



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

	<b>WEEK 1</b> 30.10.23 2 <sup>nd</sup> – reception open day	<b>WEEK 2</b> 6.11.23	<b>WEEK 3</b> 13.11.23 Anti-bullying week 15 <sup>th</sup> - Parents Evening 17 <sup>th</sup> – corridor display	<b>WEEK 4</b> 20.11.23 23 <sup>rd</sup> - hoops	<b>WEEK 5</b> 27.11.23 28 <sup>th</sup> – parent workshop 29 <sup>th</sup> - Twilight	<b>WEEK 6</b> 4.12.23 4 <sup>th</sup> – Term 2 data due 5 <sup>th</sup> and 7 <sup>th</sup> – Christmas performances	<b>WEEK 7</b> 11.12.23 15 <sup>th</sup> – candlelight service
<b>LEAD TEXT/TOPIC</b>	The Snowman Christmas/Celebrations Around the World <b>Geography lead</b>	The Snowman Christmas/Celebrations Around the World <b>Geography lead</b>	The Snowman Christmas/Celebrations Around the World <b>Geography lead</b>	The Snowman Christmas/Celebrations Around the World <b>Geography lead</b>	The Snowman Christmas/Celebrations Around the World <b>Geography lead</b>	The Snowman Christmas/Celebrations Around the World <b>Geography lead</b>	The Snowman Christmas/Celebrations Around the World <b>Geography lead</b>
<b>ENGLISH Genres</b> <b>ARTICLE 29</b>	Narrative – character description/ Setting description	Narrative – character description/ Setting description	Narrative – Character description. Film/Text comparison. Alternative ending.	Instructions	Instructions	Narrative Writing stories based on familiar settings.	Narrative Writing stories based on familiar settings.
<b>MATHS</b> Refer to Maths Hub Planning <b>ARTICLE 29 + 31</b>	Number – Addition/Subtraction	Number – Addition/Subtraction	Number – Addition/Subtraction	Geometry – 2D shape/3D Shapes	Geometry – 2D shape/3D Shapes	Geometry – 2D shape/3D Shapes	Assessment and consolidation
<b>SCIENCE</b> Refer to the Kent Scheme of Work unit plans <b>ARTICLE 29</b> <b>(No specific unit for Year 2 this term)</b>	Scientific skills. What does a scientist look like?	Scientific skills. What does a scientist look like?	<b>Plastics: What is plastic?</b> <a href="http://www.bbc.com/bitesize/clips/zsys34j">http://www.bbc.com/bitesize/clips/zsys34j</a>  Plastics hunt – in classroom and KS1. What have we got in school made of plastic? Take photos for class book.	<b>Recycling:</b> What do we recycle? How do we recycle? Twinkl – ppt on recycling  Recycling sorting activity – Science books.	<b>Ocean: What’s happening with the ocean and plastic?</b> Fact Sheets on Turtles, Whales.	<b>Fun science</b> Dissolving – white powders.	<b>Melting/Dissolving</b> Snowman concept cartoon. Ice melting – wrapping them in different materials. (links already to next term’s materials unit)
<b>HISTORY</b> <b>ARTICLE 29</b>	What is Christmas?					History of the Christmas tree – looking at Trafalgar Square and Times Square.	The history of Father Christmas



<p><b>GEOGRAPHY</b> <b>ARTICLE 29</b></p>		<p>How is Christmas celebrated in the <b>UK</b>? Identify flag, look at population, look at map. Identify country on the map. Identify continent.</p> <p>A3 map – with flags as well – use throughout term.</p>	<p>How is Christmas in the UK different to Christmas in <b>Australia</b>? Identify flag, look at population, look at map. Identify country on the map. Identify continent.</p> <p>A3 map – with flags as well – use throughout term.</p>	<p>How is Christmas celebrated in the <b>Netherlands</b>? Identify flag, look at population, look at map. Identify country on the map. Identify continent.</p> <p>A3 map – with flags as well – use throughout term.</p>	<p>What are the Christmas traditions in <b>Italy</b>? Identify flag, look at population, look at map. Identify country on the map. Identify continent.</p> <p>A3 map – with flags as well – use throughout term.</p>	<p>What are some of the Christmas traditions in <b>Russia</b>? Identify flag, look at population, look at map. Identify country on the map. Identify continent.</p> <p>A3 map – with flags as well – use throughout term.</p>	
<p><b>COMPUTING</b> <b>ARTICLE 16, 17 + 29</b></p>	<p><b>Computer Science</b> <b>Computational Thinking</b></p> <p>Know that algorithms are implemented programs on digital devices Instructions and sequences.</p>	<p><b>Computer Science</b> <b>Computational Thinking</b></p> <p>Know that algorithms are implemented programs on digital devices Instructions and sequences.</p>	<p><b>Computer Science</b> <b>Computational Thinking</b></p> <p>Know that algorithms are implemented programs on digital devices Instructions and sequences.</p>	<p><b>Screen out the Mean</b></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>Screen out the Mean</b></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></p> <p>Researching a topic/presentation. <i>Switched on ICT Unit 3.1- We are Researchers</i></p>	<p><b>ICT</b></p> <p>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>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>Pom Poms/crafts linked to hoop</p>	<p>Pop up Christmas cards</p>	<p>Christmas decorations-weaving</p>	<p>Christmas decorations-weaving</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><u>Health and Wellbeing</u></p> <p>LI: To understand the benefits of physical activity.</p>	<p>Anti-Bullying week</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>

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