

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

	WEEK 1 27.10.25	WEEK 2 3.11.25	WEEK 3 10.11.25	WEEK 4 17.11.25	WEEK 5 24.11.25	WEEK 6 01.12.25	WEEK 7 8.12.25	Week 8 15.12.25
LEAD TEXT/TOPIC	The Ugly Five Sensational Safari Kenya comparison Geography lead	The Ugly Five Sensational Safari Kenya comparison Geography lead	The Ugly Five Sensational Safari Kenya comparison Geography lead	The Ugly Five Sensational Safari Kenya comparison Geography lead	The Ugly Five Sensational Safari Kenya comparison Geography lead	The Ugly Five Sensational Safari Kenya comparison Geography lead	The Ugly Five Sensational Safari Kenya comparison Geography lead	The Ugly Five Sensational Safari Kenya comparison Geography lead
ENGLISH Genres ARTICLE 29	Narrative – Plot and sequencing of story.	Narrative – character description/ Setting description  Letter writing – write a letter to an animal, discussing how wonderful they are.	Narrative – Setting description. Descriptive devices – SPAG lessons. Adverbs, similes and sentence openers.	Assessed writing – planning and writing setting description based on Savannah. Factual description	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.	SPAG activities around winter/Christmas.  What have we learnt this term – recap of the story. Retelling using drama.
MATHS Refer to Maths Hub Planning ARTICLE 29 + 31	Number – Addition/Subtraction	Number – Addition/Subtraction	Number – Addition/Subtraction	Geometry – Addition/Subraction	Geometry – 2D shape/3D Shapes	Geometry – 2D shape/3D Shapes	Assessment and consolidation	Maths activities based around winter/Christmas



SCIENCE  Refer to the Kent Scheme of Work unit plans ARTICLE 29  Living Things and their Habitats Term 2	Enquiry 2 - What Microhabitats Can We Find in Our School?  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. Little ideas: 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. Show some pictures of some animals - spiders, snails, beetles, ants, worms, woodlice. 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. Look at the pictures together - which of the microhabitats do you think will be home to these species? Why? Pupils to explore the school grounds to see what microhabitats can be found and the animals that live in them.	Enquiry 4 – How do different habitats provide for the basic needs of different kinds of animals and plants?  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: https://www.youtube.com/watch?v=D9Ysmwlffw  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.  Give pupils pictures of different habitats – ocean, rainforest, desert, Arctic, grassland.  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?  Little idea:  Each habitat has specific features like temperature, water availability, and types of food that meet the needs of the different living things residing there	Enquiry 5 – How animals obtain f from other anim and plants? Little Idea: A food shows how living t get their food. The chain shows the fl energy from one I thing to another. example, a pla (producer) is eater rabbit (prey), whithen eaten by a (predator). Pupils to stick of food chain in the book and label it producer, prey predator. Pupils with three chains printed, e with an error e.g producer in the moof the food chaen pupils to correct errors by either rewritt them or drawing arrows to show with the incorrect eleit should be move	chain hings food by of ving For ht by a chis foox he eir with and food ach the diddle in. the high graph here hent	Significant People - Explore Sir David Attenborough  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. 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.	Enquiry 6 – Revisit and assess the substantive knowledge from previous sessions. 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.

HISTORY ARTICLE 29 Geography led term.



GEOGRAPHY ARTICLE 29	Where is Kenya?  LI – To understand where Kenya is in the world.  Identify on atlas where the continent of Africa is. Then look at where the country of Kenya is.  Locate on map. Identify key places within Kenya – capital city.	Let's Explore  LI – To understand what life is like for people in Kenya.  Look at geographical similarities and differences between a local area and Kenya.	National Parks and Wonderful Wildlife  LI – To understand what a national park is.	African animals  LI – To understand some of the main animals which live in Kenya.	Marvelous Maasai  LI – To understand what Maasai culture is like.	My Day, Your Day  LI – To compare my life to a child from Kenya.	African Animal artwork/Consolidatio n.	African Animal artwork/Consolidatio n.
COMPUTING ARTICLE 16, 17 + 29	Unit 1.2 – Grouping and sorting  Sorting Away from the Computer  To begin to think logically about the steps of a process.  To sort items using a range of criteria.	Unit 1.2 – Grouping and sorting  Sorting on the Computer  To sort items on the computer using the 'Grouping' activities in Purple Mash.  To bring together logical thinking and the use of technology.  To introduce the term 'algorithm' to describe logically following a process.	Unit 1.3 – Pictograms  To understand that data can be represented in picture format.	Unit 1.3 – Pictograms  To contribute to a class pictogram.	Unit 1.3 – Pictograms  To use a pictogram to record the results of an experiment.	Consolidation	Consolidation	Consolidation
ART & DESIGN ARTICLE 29	Art linked to hoops/winter displays Winter trees/penguins/reind eer/snowmen	Art linked to hoops/winter displays Winter trees/penguins/reind eer/snowmen	Art linked to hoops/winter displays Winter trees/penguins/reind eer/snowmen					
DESIGN TECHNOLOG Y ARTICLE 29	Pom Poms/crafts linked to hoop	Pom Poms/crafts linked to hoop	Pom Poms/crafts linked to hoop	Props/art linked to Christmas performance	Props/art linked to Christmas performance	Props/art linked to Christmas performance	Props/art linked to Christmas performance	Props/art linked to Christmas performance



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MUSIC ARTICLE 29	Animals / Number Music Express	Animals / Number Music Express	Animals / Number Music Express Christmas Performance	Animals / Number Music Express Christmas Performance	Animals / Number Music Express Christmas Performance	Animals / Number Music Express Christmas Performance	Animals / Number Music Express	Animals / Number Music Express
PE ARTICLE 23, 24, 27, 29 + 31	GYMNASTICS- LI-To perform a floor balance safely MULTI SKILLS LI-To explore rolling in circuits	GYMNASTICS- LI- To use Perseverance to perform a variety of different balances  ACTIVE LISTENING GAMES LI-To explore throwing and catching in circuits	GYMNASTICS- LI- To work in pairs to use a mirroring technique showing Teamwork  ACTIVE LISTENING GAMES LI-To explore kicking in circuits	GYMNASTICS- LI- To use Perseverance to find different ways to travel  ACTIVE LISTENING GAMES LI-To explore rolling in circuits	GYMNASTICS- LI- To use Aspiration to find different ways to jump  ACTIVE LISTENING GAMES LI-To explore throwing and catching in circuits	GYMNASTICS- LI- To use Aspiration to find different ways to roll.  ACTIVE LISTENING GAMES LI-To explore kicking in circuits	FUN GAMES	FUN GAMES
<b>RE</b> ARTICLE 2, 12, 14, 29 + 30	How and why do we celebrate special and sacred times?  Children reflect on their favourite celebrations- what do they enjoy most and why?	How and why do we celebrate special and sacred times?  Children reflect on their favourite celebrations- what do they enjoy most and why?	How and why do we celebrate special and sacred times?  Easter/Christmas, Chanukah and/or Eid-ul-Fitr	How and why do we celebrate special and sacred times?  Why are festivals important to religious communities?	How and why do we celebrate special and sacred times?  Why are festivals important to religious communities?	How and why do we celebrate special and sacred times?  Is it better to express your beliefs in arts and architecture or in charity and generosity?  Explore architecture	How and why do we celebrate special and sacred times?  Is it better to express your beliefs in arts and architecture or in charity and generosity?  Explore charities	
PSHCE ARTICLE 9, 12, 24, 25, 27, 29 + 30	Health and Wellbeing Initial Assessment LI: To describe a range of feelings and develop simple strategies for managing them.	Anti-Bullying week	Health and Wellbeing  LI: To understand the benefits of physical activity.	Health and Wellbeing  LI: To use breathing exercises to relax.	Health and Wellbeing  LI: To understand their strengths and set themselves achievable goals.	Health and Wellbeing LI: To identify strategies to help overcome barriers or manage difficult emotions To develop a growth mindset	Health and Wellbeing  LI: To understand what it means to have a healthy diet.  Assessment	
PMFL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A