



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

	<b>WEEK 1</b> 04.11.24 7 <sup>th</sup> – Open Day	<b>WEEK 2</b> 11.11.24 Anti Bullying Week	<b>WEEK 3</b> 18.11.24 20 <sup>th</sup> – parents evening	<b>WEEK 4</b> 25.11.24 28 <sup>th</sup> – Bonnie visit Hoops and corridor display deadline	<b>WEEK 5</b> 02.12.24	<b>WEEK 6</b> 09.12.24 10 <sup>th</sup> & 12 <sup>th</sup> – Christmas productions 12 <sup>th</sup> – Christmas dinner and jumper day	<b>WEEK 7</b> 16.12.24
<b>LEAD TEXT/TOPIC</b>	The Ugly Five  Sensational Safari Kenya comparison <b>Geography lead</b>	The Ugly Five  Sensational Safari Kenya comparison <b>Geography lead</b>	The Ugly Five  Sensational Safari Kenya comparison <b>Geography lead</b>	The Ugly Five  Sensational Safari Kenya comparison <b>Geography lead</b>	The Ugly Five  Sensational Safari Kenya comparison <b>Geography lead</b>	The Ugly Five  Sensational Safari Kenya comparison <b>Geography lead</b>	The Ugly Five  Sensational Safari Kenya comparison <b>Geography lead</b>
<b>ENGLISH Genres</b> <b>ARTICLE 29</b>	Narrative – Plot and sequencing of story.	Narrative – character description/ Setting description <b>Letter writing – write a letter to an animal, discussing how wonderful they are.</b>	Narrative – Setting description. Descriptive devices – SPAG lessons. Adverbs, similes and sentence openers.	<b>Assessed writing – planning and writing setting description based on Savannah.</b> <b>Factual description</b>	Information Text – children gather information about savannah. Sub-headings	Persuasive writing - Create a leaflet about a safari holiday.	SPAG focus on what is needed – gap analysis.
<b>MATHS</b> <b>Refer to Maths Hub Planning</b> <b>ARTICLE 29 + 31</b>	Number – Addition/Subtraction	Number – Addition/Subtraction	Number – Addition/Subtraction	Geometry – Addition/Subtraction	Geometry – 2D shape/3D Shapes	Geometry – 2D shape/3D Shapes	Assessment and consolidation



<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;">Refer to the Kent Scheme of Work unit plans <b>ARTICLE 29</b></p> <p style="text-align: center;">Living Things and their Habitats Term 2</p>	<p><b>Enquiry 4 – How do different habitats provide for the basic needs of different kinds of animals and plants?</b></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: <a href="https://www.youtube.com/watch?v=D9Ys-mw1ffw">https://www.youtube.com/watch?v=D9Ys-mw1ffw</a></p> <p>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.</p> <p>Give pupils pictures of different habitats – ocean, rainforest, desert, Arctic, grassland.</p> <p>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?</p> <p><b>Little idea:</b> Each <b>habitat</b> has <b>specific features</b> like <b>temperature</b>, <b>water</b> availability, and types of <b>food</b> that meet the needs of the different living things residing there</p>		<p style="text-align: center;"><b>Enquiry 5 – How do animals obtain food from other animals and plants?</b></p> <p>Little Idea: A food chain shows how living things get their food. The food chain shows the flow of energy from one living thing to another. For example, a plant (producer) is eaten by a rabbit (prey), which is then eaten by a fox (predator).</p> <p>Pupils to stick one food chain in their book and label it with producer, prey and predator.</p> <p>Pupils with three food chains printed, each with an error e.g. the producer in the middle of the food chain. Pupils to correct the errors by either rewriting them or drawing arrows to show where the incorrect element should be moved to.</p>		<p style="text-align: center;"><u>Significant People - Explore Sir David Attenborough</u></p> <p style="text-align: center;"><b>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.</b></p> <p>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 style="text-align: center;"><b>Enquiry 6 – Revisit and assess the substantive knowledge from previous sessions</b></p> <p>This session aims to provide a helpful point for assessment against the substantive knowledge, vocabulary and 'big ideas' explored throughout this unit; this could also be used to recap any areas or concepts that are not yet secure.</p>
<p style="text-align: center;"><b>HISTORY</b> <b>ARTICLE 29</b></p>	<p>Geography led term.</p>						



<p><b>GEOGRAPHY</b> <b>ARTICLE 29</b></p>	<p><u>Where is Kenya?</u></p> <p>LI – To understand where Kenya is in the world.</p> <p>Identify on atlas where the continent of Africa is. Then look at where the country of Kenya is.</p> <p>Locate on map. Identify key places within Kenya – capital city.</p>	<p><u>Let's Explore</u></p> <p>LI – To understand what life is like for people in Kenya.</p> <p>Look at geographical similarities and differences between a local area and Kenya.</p>	<p><u>National Parks and Wonderful Wildlife</u></p> <p>LI – To understand what a national park is.</p>	<p><u>African animals</u></p> <p>LI – To understand some of the main animals which live in Kenya.</p>	<p><u>Marvelous Maasai</u></p> <p>LI – To understand what Maasai culture is like.</p>	<p><u>My Day, Your Day</u></p> <p><u>LI – To compare my life to a child from Kenya.</u></p>	<p>African Animal artwork/Consolidation.</p>
<p><b>COMPUTING</b> <b>ARTICLE 16, 17 + 29</b></p>	<p><u>Computer Science Computational Thinking</u></p> <p>Know that algorithms are implemented programs on digital devices Instructions and sequences.</p>	<p><u>Computer Science Computational Thinking</u></p> <p>Know that algorithms are implemented programs on digital devices Instructions and sequences.</p>	<p><u>Computer Science Computational Thinking</u></p> <p>Know that algorithms are implemented programs on digital devices Instructions and sequences.</p>	<p><u>Screen out the Mean</u></p> <p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. Link to Anti-bullying Week.</p>	<p><u>Screen out the Mean</u></p> <p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. Link to Anti-bullying Week.</p>	<p><b>ICT</b> Researching a topic/presentation. <i>Switched on ICT Unit 3.1- We are Researchers</i></p>	<p><b>ICT</b> Researching a topic/presentation. <i>Switched on ICT Unit 3.1- We are Researchers</i></p>
<p><b>ART &amp; DESIGN</b> <b>ARTICLE 29</b></p>	<p>Art linked to hoops/winter displays</p> <p>Winter trees/penguins/reindeer/snowmen</p>	<p>Art linked to hoops/winter displays</p> <p>Winter trees/penguins/reindeer/snowmen</p>	<p>Art linked to hoops/winter displays</p> <p>Winter trees/penguins/reindeer/snowmen</p>	<p>See DT plan</p>	<p>See DT plan</p>	<p>See DT plan</p>	
<p><b>DESIGN TECHNOLOGY</b> <b>ARTICLE 29</b></p>	<p>Pom Poms/crafts linked to hoop</p>	<p>Pom Poms/crafts linked to hoop</p>	<p>Pom Poms/crafts linked to hoop</p>	<p>Props/art linked to Christmas performance</p>	<p>Props/art linked to Christmas performance</p>	<p>Props/art linked to Christmas performance</p>	
<p><b>MUSIC</b> <b>ARTICLE 29</b></p>	<p>Animals / Number Music Express</p>	<p>Animals / Number Music Express</p>	<p>Animals / Number Music Express Christmas Performance</p>	<p>Animals / Number Music Express Christmas Performance</p>	<p>Animals / Number Music Express Christmas Performance</p>	<p>Animals / Number Music Express Christmas Performance</p>	<p>Animals / Number Music Express</p>
<p><b>PE</b> <b>ARTICLE 23, 24, 27, 29 + 31</b></p>	<p>PPA PE – Yr 2 small sided games Circuit</p>	<p>PPA PE – Yr 2 small sided games Circuit</p>	<p>PPA PE – Yr 2 small sided games Throw and catch to a partner (chest pass)</p>	<p>PPA PE – Yr 2 small sided games Improve/increase distance of throwing</p>	<p>PPA PE – Yr 2 small sided games Marking a player</p>	<p>PPA PE – Yr 2 small sided games Blocking the ball</p>	<p>PPA PE – Yr 2 small sided games INTRA Competition</p>



<p><b>RE</b> <b>ARTICLE 2, 12, 14, 29 + 30</b></p>	<p>How and why do we celebrate special and sacred times?</p> <p>Children reflect on their favourite celebrations-what do they enjoy most and why?</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Children reflect on their favourite celebrations-what do they enjoy most and why?</p>	<p>How and why do we celebrate special and sacred times?</p> <p><b>Easter/Christmas, Chanukah and/or Eid-ul-Fitr</b></p>	<p>How and why do we celebrate special and sacred times?</p> <p>Why are festivals important to religious communities?</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Why are festivals important to religious communities?</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Explore architecture</p>	<p>How and why do we celebrate special and sacred times?</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Explore charities</p>
<p><b>PSHCE</b> <b>ARTICLE 9, 12, 24, 25, 27, 29 + 30</b></p>	<p><u>Health and Wellbeing</u></p> <p>Initial Assessment</p> <p>LI: To describe a range of feelings and develop simple strategies for managing them.</p>	<p>Anti-Bullying week</p>	<p><u>Health and Wellbeing</u></p> <p>LI: To understand the benefits of physical activity.</p>	<p><u>Health and Wellbeing</u></p> <p>LI: To use breathing exercises to relax.</p>	<p><u>Health and Wellbeing</u></p> <p>LI: To understand their strengths and set themselves achievable goals.</p>	<p><u>Health and Wellbeing</u></p> <p>LI: To identify strategies to help overcome barriers or manage difficult emotions</p> <p>To develop a growth mindset</p>	<p><u>Health and Wellbeing</u></p> <p>LI: To understand what it means to have a healthy diet.</p> <p>Assessment</p>
<p><b>PMFL</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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