



Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map - Term 3 2025/26

All learning covers article 28

	WEEK 1 5.1.25	WEEK 2 12.1.25	WEEK 3 19.1.25	WEEK 4 26.1.25	WEEK 5 2.2.25	WEEK 6 09.2.25
LEAD TEXT/TOPIC	The Great Fire of London History lead Chronological Order Recounts	The Great Fire of London History lead Chronological Order Recounts	The Great Fire of London History lead Famous person (S. Pepys)	The Great Fire of London History lead Famous person (S. Pepys)	The Great Fire of London History lead Famous person (S. Pepys)	The Great Fire of London History lead Re-building of London
ENGLISH Genres	Recounts Description of real events. Describing feelings.	Recounts Description of real events. Describing feelings.	Recounts – recount of fire green books Description of events. Diary Writing Samuel Pepys	Information Texts Paragraph writing Sub-headings	Information Texts Paragraph writing Sub-headings Instructions	Poetry London's Burning
MATHS Refer to Maths Hub weekly Planning	LOTG – Active Maths Number – Multiplication & Division	LOTG- Active Maths Number – Multiplication & Division	LOTG- Active Maths Number – Multiplication & Division	LOTG- Active Maths Number – Multiplication & Division	LOTG- Active Maths Number – Money	LOTG- Active Maths Number – Money
SCIENCE (Materials) Refer to the Kent Scheme of Work unit plans	To know that everyday objects are made from materials that have different properties. 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 know that different materials have properties that make them suitable for specific purposes. Enquiry question: Which material is best? Provide individual scenarios to the pupils the cover suitability of each of the following materials: wood, metal, plastic, glass, brick, rock, paper and cardboard. EG <u>The best material for building a skyscraper would be metal. This is because metal is strong and can be easily shaped. These properties are useful because skyscrapers are tall and need to hold a lot of weight.</u>	To know the suitability of a variety of everyday materials. How well do different materials bounce? Children to design a simple test to test bounciness. Children to create a simple bar chart.	To know the shapes of solid objects made from materials can be changed by squashing, bending, twisting and stretching. Explore different objects and materials for stretching, squashing, bending and twisting.	To know the shapes of solid objects made from materials can be changed by stretching. Investigating clothes and fabrics and stretchiness of these. Measuring and comparing the stretchiness of different fabrics.	Revisit and assess learning for the term



<p>HISTORY</p>	<p><u>Great Fire of London</u></p> <p>LI – To order a timeline of the Great fire of London.</p> <p>See knowledge organiser</p>	<p><u>Great Fire of London</u></p> <p>LI – To use compass directions and directional language.</p> <p>See knowledge organiser</p>	<p><u>Great Fire of London</u></p> <p>LI – To compare artefacts from the past and present.</p> <p>See knowledge organiser</p>	<p><u>Great Fire of London</u></p> <p>LI – To know how the Great Fire of London ended and the casualties it caused.</p> <p>See knowledge organiser</p>	<p><u>Great Fire of London</u></p> <p>LI – To know what happened after the events of the Great Fire of London.</p> <p>See knowledge organiser</p>	<p><u>Great Fire of London</u></p> <p>LI – To describe London before, during and after the fire.</p> <p>See knowledge organiser</p>
<p>GEOGRAPHY History-led term</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>COMPUTING</p>	<p><u>Unit 2.5 – Effective Searching</u></p> <p><u>LI</u> - To understand the terminology associated with the Internet and searching.</p>	<p>Numbots/Times Table Rock Stars</p>	<p><u>Unit 2.5 – Effective Searching</u></p> <p><u>LI</u> - To gain a better understanding of searching the Internet.</p>	<p>Numbots/Times Table Rock Stars</p>	<p><u>Unit 2.5 – Effective Searching</u></p> <p><u>LI</u> - To create a leaflet to help someone search for information on the Internet.</p>	<p>Numbots/Times Table Rock Stars</p>
<p>ART & DESIGN</p>	<p><u>LI</u> – create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</p>		<p><u>LI</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>http://www.fireoflondon.org.uk/collection-type/artworks/</p>	<p>REFER TO DESIGN TECHNOLOGY UNIT</p>		



<p>DESIGN & TECHNOLOGY</p>	<p>REFER TO ART & DESIGN UNIT</p>			<p>Introduce concept of product design- purpose, end use, user etc. Chn will produce money pouches similar to those that would have been used by people during The Great Fire of London.</p> <p>Introduce chn to fabric pouches used during great fire of London. Look at photographic sources. Explore a range of different fabrics. How could we join them? Thread a needle and discuss needle safety.</p>	<p>Design: Children to design their own money pouch designed for themselves or a friend based on what that person likes. Design based on the pouches from 1666."</p>	<p>Make: Children to use a template to cut material and start to join using a simple sewing stitch.</p>	<p>Evaluate: Children to finish their product and evaluate it for it's purpose and design.</p>
<p>MUSIC</p>	<p>Storytime/seasons Music Express</p>	<p>Storytime/seasons Music Express</p>	<p>Storytime/seasons Music Express</p>	<p>Storytime/seasons Music Express</p>	<p>Storytime/seasons Music Express</p>	<p>Storytime/seasons Music Express</p>	
<p>SMALL SIDED GAMES- LI- To show Perseverance in a game 'Crossing the swamp'</p> <p>PE STAFF LEAD</p> <p>INCLUSION GAMES- LI- To show Respect when playing Kurling</p>	<p>SMALL SIDED GAMES- LI- To show Perseverance in a game 'Crossing the swamp'</p> <p>INCLUSION GAMES- LI- To show Respect when playing Kurling</p>	<p>SMALL SIDED GAMES- LI- To show Perseverance in a game 'Crossing the swamp'</p> <p>INCLUSION GAMES- LI- To show Respect when playing Kurling</p>	<p>SMALL SIDED GAMES- LI- To show Perseverance in a game 'Crossing the swamp'</p> <p>INCLUSION GAMES- LI- To show Respect when playing Kurling</p>	<p>SMALL SIDED GAMES- LI- To show Perseverance in a game 'Crossing the swamp'</p> <p>INCLUSION GAMES- LI- To show Respect when playing Kurling</p>	<p>SMALL SIDED GAMES- LI- To show Perseverance in a game 'Crossing the swamp'</p> <p>INCLUSION GAMES- LI- To show Respect when playing Kurling</p>	<p>SMALL SIDED GAMES- LI- To show Perseverance in a game 'Crossing the swamp'</p> <p>INCLUSION GAMES- LI- To show Respect when playing Kurling</p>	



<p>RE</p>	<p>Who are Jewish people and what do they believe?</p> <p>Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</p>	<p>What is precious to us? What is precious to Jewish people?</p> <p>To recognise objects that can be found in many Jewish homes</p> <p>Discuss what precious items they have in their home. Why are they important?</p> <p>Pupils will learn: That many people have objects in their home that are 'precious' to them and that these can be linked to religion</p>	<p>What does a mezuzah remind Jewish people about?</p> <p>To know why and how a Mezuzah is used.</p> <p>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?</p> <p>Pupils will learn: 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</p>	<p>How and why do Jewish people celebrate Shabbat?</p> <p>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?</p> <p>Pupils will learn: Why Jewish people celebrate Shabbat How Jewish people welcome Shabbat on a Friday night How Jewish people both rest and pray at Shabbat</p>	<p>What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?</p> <p>Pupils will learn: The story of Chanukah Jewish practices at Chanukah How Jewish practices at Chanukah help Jews to reflect on important aspects of the story</p>	<p>What have we learnt about Judaism?</p> <p>Consolidate learning.</p> <p>RE artwork for display next term.</p>
<p>PSHE</p> <p><u>Economic Wellbeing</u></p>	<p>Lesson 1: Where does money come?</p> <p>To explore the ways people receive money.</p>	<p>Lesson 2: Exploring needs</p> <p>To identify basic needs essential for healthy growth.</p>	<p>Lesson 3: Exploring wants</p> <p>To consider how people decide what they want.</p>	<p>Lesson 4: Bank cards and accounts</p> <p>To explore how bank accounts and cards help with managing money.</p>	<p>Lesson 5: My skills and talents</p> <p>To identify my skills and talents.</p>	<p>Lesson 6: Everyone is welcome</p> <p>To describe how to make others feel included.</p>

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