



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 |
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| 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/Subtraction | Geometry – 2D shape/3D Shapes | Geometry – 2D shape/3D Shapes | Assessment and consolidation | Maths activities based around winter/Christmas |





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| GEOGRAPHY ARTICLE 29 | <u>Where is Kenya?</u> 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. | <u>Let's Explore</u> LI – To understand what life is like for people in Kenya. Look at geographical similarities and differences between a local area and Kenya. | <u>National Parks and Wonderful Wildlife</u> LI – To understand what a national park is. | <u>African animals</u> LI – To understand some of the main animals which live in Kenya. | <u>Marvelous Maasai</u> LI – To understand what Maasai culture is like. | <u>My Day, Your Day</u> LI – To compare my life to a child from Kenya. | African Animal artwork/Consolidation. | African Animal artwork/Consolidation. |
| COMPUTING ARTICLE 16, 17 + 29 | <u>Unit 1.2 – Grouping and sorting</u> Sorting Away from the Computer To begin to think logically about the steps of a process. To sort items using a range of criteria. | <u>Unit 1.2 – Grouping and sorting</u> <u>Sorting on the Computer</u> 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. | <u>Unit 1.3 – Pictograms</u> To understand that data can be represented in picture format. | <u>Unit 1.3 – Pictograms</u> To contribute to a class pictogram. | <u>Unit 1.3 – Pictograms</u> 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/reindeer/snowmen | Art linked to hoops/winter displays Winter trees/penguins/reindeer/snowmen | Art linked to hoops/winter displays Winter trees/penguins/reindeer/snowmen | | | | | |
| DESIGN TECHNOLOGY 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 |
| RE 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 | <u>Health and Wellbeing</u> Initial Assessment LI: To describe a range of feelings and develop simple strategies for managing them. | Anti-Bullying week | <u>Health and Wellbeing</u> LI: To understand the benefits of physical activity. | <u>Health and Wellbeing</u> LI: To use breathing exercises to relax. | <u>Health and Wellbeing</u> LI: To understand their strengths and set themselves achievable goals. | <u>Health and Wellbeing</u> LI: To identify strategies to help overcome barriers or manage difficult emotions To develop a growth mindset | <u>Health and Wellbeing</u> 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 |

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