



**Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map - Term 4 2025/2026 Geography led term**

**All learning covers article 28**

	<b>WEEK 1</b> 26.2.26	<b>WEEK 2</b> 02.03.25	<b>WEEK 3</b> 9.03.26	<b>WEEK 4</b> 16.03.26	<b>WEEK 5</b> 23.03.26	<b>WEEK 6</b> 30.3.26
<b>LEAD TEXT/TOPIC</b>	<b>Oceans and Seas</b> Gigantic by Rob Biddulph	<b>Oceans and Seas</b> Gigantic by Rob Biddulph	<b>Oceans and Seas</b> Gigantic by Rob Biddulph	<b>Oceans and Seas</b> Gigantic by Rob Biddulph	<b>Oceans and Seas</b> Gigantic by Rob Biddulph	<b>Oceans and Seas</b> Gigantic by Rob Biddulph
<b>ENGLISH Genres</b> <b>Article 29</b>	Stories from a familiar setting: Gigantic	Stories from a familiar setting: <b>Green book writing</b> Gigantic	Stories from a familiar setting: Gigantic	Non-chronological report <b>Assessed writing</b> Gigantic	Poetry	Poetry
<b>MATHS</b> Refer to Maths Hub weekly Planning <b>Article 29 + 31</b>	Fractions <b>LOTC- Active Maths</b>	Fractions <b>LOTC- Active Maths</b>	Fractions <b>LOTC – Active Maths</b>	Assessments and Time	Time <b>LOTC- Active Maths</b>	Finish Time Consolidation of term's learning <b>LOTC- Active Maths</b>
<b>SCIENCE</b> (Animals, including humans) Refer to the Kent Scheme of Work unit plans <b>Article 2</b> <b>Article 12</b> <b>Article 13</b> <b>Article 24</b>	To know that animals have offspring that grow into adults.  Front Covers.  <b>How do animals change as they get older?</b>	To be able to find out about and describe the basic needs of animals including humans for survival.  What do they think animals need to survive?  Consider a healthy lifestyle: <a href="https://www.youtube.com/watch?v=PAyyDuk6xAg">https://www.youtube.com/watch?v=PAyyDuk6xAg</a>  <b>What do animals need to survive?</b>	To know the importance for humans of eating the right amounts of different foods.  Which foods make a healthy diet?  <a href="https://www.youtube.com/watch?v=Z51bWG17m-Q">https://www.youtube.com/watch?v=Z51bWG17m-Q</a>  <b>Why should humans exercise?</b>	To know the importance for humans of exercise.  <a href="https://www.youtube.com/watch?v=sQN8HWI6Svk">https://www.youtube.com/watch?v=sQN8HWI6Svk</a>  Explore what happens when you exercise?  <b>Why do we eat different types of food?</b>	To know the importance to humans of hygiene.  Children to find out from each other how they keep themselves clean.  Discuss the importance of food hygiene. <a href="https://www.youtube.com/watch?v=UxnEuj1c0sw">https://www.youtube.com/watch?v=UxnEuj1c0sw</a>	<b>Science Week</b>  <b>Activities to be confirmed.</b>
<b>HISTORY</b> <b>Geography led term</b>						



<p><b>GEOGRAPHY</b></p>	<p><u>LI</u> – To name and locate the continents and oceans of the world.</p>	<p><u>LI</u>- To understand how the equator affects the temperature of the oceans.</p>	<p><u>LI</u> – To name the countries of the UK.</p>	<p><u>LI</u> – To name the capital cities of the UK.</p>	<p><u>LI</u> – To name the surrounding seas of the UK.</p>	
<p><b>COMPUTING</b> Articles 26, 36 &amp; 38 Article 17</p>	<p>To be introduced to making music digitally. To explore, edit and combine sounds.</p>	<p>To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings.</p>	<p>To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.</p>	<p>TTRS Numbots</p>	<p>TTRS Numbots</p>	<p>Science related searching</p>
<p><b>ART &amp; DESIGN</b></p>	<p><u>LI</u> - experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks</p> <p>Sketch books – Children to sketch different animals.</p>	<p><u>LI</u> – create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.</p> <p>Finalise paintings for Rotary Art.</p> <p>‘Wonderful Water’ A4 Paints, pastels, pencils, printing</p>  <p>Or ocean art using water colours and salt</p> 	<p><u>LI</u> – create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. Link to text/topic</p>  <p>Finalise paintings for Rotary Art – Hand to TJ by Thursday April 3rd</p>			



<p style="text-align: center;"><b>DESIGN &amp; TECHNOLOGY</b></p>		<p>Introduce concept of product design- purpose, end use, user etc.</p> <p><b>Design, make and evaluate a bug hotel for minibeasts to live in together.</b></p> <p>Chn discuss hotels they have seen and think about what the features will be what will it need to include? What will be important?</p> <p style="text-align: center;">Label features Who is it for? What is the purpose?</p>	<p><b>Prior Learning</b> Demonstrate measuring, marking out, cutting, shaping, joining and finishing techniques with a range of tools and new and reclaimed materials that children are likely to use to make their structures. Discuss the suitability of materials for their products according to their characteristics.</p> <ul style="list-style-type: none"> <li>• Ask the children to build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks e.g. <i>How can you stop your structures from falling over? How they can be made stronger and stiffer in order to carry a load?</i></li> </ul> <p>Children could make models of the structures they have seen in school and the local area.</p> <ul style="list-style-type: none"> <li>• Ask children to fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins. Encourage them to think about how folding materials can make them stronger, stiffer, stand up and be more stable e.g. <i>Can they support an object on top of their structures without it falling over or breaking?</i></li> </ul>	<p><b>Designing</b> Discuss with the children what structure they will be designing, making and evaluating e.g. <i>Who will your product be for? What will be its purpose? What materials will you use? How will you make it strong and stable?</i></p> <ul style="list-style-type: none"> <li>• Generate some simple design criteria with the children e.g. the structure should stand up on its own, it should be strong enough to carry Teddy.</li> <li>• Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials.</li> <li>• As a whole class, plan the order in which the structures will be made</li> </ul>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and techniques, explaining their choices.</li> <li>• Select new and reclaimed materials and construction kits to build their structures. <ul style="list-style-type: none"> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> </li> </ul>	<p><b>Evaluation</b> Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p>. Children could make their final products from construction kits, new and reclaimed materials or any combination of these, according to their characteristics.</p> <ul style="list-style-type: none"> <li>• Ask children to evaluate their developing ideas and final products against original design criteria</li> </ul>
<p style="text-align: center;"><b>MUSIC</b></p>	<p style="text-align: center;">Music express: Storytime / Seasons</p>	<p style="text-align: center;">Music express: Storytime / Seasons</p>	<p style="text-align: center;">Music express: Storytime / Seasons</p>	<p style="text-align: center;">Music express: Storytime / Seasons</p>	<p style="text-align: center;">Music express: Storytime / Seasons</p>	<p style="text-align: center;">Music express: Storytime / Seasons</p>
<p style="text-align: center;"><b>PE TARGET GAMES</b></p>	<p style="text-align: center;">DANCE - LI- To show Respect by watching and copying movement</p>	<p style="text-align: center;">DANCE - LI- To show Perseverance in a dance class</p>	<p style="text-align: center;">DANCE - LI- To show Perseverance in a dance class</p>	<p style="text-align: center;">DANCE - LI- To show Perseverance in a dance class</p>	<p style="text-align: center;">DANCE - LI- To show Aspiration when performing your dance.</p>	
<p style="text-align: center;"><b>PE RACKET GAMES</b></p>	<p style="text-align: center;">TARGET GAMES- LI-To use perseverance when rolling a ball at a Target</p>	<p style="text-align: center;">TARGET GAMES- LI- To use perseverance when throwing and catching a ball.</p>	<p style="text-align: center;">TARGET GAMES- LI- To use perseverance when striking a ball</p>	<p style="text-align: center;">TARGET GAMES- LI-To use perseverance when kicking a ball</p>	<p style="text-align: center;">TARGET GAMES- LI- To use Perseverance to explore different types of throwing.</p>	



RE	What stories are special to us? What is a holy book?	LI: To know that Christians have special stories that are called parables.	What did Jesus teach about God in a story? Parable of the lost sheep.	What did Jesus say about how to treat others The Sermon on the Mount.	What story is special for Jewish people in the Torah? The Story of Moses.	Which story do Muslims tell about the Prophet Muhammad? The Story of Muhammad.
<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

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