Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map Term 2 2026/27

	WEEK 1 2.11.26	WEEK 2 9.11.26	WEEK 3 16.11.26	WEEK 4 23.11.26	WEEK 5 30.11.26	WEEK 6 7.12.26	WEEK 7 14.12.26
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**
ENGLISH Genres	Narrative – Features of a narrative. Language used in the story. Building a word bank.	Narrative – character description – describe a safari animal	Narrative – Setting description. Descriptive devices – SPAG lessons. Adverbs, similes and sentence openers.	Assessed writing – Narrative - setting description based on Savannah. Factual description	Recount – building vocabulary about a safari – link to Geography. SPAG.	Recount of a safari journey – what they saw? How they felt?	SPAG activities around winter/Christmas. What have we learnt this term – recap of the story. Retelling using drama.
MATHS Refer to Maths Hub Planning	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

SCIENCE **Refer to the Kent Scheme of Work unit plans** **Living Things and their Habitats Term 2**	**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=D9Ys-mwIffw 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 do animals obtain food from other animals and plants?** Little Idea: A food chain shows how living things get their food. The food chain shows the flow of energy from one living thing to another. For example, a plant (producer) is eaten by a rabbit (prey), which is then eaten by a fox (predator). Pupils to stick one food chain in their book and label it with producer, prey and predator. Pupils with three food chains printed, each with an error e.g. the producer in the middle of the food chain. Pupils to correct the errors by either rewriting them or drawing arrows to show where the incorrect element should be moved to		. 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.		
HISTORY	**Geography led term**						

GEOGRAPHY	<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> <u>LI – To compare my life to a child from Kenya.</u>	African Animal artwork/Consolidation.
COMPUTING	**<u>Unit - Making music</u>** LI - To explore, edit and combine sounds using 2Sequence.	**<u>Unit - Making music</u>** LI - To improve a tune and make music based around a feeling.	**<u>Unit - Making music</u>** LI - To compose background music for a video.	**<u>E – Safety</u>**	**<u>E – Safety</u>**	**<u>E - Safety</u>**	
ART & DESIGN	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	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

MUSIC	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
PE	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 MULTI SKILLS LI-To explore throwing and catching in circuits	GYMNASTICS- LI- To work in pairs to use a mirroring technique showing Teamwork MULTI SKILLS LI-To explore kicking in circuits	GYMNASTICS- LI- To use Perseverance to find different ways to travel MULTI SKILLS LI-To explore rolling in circuits	GYMNASTICS- LI- To use Aspiration to find different ways to jump MULTI SKILLS LI-To explore throwing and catching in circuits	GYMNASTICS- LI- To use Aspiration to find different ways to roll. MULTI SKILLS LI-To explore kicking in circuits	FUN GAMES
RE	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	**Connecting with others: How can I build safe, kind and caring relationships with others?** Initial Assessment How are we all different and the same?	Anti-Bullying week	**Connecting with others: How can I build safe, kind and caring relationships with others?** How are families different and the same?	**Connecting with others: How can I build safe, kind and caring relationships with others?** How can I show my feelings kindly and calmly?	**Connecting with others: How can I build safe, kind and caring relationships with others?** How can I let others know what is okay or not okay for me?	**Connecting with others: How can I build safe, kind and caring relationships with others?** Who can I talk to if something does not feel right?	**Connecting with others: How can I build safe, kind and caring relationships with others?** What should I do if someone is being unkind again and again?
PMFL	N/A	N/A	N/A	N/A	N/A	N/A	N/A

LOTC to be indicated on Planning **ECO to be indicated on planning**