




**Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map - Term 3 2023/24**

All learning covers article 28

	WEEK 1 1.21.24	WEEK 2 8.1.24	WEEK 3 15.1.24	WEEK 4 22.1.24 Assessed Writing (Recount of great fire) Speak to Maggie about baking bread next week.	WEEK 5 29.1.24	WEEK 6 5.2.24 Gallery (Art inspired by Spirited RE competition by 23 <sup>rd</sup> Feb)
<b>LEAD TEXT/TOPIC</b>	The Great Fire of London  <b>History lead Chronological Order Recounts</b>	The Great Fire of London  <b>History lead Chronological Order Recounts</b>	The Great Fire of London  <b>History lead Famous person (S. Pepys)</b>	The Great Fire of London  <b>History lead Famous person (S. Pepys)</b>	The Great Fire of London  <b>History lead Famous person (S. Pepys)</b>	The Great Fire of London  <b>History lead Re-building of London</b>
<b>ENGLISH Genres Article 29</b>	Recounts Description of events. Describing feelings.	Recounts Description of events. Describing feelings.	Recounts Description of events. Diary Writing Samuel Pepys	Information Texts Paragraph writing Sub-headings	Information Texts Paragraph writing Sub-headings Instructions	Poetry London's Burning
<b>MATHS Refer to Maths Hub weekly Planning Article 29 + 31</b>	<b>LOTC- Active Maths</b> Geometry - Shape	<b>LOTC- Active Maths</b> Geometry - Shape	<b>LOTC – Active Maths</b> Number – Multiplication & Division	<b>LOTC- Active Maths</b> Number – Multiplication & Division	<b>LOTC- Active Maths</b> Number – Multiplication & Division	<b>LOTC- Active Maths</b> Number – Multiplication & Division
<b>SCIENCE (Materials) Refer to the Kent Scheme of Work unit plans Article 2 Article 12 Article 13 Article 24</b>	To know what everyday materials are.  Watch video – children to identify what materials they can see. What is a material?  Look at what the materials are used for? PPT  Classroom hunt of different things, what they are used for and what they are made of.	To be able to gather and record data to help in answering questions.  Simple Test – Which material is best for the bottom of children's school shoes?  Either tests – best bounce of different materials or best grip.  Link to DT – What other things would need a grippy material? Look at the materials – can you identify and sort more grippy materials?	To be able to compare the uses of a variety of everyday materials.  Which tights are the stretchiest?  Hook – Poem 'The Little Old Lady from 54'  <a href="https://www.twinkl.co.uk/resource/tp-sc-60-planit-science-y2-uses-of-everyday-materials-unit-pack">https://www.twinkl.co.uk/resource/tp-sc-60-planit-science-y2-uses-of-everyday-materials-unit-pack</a> Lesson 3.  Link to DT – What other things would need a stretchy material? Look at the materials – can you identify and sort more materials?	To be able to use simple measurements to gather data.  Which material is best for blocking a hole in a bucket?  Link to great fire of London bucket for putting the fire out. But it has a hole in it.  Hook – 'There's a hole in my bucket' song. Link to DT – What other things would need a waterproof material? Look at the materials – can you identify and sort more waterproof materials?	To be able to identify and compare the suitability of a variety of everyday materials.  Which material is best at letting light through? <b>LOTC</b>  Link to DT – What other things would need a transparent material? Look at the materials – can you identify and sort more transparent materials?	Plastics/Pollution lesson  Read story – Someone Swallowed Stanley.  Look at products using plastic. Can children design a different packaging concept for a certain item. E.g. Casing around vegetables?



<p><b>HISTORY</b>  <b>Article 2</b>  <b>Article 4</b>  <b>Article 7</b>  <b>Article 24</b>  <b>Article 27</b>  <b>Article 29</b></p>	<p><u>Great Fire</u>  <b>When and where did the fire start?</b>          See knowledge organiser</p>	<p><u>Great Fire</u>  <b>Why did the fire spread?</b>          See knowledge organiser</p>	<p><u>Great Fire</u>  <b>How did they fight the fire?</b>          See knowledge organiser</p>		<p><u>Great Fire</u>  <b>How did the fire stop? How many people died?</b>          See knowledge organiser</p>	<p><u>Great Fire</u>  <b>What happened after the fire?</b>          See knowledge organiser</p>
<p><b>GEOGRAPHY</b>          History-led term</p>				<p><u>L1</u> – To locate UK on a world map.  <u>L1</u> – To know the four countries in the UK.</p>		
<p><b>COMPUTING</b>  <b>Articles 26, 36 &amp; 38</b>  <b>Article 17</b></p>	<p>Research The Great Fire of London          Great Fire of London game  <a href="http://www.fireoflondon.org.uk/game/">http://www.fireoflondon.org.uk/game/</a></p>	<p>Timestable rockstar  <a href="http://www.numbots.co.uk">www.numbots.co.uk</a></p>	<p>Purple Mash – GfoL activities          LI: To use technology purposefully to organise digital content</p>	<p>Purple Mash – GfoL activities          LI: To use technology purposefully to manipulate digital content</p>	<p>Code.org  <a href="https://studio.code.org/s/fozen/stage/1/puzzle/1">https://studio.code.org/s/fozen/stage/1/puzzle/1</a></p>	<p>Code.org  <a href="https://studio.code.org/s/fozen/stage/1/puzzle/1">https://studio.code.org/s/fozen/stage/1/puzzle/1</a></p>
<p><b>ART &amp; DESIGN</b></p>	<p><u>L1</u> – create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</p> 	<p><u>L1</u> - study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.</p> <p><a href="http://www.fireoflondon.org.uk/collection-type/artworks/">http://www.fireoflondon.org.uk/collection-type/artworks/</a></p>	<p>REFER TO DESIGN TECHNOLOGY UNIT</p>			
<p><b>DESIGN &amp; TECNOLOGY</b></p>	<p>REFER TO ART &amp; DESIGN UNIT</p>	<p>Introduce concept of product design- purpose, end use, user etc.          Chn will produce feely book across the term selecting relevant materials.</p> <p>Introduce chn to feely books. What are they? Who are they for? What do they need to have to be a good feely book?</p>	<p>Link to Science – What other things would need a grippy material? Look at the materials – can you identify and sort more grippy materials?</p> <p>Chn draw a picture of something that has grip and attach their fabric. Write a sentence on their page eg “shoes are grippy so you can run”</p>	<p>Link to Science – What other things would need a stretchy material? Look at the materials – can you identify and sort more materials?</p> <p>Chn draw a picture of something that stretches and attach their fabric. Write a sentence on their page to go with it.</p>	<p>Link to Science – What other things would need a transparent material? Look at the materials – can you identify and sort more transparent materials?</p> <p>Chn draw a picture of something that's transparent and attach their fabric. Write a sentence on their page to go with it.</p>	



MUSIC	Storytime/seasons Music Express	Storytime/seasons Music Express	Storytime/seasons Music Express	Storytime/seasons Music Express	Storytime/seasons Music Express	Storytime/seasons Music Express
PE <b>PE STAFF LEAD</b> <b>Article 31</b>	PPA PE – Yr 2 Multi Skills Circuit	PPA PE – Yr 2 Multi Skills Throwing accurately towards a target	PPA PE – Yr 2 Multi Skills Throwing and catching	PPA PE – Yr 2 Multi Skills Rolling a ball accurately	PPA PE – Yr 2 Multi Skills Kicking a ball with control	PPA PE – Yr 2 Multi Skills Multi Skill Intra
RE	<b><i>Who are Jewish people and what do they believe?</i></b>  Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.	<b><i>What is precious to us? What is precious to Jewish people?</i></b>  To recognise objects that can be found in many Jewish homes  Discuss what precious items they have in their home. Why are they important?  <b>Pupils will learn:</b> That many people have objects in their home that are 'precious' to them and that these can be linked to religion	<b><i>What does a mezuzah remind Jewish people about?</i></b>  To know why and how a Mezuzah is used.  Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?  <b>Pupils will learn:</b> What some of the words inside a mezuzah mean That Jewish people believe in one God Why a mezuzah is put on the doorposts of houses	<b><i>How and why do Jewish people celebrate Shabbat?</i></b>  Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?  <b>Pupils will learn:</b> Why Jewish people celebrate Shabbat How Jewish people welcome Shabbat on a Friday night How Jewish people both rest and pray at Shabbat	<b><i>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</i></b>  <b>Pupils will learn:</b> The story of Chanukah Jewish practices at Chanukah How Jewish practices at Chanukah help Jews to reflect on important aspects of the story	What have we learnt about Judaism?  Consolidate learning.  RE artwork for display next term.
<b>PSHCE</b> <b>Articles 14 &amp; 30</b> <b>Article 20</b> <b>Article 23</b> <b>Article 33</b>	<b><u>Families and Relationships</u></b>  LI: To begin to understand the role of the family in their lives.	<b><u>Families and Relationships</u></b>  LI: To begin to understand the range of families they may encounter now and in the future.	<b><u>Families and Relationships</u></b>  LI: To recognise how others show feelings in different ways and how to respond.	<b><u>Families and Relationships</u></b>  LI: To begin to understand that some friendships might make us feel unhappy and how to deal with this.	<b><u>Families and Relationships</u></b>  LI: To begin to understand the conventions of courtesy and manners.	<b><u>Families and Relationships</u></b>  LI: To begin to understand how loss and change can affect us.  Assessment

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