other children/adults.</p>	<p>Wheels and Axels- make a plane <i>Using recycled materials to build planes. Link to recycling.</i></p> <p>Make their wheel and axle product using their design ideas and criteria as an ongoing guide.</p> <p>Using construction kits with wheels and axles, ask children to make a product that moves.</p> <ul style="list-style-type: none"> Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles. Show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders. Ensure that children are taught how to mark out, hold, cut and join materials and components correctly. 	<p>Wheels and Axels- make a plane <i>Using recycled materials to build planes. Link to recycling.</i></p> <p>Make their wheel and axle product using their design ideas and criteria as an ongoing guide.</p> <p>Using construction kits with wheels and axles, ask children to make a product that moves.</p> <ul style="list-style-type: none"> Demonstrate to children how wheels and axles may be assembled as either fixed axles or free axles. Show different ways of making axle holders and stress the importance of making sure the axles run freely within the holders. Ensure that children are taught how to mark out, hold, cut and join materials and components correctly. 	<p>Wheels and Axels- make a plane <i>Using recycled materials to build planes. Link to recycling.</i></p> <p>Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made.</p>
<p>MUSIC ARTICLE 29</p>		<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>	<p>See music express – unit plans. Ourselves / Toys</p>



<p>PE ARTICLE 23, 24, 27, 29 + 31</p>	<p>ATHLETICS Perform FMS – Running, jumping,etc individually</p> <p>GYM/DANCE Dance- perform simple movement patterns with control and creativity</p> <p>Developing agility, balance</p>	<p>ATHLETICS Perform FMS – Running, jumping,etc individually</p> <p>GYM/DANCE Dance- perform simple movement patterns with control and creativity</p> <p>Developing agility, balance and coordination</p>	<p>ATHLETICS Perform FMS – Running, jumping,etc individually</p> <p>GYM/DANCE Dance- perform simple movement patterns with control and creativity</p> <p>Developing agility, balance</p>	<p>ATHLETICS Perform FMS – Running, jumping,etc individually</p> <p>GYM/DANCE Dance- perform simple movement patterns with control and creativity</p> <p>Developing agility, balance</p>	<p>ATHLETICS Perform FMS – Running, jumping,etc individually</p> <p>GYM/DANCE Dance- perform simple movement patterns with control and creativity</p> <p>Developing agility, balance</p>	<p>ATHLETICS Perform FMS – Running, jumping,etc individually</p> <p>GYM/DANCE Dance- perform simple movement patterns with control and creativity</p> <p>Developing agility, balance</p>	<p>ATHLETICS Perform FMS – Running, jumping,etc individually</p> <p>GYM/DANCE Dance- perform simple movement patterns with control and creativity</p> <p>Developing agility, balance</p>
<p>RE ARTICLE 2, 12, 14, 29 + 30</p>		<p>To discuss what we know about God.</p> <p>What does the word mean?</p>	<p>Who was the Prophet Muhammad and why is he important to Muslims?- Look at a story about Allah and Prophet Muhammad.</p>	<p>What is a mosque and what happens there?</p>	<p>What is Ramadan and what does it mean to Muslims?</p>	<p>Look at prayer mats Discuss what they look like. Look at other Islamic artefacts.</p>	<p>Who is a Muslim and what do they believe?</p>
<p>PSHCE ARTICLE 9, 12, 24, 25, 27, 29 + 30</p> <p>KAPOW- Citizenship</p>	<p>Rules beyond school</p> <p>To understand the importance of rules.</p>	<p>Our School Environment</p> <p>To understand ways to look after the school environment.</p>	<p>Our local environment</p> <p>To recognise the role people play in looking after the environment.</p>	<p>Job roles in our local community</p> <p>To begin to understand the roles people have in the community.</p>	<p>Similar yet different – my local community</p> <p>To recognise similarities and differences between people in the local community.</p>	<p>School council</p> <p>To begin to understand how democracy works in school.</p>	<p>Giving my opinion</p> <p>To understand ways to share an opinion.</p>

LOT to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning