

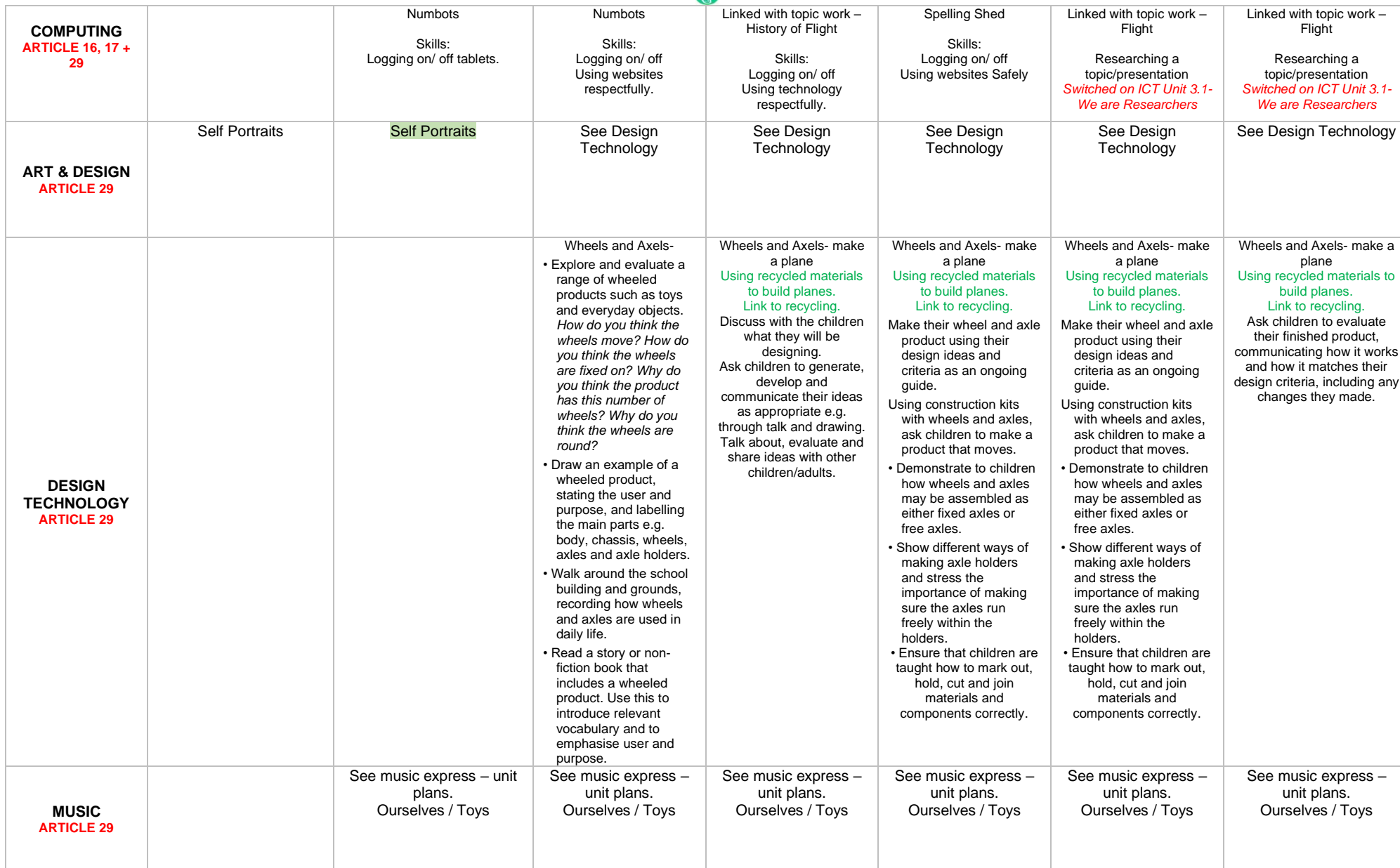


Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map Term 1 2025/26

	WEEK 1 Key Dates 1.9.25 1.9.25 - Inset day	WEEK 2 8.9.25	WEEK 3 15.9.25	WEEK 4 22.9.25	WEEK 5 29.9.25	WEEK 6 6.10.25	WEEK 7 13.10.25
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 language 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 colour, descriptive writing and reading comprehension.	Narrative; SPAG activities, 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>SCIENCE</p> <p>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 lead 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</p> <p>Living things can grow, change, move, and reproduce. They need food, water, air, and a suitable environment to survive.</p> <p>Little ideas:</p> <p>Dead things were once alive but no longer show signs of life. They do not grow, move, or perform life processes.</p> <p>Things That Have Never Been Alive are objects or materials that were never part of a living thing.</p> <p>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.</p> <p>Little ideas:</p> <p>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.</p> <p>Show some pictures of some animals – spiders, snails, beetles, ants, worms, woodlice.</p> <p>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.</p> <p>Look at the pictures together – which of the microhabitats do you think will be home to these species? Why?</p> <p>Pupils to explore the school grounds to see what microhabitats can be found and the animals that live in them.</p>	<p><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.</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>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Watch this video: https://www.youtube.com/watch?v=D9Ys-mwlffw</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:</p> <ul style="list-style-type: none"> 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>Little idea:</p> <p>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>HISTORY</p> <p>ARTICLE 29</p>	<p>Discuss with the chn what they would like to find out about.</p> <p>Writing questions and facts they think they know about flight.</p>	<p>What is transport? How has transport changed? Timeline</p> <p><u>LL</u> – To identify different modes of transport.</p>	<p>History of flight.</p> <p>Who invented the first plane and when? The Wright Brothers.</p> <p><u>LL</u> – To explore how transport has changed through the years.</p>	<p>History of Flight.</p> <p>How has flight changed? Timeline</p> <p><u>LL</u> – To order the history of flight.</p>	<p>History of Flight.</p> <p>Who was Amelia Earhart?</p> <p><u>LL</u> – To learn about the key events of Amelia Earharts life.</p>	<p>History of Flight.</p> <p>Who was Amy Johnson?</p> <p><u>LL</u> – To learn who Amy Johnson was.</p>	
<p>GEOGRAPHY</p> <p>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>





PE ARTICLE 23, 24, 27, 29 + 31	ACTIVE PLAY TRAINING + PUPIL VOICE	ATHLETICS- LI- To show Perseverance when using fundamental skills ACTIVE LISTENING GAMES LI-To show Respect and learn how to co-operate within a group	ATHLETICS- LI- To show Perseverance when using fundamental skills ACTIVE LISTENING GAMES LI-To show Respect and learn how to co-operate within a group	ATHLETICS- LI- To show Perseverance when using fundamental skills ACTIVE LISTENING GAMES LI-To show Respect and learn how to co-operate within a group	ATHLETICS- LI- To show Perseverance when using fundamental skills ACTIVE LISTENING GAMES LI-To show Respect and learn how to co-operate within a group	ATHLETICS- LI- To show Perseverance when using fundamental skills ACTIVE LISTENING GAMES LI-To show Respect and learn how to co-operate within a group	ATHLETICS- LI- To show Perseverance when using fundamental skills ACTIVE LISTENING GAMES LI-To show Respect and learn how to co-operate within a group
RE ARTICLE 2, 12, 14, 29 + 30		To discuss what we know about God. What does the word mean?	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?	What is Ramadan and what does it mean to Muslims?	Look at prayer mats Discuss what they look like. Look at other Islamic artefacts.	Who is a Muslim and what do they believe?
PSHCE ARTICLE 9, 12, 24, 25, 27, 29 + 30 KAPOW- Citizenship	Rules beyond school To understand the importance of rules.	Our School Environment To understand ways to look after the school environment.	Our local environment To recognise the role people play in looking after the environment.	Job roles in our local community To begin to understand the roles people have in the community.	Similar yet different – my local community To recognise similarities and differences between people in the local community.	School council To begin to understand how democracy works in school.	Giving my opinion To understand ways to share an opinion.

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