## Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map Term 1 2023/24

	WEEK 1 Key Dates 4.9.23	WEEK 2 11.9.23 Corridor Display completed by 15 <sup>th</sup> (Self Portraits). Gallery by 13th	WEEK 3 18.9.23 Hall disaplay (PART) Friday 22nd	WEEK 4 25.9.23	WEEK 5 2.10.23	WEEK 6 9.10.23	WEEK 7 16.10.23
LEAD TEXT/TOPIC	The History of Flight Emma Jane's	The History of Flight	The History of Flight Emma Jane's	The History of Flight Emma Jane's	The History of Flight Emma Jane's	The History of Flight Emma Jane's	The History of Flight Emma Jane's
	Aeroplane/Flight	Emma Jane's Aeroplane/Flight	Aeroplane/Flight	Aeroplane/Flight	Aeroplane/Flight	Aeroplane/Flight	Aeroplane/Flight
ENGLISH Genres ARTICLE 29	Getting to know you. Assessments in phonics, reading and handwriting sessions. Class rules. Activities linked to coming back to school. Phonics Screening	Stories from familiar settings Predictions - Describing characters. Story mapping.	Stories from familiar settingsSetting description -Compare film to bookAdventurer job advert.	Stories from familiar settingsplanning and writing own story following the same format.	Recounts Diary entry for Amelia Earhart - Information page about her/ fact file.	Recounts Diary from Emma Jane. Recount of Emma Jane's jouney.	SPAG Skills  Sentences linked with Emma-Jane.  Factual sentences compared with fictional sentences from the terms learning.
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
SCIENCE  Refer to the Kent Scheme of Work unit plans ARTICLE 29	ivuilibei	(No unit this term to follow – linking with topic)	ivuilibei	ivuilibei	Research a scientist – Isaac Newton (gravity) Fact files about Isaac Newton – his life.	Research a scientist – Isaac Newton (gravity)  What is gravity? Apple falling. Falling objects – how do they fall?	Parachute falling – Which parachute will safely land the soldier?
HISTORY ARTICLE 29		Discuss with the chn what they would like to find out about. Writing questions and facts they think they know about flight.	History of flight. Investigate how flying and aeroplanes have changed over time and create a timeline.  Twinkl: A history of flight.	Find out about the Wright Brothers. How did they design their plane? Who were they?	Find out about Amelia Earhart. Who was she? What did she do?	Map out Amelia Earhart's route.	Look at other significant pilots: Bessie Coleman (first Africa-American) Charles Lindeburgh
GEOGRAPHY ARTICLE 29	History led term	History led term	History led term	History led term	History led term	History led term	History led term

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		Phonics Play	Phonics Play	Linked with topic work  – Isaac Newton	Phonics Play	Linked with topic work – Flight	Linked with topic work  – Flight
COMPUTING ARTICLE 16, 17 + 29		Skills: Logging on/ off tablets.	Skills: Logging on/ off Using websites respectfully.	Skills: Logging on/ off Using technology respectfully.	Skills: Logging on/ off Using websites Safely	Researching a topic/presentation Switched on ICT Unit 3.1- We are Researchers	Researching a topic/presentation Switched on ICT Unit 3.1- We are Researchers
ART & DESIGN ARTICLE 29	Self Portraits	Self Portraits	See Design Technology	See Design Technology	See Design Technology	See Design Technology	See Design Technology
DESIGN TECHNOLOGY ARTICLE 29			Wheels and Axels- Explore and evaluate a range of wheeled products such as toys and everyday objects. 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?  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 nonfiction book that includes a wheeled product. Use this to introduce relevant vocabulary and to emphasise user and purpose.	Wheels and Axelsmake a plane Using recycled materials to build planes. Link to recycling. 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.	Wheels and Axelsmake a plane Using recycled materials to build planes. Link to recycling.  Make their wheel and axle product using their design ideas and criteria as an ongoing guide. Using construction kits with wheels and axles, ask children to make a product that moves.  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.	Wheels and Axelsmake a plane Using recycled materials to build planes. Link to recycling.  Make their wheel and axle product using their design ideas and criteria as an ongoing guide. Using construction kits with wheels and axles, ask children to make a product that moves.  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.	Wheels and Axelsmake a plane Using recycled materials to build planes. Link to recycling. Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made.

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	See music express  – unit plans.  Ourselves / Toys	See music express  – unit plans. Ourselves / Toys	See music express  – unit plans.  Ourselves / Toys	See music express  – unit plans. Ourselves / Toys	See music express  – unit plans.  Ourselves / Toys	See music express  – unit plans.  Ourselves / Toys
	Gymnastics (PPT on system). Body Management + shapes intro TOPS card: Ship Shape/Shape up. See PE Team/PPA Active Play training week.	Gymnastics (PPT on system). Balance TOPS card: Steady as a rock.	Gymnastics (PPT on system). Travel. TOPS card: Time to Travel. Dodgeball	Gymnastics (PPT on system). Introducing Sequences – Balance + Travel. TOPS card: A routine matter.	Gymnastics (PPT on system). Introducing working with a partner. TOPS card: Double up.	Gymnastics (PPT on system). Intra Performance Prepare + Perform sequence.  Dodgeball
	To discuss what we know about God.  What does the word mean?	Who is a Muslim and what do they believe?	Who was the Prophet Muhammad and why is he important to Muslims?- Look at a story about Allah and Prophet Muhammad.	What is a mosque and what happens there?	Look at prayer mats Discuss what they look like. Look at other Islamic artefacts.	
The ZONES of Regulation recapping.	Living in the wider world  To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them  The ZONES of Regulation recapping.	To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)  The ZONES of Regulation recapping.	For pupils to learn that they belong to various groups and communities such as family and school 'them'  The ZONES of Regulation recapping.	About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency  The ZONES of Regulation recapping.	To learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)  The ZONES of Regulation recapping.	To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
		- unit plans. Ourselves / Toys  Gymnastics (PPT on system). Body Management + shapes intro TOPS card: Ship Shape/Shape up.  See PE Team/PPA Active Play training week. To discuss what we know about God.  What does the word mean?  The ZONES of Regulation recapping.  Living in the wider world  To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them  The ZONES of	- unit plans. Ourselves / Toys  Gymnastics (PPT on system). Body Management + shapes intro TOPS card: Ship Shape/Shape up.  See PE Team/PPA Active Play training week.  To discuss what we know about God. What does the word mean?  The ZONES of Regulation recapping.  Living in the wider world To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them  The ZONES of Regulation recapping.  To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)  The ZONES of Regulation recapping.  The ZONES of Regulation recapping.  To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)  The ZONES of Regulation recapping.	Gymnastics (PPT on system). Body Management + shapes intro TOPS card: Ship Shape/Shape up.  See PE Team/PPA Active Play training week.  To discuss what we know about God. What does the word mean?  The ZONES of Regulation recapping.  Living in the wider world  To learn how they can contribute to the life of the classrous and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them  The ZONES of Regulation recapping.  Gymnastics (PPT on system), Balance TOPS card: Time to Travel. Dodgeball  Who is a Muslim and Who was the Prophet Muhammad and why is he important to Muslims?- Look at a story about Allah and Prophet Muhammad.  For pupils to learn that they belong to various groups and communities such as family and school 'them'  The ZONES of Regulation recapping.  The ZONES of Regulation recapping.	Gymnastics (PPT on system). Balance Dodgeball  Gymnastics (PPT on system). Balance TOPS card: Steady as a rock.  To discuss what we know about God. What does the word mean?  The ZONES of Regulation recapping.  The ZONES of Regulation recapping.  Gymnastics (PPT on system). Balance Dodgeball  Dodgeball  Dodgeball  Who was the Prophet Muhammad. Why is he important to Muslims? - Look at a story about Allah and Prophet Muhammad.  To learn how they can contribute to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them  The ZONES of Regulation recapping.  The ZONES of Regulation recapping.  The ZONES of Regulation recapping.  To unit plans. Ourselves / Toys  Gymnastics (PPT on system). Travel. TOPS card: A routine matter.  Dodgeball  Who was the Prophet Muhammad and why is he important to Muslims? - Look at a story about Allah and Prophet Muhammad.  To understand that people and other living things have rights and communities such as responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)  The ZONES of Regulation recapping.	- unit plans. Ourselves / Toys  Gymnastics (PPT on system). Body Management + shapes into TOPS card: Ship Shape/Shape up. See PE Team/PPA Active Play training week.  To discuss what we know about God. What does the word mean?  The ZONES of Regulation recapping.  Living in the wider world class rouge and chass rules help them they feelings; being able to follow, group and class rules help them The ZONES of Regulation recapping.  — unit plans. Ourselves / Toys  Gymnastics (PPT on system). Introducing Sequences – Balance + Travel. TOPS card: A routine matter. Dodgeball Dodgeball  Dodgeball  Who was the Prophet Muhammad and Why is he important to Muslims? - Look at partyer mats Discuss what they helieve?  What does the word mean?  To understand the traveryone has responsibilities to the life of the classroom and school. To help construct, and agree to follow, group and class rules and to understand how these rules help them The ZONES of Regulation recapping.  The ZONES of Regulation recapping.

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