



Garlinge Primary School & Nursery – Year 2 Medium Term 6 Planning Map - Term 6 2022/23

Margate

All learning covers article 28

	WEEK 1 3.6.24 Gallery 5.6.24 Corridor Display 7.6.24	WEEK 2 10.6.24 Phonics Check 13.6.24 2C/2D trip to Quex Sports Day Take 2?	WEEK 3 17.6.24 Phonics catch up 20.6.24 2A/2B trip to Quex	WEEK 4 24.6.24 Cultural afternoon 24 th ?	WEEK 5 1.7.24 3.7.24 celebration afternoon 4.7.24 transition day	WEEK 6 8.7.24	WEEK 7 15.7.24 19.7.24 break up
LEAD TEXT/TOPIC	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead
ENGLISH Genres Article 29	Lighthouse Keeper's Lunch Extended stories Character description, setting description, story structure.	Lighthouse Keeper's Lunch Instructions Features, purpose, writing instructions. 	Lighthouse Keeper's Lunch Extended stories Own stories	Lighthouse Keeper's Lunch Newspapers 	Margate Tongue twisters Sea Shanties Nursery Rhymes	Margate Leaflets – becoming an author – children to create own leaflets to advertise Margate	Margate Pigeon Impossible
MATHS Refer to Maths Hub weekly Planning Article 29 + 31	White Rose Maths Length/Height	White Rose Maths Length/Height.	White Rose Maths Mass/Capacity	White Rose Maths Mass/Capacity	White Rose Maths Geometry – position and direction.	White Rose Maths Geometry – position and direction.	Consolidation
SCIENCE Refer to the Kent Scheme of Work unit plans Article 2 Article 12 Article 13 Article 24	New Topic: Animals including humans. To know that animals have offspring that grow into adults. Front Covers. How do animals change as they get older?	To know that human offspring grow into adults. Send email to a Yr R teacher, a Year 4 teacher and a Year 5/6 teacher. Can their classes help us by measuring the lengths of their arms? Just 3 children from each class? Send on class emails Do human parts change with age?	To be able to find out about and describe the basic needs of animals including humans for survival. What do they think animals need to survive? Consider a healthy lifestyle: https://www.youtube.com/watch?v=PAyyDuk6xAq What do animals need to survive?	To know the importance for humans of eating the right amounts of different foods. Which foods make a healthy diet? https://www.youtube.com/watch?v=Z51bWG17m-Q Why should humans exercise?	To know the importance for humans of exercise. https://www.youtube.com/watch?v=sQN8HWI6Svk Explore what happens when you exercise? Why do we eat different types of food?	To know the importance to humans of hygiene. Children to find out from each other how they keep themselves clean. Discuss the importance of food hygiene. https://www.youtube.com/watch?v=UxnEuj1c0sw	



<p>HISTORY</p>					<p>How has Garlinge Primary School and Nursery changed? Comparing pictures of then and now. What did Garlinge school look like?</p>		
<p>GEOGRAPHY Article 2 Article 4 Article 7 Article 24 Article 27 Article 29</p>	<p>Where is Margate? Using maps to locate Margate in Kent and then on a map of UK.</p>	<p>How has the local area changed? Looking at photographs of the local area to see geographically how it has changed.</p>	<p>What are the local attractions in Margate and how have they changed? How has the local area changed? Maps: Then and now. Compare map of Margate now with 50 years ago, 100 years ago.</p>	<p>What are the local attractions in Margate and how have they changed? How would you improve the town of Margate and dreamland? How can we encourage tourists to the area?</p>	<p>What are the features of the seaside? Identify Physical and human features of a seaside.</p>	<p>What are the features of the seaside? Look at sea defences at Margate. Compare with sea defences in other seaside towns.</p>	
<p>COMPUTING Articles 26, 36 & 38 Article 17</p>	<p>Logging in and out of Spelling Shed 2C/2D ipads Digital Literacy 2A/2B Using technology respectfully</p>	<p>Sports Day</p>	<p>Logging in and out of Numbots 2A/2B ipads Digital Literacy 2C/2D Using technology respectfully</p>	<p>Logging in and out of TTRS 2D ipads Digital Literacy 2A/2B The importance of logging in and out of sites.</p>	<p>TTRS/Spelling Shed or Numbots 2A/2B ipads Digital Literacy 2C/2D The importance of logging in and out of sites.</p>	<p>Digital Literacy all classes. Understanding where to go for help when they have concerns about content on the internet.</p>	<p>Research dreamland</p>
<p>ART & DESIGN</p>	<p>Art linked to Arts Week (last week Term 5) for displays and gallery.</p>	<p>DT term</p>					
<p>DESIGN & TECHNOLOGY</p>	<p>Refer to Art plan</p>	<p><u>Textiles project</u> Link to seaside – punch and judy puppets. Making a finger puppet. Design, make and evaluate a finger puppet for.....(user) forpurpose. Look at punch and judy shows and children decide who their user will be and for what purpose.</p>	<p><u>Textiles project</u> Link to seaside – punch and judy puppets. Making a finger puppet. Investigate and evaluate – Look at finger puppets. Look at materials used. Draw existing products stating the user and the purpose. Identify and label material, fastenings and joinings.</p>	<p><u>Textiles project</u> Link to seaside – punch and judy puppets. Making a finger puppet. Design – Look at designs of finger puppers. Refer to project title from last week. Thinking about the user and the purpose children design their finger puppet.</p>	<p><u>Textiles project</u> Link to seaside – punch and judy puppets. Making a finger puppet. Investigate – look at different materials that could be used to make finger puppets. Which would be most suitable and why? Look at simple paper templates/create paper templates. Begin to cut out material based on templates.</p>	<p><u>Textiles project</u> Link to seaside – punch and judy puppets. Making a finger puppet. Make – Children finish cutting out materials and join these to make their finger puppet.</p>	<p><u>Textiles project</u> Link to seaside – punch and judy puppets. Making a finger puppet. Evaluate – Has the product designed met the purpose? Is the user happy with the product? How could you improve it? What worked well?</p>



MUSIC	Water/Travel Music Express	Water/Travel Music Express	Water/Travel Music Express	Water/Travel Music Express	Water/Travel Music Express	Water/Travel Music Express	Water/Travel Music Express
PE PE STAFF LEAD Article 31	PPA PE – Rapid cricket	PPA PE – Rapid cricket	PPA PE – Rapid cricket	PPA PE – Rapid cricket	PPA PE – Rapid cricket	PPA PE – Rapid cricket	PPA PE – Rapid cricket
RE How should care for others and the world?		How have some people shown they cared? Share stories of inspirational people e.g Mother Theresa How is the golden rule an encouragement to care?		What stories do Christian people say about the beginning of the world and how to treat the world?		What stories do Jewish people say about the beginning of the world and how to treat the world?	
PSHCE RSE	To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. Yasmin and Tom resource	To learn about the process of growing from young to old and how people's needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. Yasmin and Tom resource	To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. Yasmin and Tom resource		To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.	To recognise people who look after them,, who to go to if they are worried and how to attract their attention. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.	

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