



Garlinge Primary School & Nursery – Year 2 Medium Term Planning Map - Term 4 2023/2024 Geography led term

All learning covers article 28

	WEEK 1 19.2.24	WEEK 2 26.2.23	WEEK 3 5.3.23	WEEK 4 12.3.23	WEEK 5 18.3.23	WEEK 6 25.3.23
LEAD TEXT/TOPIC	Night-time The Owl who Was Afraid of the Dark	Night-time The Owl who Was Afraid of the Dark	Night-time The Owl who Was Afraid of the Dark	Night-time The Owl who Was Afraid of the Dark	Night-time The Owl who Was Afraid of the Dark	Night-time The Owl who Was Afraid of the Dark
ENGLISH Genres Article 29	Stories from a familiar setting: The owl who was afraid of the dark	Stories from a familiar setting: The owl who was afraid of the dark	Non- chronological report Night time	Non- chronological report Night time	Assessment Week	Night Time Poetry
MATHS Refer to Maths Hub weekly Planning Article 29 + 31	Multiplication LOTC- Active Maths	Multiplication LOTC- Active Maths	Fractions LOTC – Active Maths	Fractions LOTC- Active Maths	Fractions LOTC- Active Maths	Time LOTC- Active Maths



**SCIENCE
(Materials)
Refer to the Kent
Scheme of Work unit
plans
Article 2
Article 12
Article 13
Article 24**

Living things in their habitats
Which habitats do you know of on our amazing planet Earth?
<https://www.youtube.com/watch?v=635uup08DLU>

As a class gather children's questions about what they want to about plants and animals in local habitats.

What do you know?
Want to find out?

LI – To explore and compare differences between things that are living, dead and never been alive.

Take the children outside. Explain to them they have a challenge to work out the things that living things can do that non-living things can't do. Split page in half (living and non-living) for children to record what they find. Go through common life processes with class.

Deep thinking time
There are a range of thinking tasks that you can give the children throughout this unit of work:
Alive. Once alive, never alive – Provide children with a range of objects to sort according to these headings. Good objects could include: fossils, rocks, wood, shell and feathers
Odd one out – A shell, a rock and a plant
A hard questions - Is a flame alive?



LI – To know what micro-habitats are and where we can find them.

Mark out a range of habitats in the school ground that you would like the children to study over the year (these can include microhabitats). Visit each of the habitats with the children. Ask them to describe each one by using their senses. Now tell them that they are going to pretend that they are special types of estate agents; ones that sell homes to invertebrates! The children will need to visit a habitat and describe what it is like there: damp/dry, light/dark, warm/cold, etc

Recording
The children can draw each of the habitats and describe what it is like there. They could do this in the form of an advert at an estate agents.

How are animals suited to their habitats?

LI –
ICT link- If tablets are available. Researching World habitats. Use ppt to start teaching alongside video: <https://www.bbc.co.uk/bitesize/topics/zx882hv> (different habitat videos to choose from)

Discuss reasons for why animals are found in certain habitats.
Why does a polar bear live in the Arctic?
Why does a wolf live in forest?
Why does a camel live in a desert?
Discuss examples in ppt and in video.

Researching Habitats – sheet (twinkl). Use fact sheets and tablet to support.

How are animals suited to their habitats?

LI - To know how organisms depend on each other.

Carrying on from week before last week. Look back at what was discussed in last week's lesson – look at some more videos from the bitesize page.

<https://www.twinkl.co.uk/resource/tp-sc-058-planet-science-year-2-living-things-and-their-habitats-lesson-5-working-together-staying-alive>

Use living and working together ppt and activity to show how living things in each habitat depend on each other.




How do organisms obtain their food.

LI – To know how animals and plants?
<https://www.bbc.co.uk/bitesize/topics/zx882hv>
Food chain video
Children could draw some of their food-chains. Each time they must ensure that the arrow shows the direction in which the energy is being passed.

Food Chain ppt and activity

**Science Week
Activities to be confirmed.**



<p>HISTORY Geography led term</p>					<p>Who works at night?</p>	
<p>GEOGRAPHY</p>	<p><u>L1</u> – To locate countries of UK</p>	<p><u>L1</u>- To know capital cities in the UK</p>	<p><u>L1</u> – To compare night time in a town and a city. What is night time?</p>	<p><u>L1</u> – To know the continents of the world.</p>		
<p>COMPUTING Articles 26, 36 & 38 Article 17</p>	<p>Understand that algorithms are implemented as programs on digital devices Beebot programming</p>	<p>Understand that algorithms are implemented as programs on digital devices Beebot programming</p>	<p>Use technology respectfully Using the tablets to find out what happens at night time.</p>	<p>Use technology respectfully Using the tablets to find out what happens at night time.</p>	<p>Understand that programs execute by following precise and unambiguous instructions Code.org</p>	<p>Understand that programs execute by following precise and unambiguous instructions Code.org</p>
<p>ART & DESIGN</p>	<p><u>L1</u> - experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks Sketch books – Children to sketch different animals.</p> 		<p><u>L1</u>– create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc. Finalise paintings for Rotary Art. Birds, Bees, Flowers, Trees. A3 or A4 Paints, pastels, pencils</p> 	<p><u>L1</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 style="text-align: center;">DESIGN & TECHNOLOGY</p>		<p>Introduce concept of product design- purpose, end use, user etc.</p> <p>Design, make and evaluate a bug hotel for minibeasts to live in together.</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>Prior Learning 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"> • 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> <p>Children could make models of the structures they have seen in school and the local area.</p> <ul style="list-style-type: none"> • 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> 	<p>Designing 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"> • 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. • Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials. • As a whole class, plan the order in which the structures will be made 	<p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. <ul style="list-style-type: none"> • Use simple finishing techniques suitable for the structure they are creating. 	<p>Evaluation 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"> • Ask children to evaluate their developing ideas and final products against original design criteria
<p style="text-align: center;">MUSIC</p>	<p>Music express: Storytime / Seasons</p>	<p>Music express: Storytime / Seasons</p>	<p>Music express: Storytime / Seasons</p>	<p>Music express: Storytime / Seasons</p>	<p>Music express: Storytime / Seasons</p>	<p>Music express: Storytime / Seasons</p>
<p style="text-align: center;">PE PE STAFF LEAD Article 31</p>	<p>Football skills, Tri Golf, Personal Best, Fitness and Dance.</p>	<p>Football skills, Tri Golf, Personal Best, Fitness and Dance.</p>	<p>Football skills, Tri Golf, Personal Best, Fitness and Dance.</p>	<p>Football skills, Tri Golf, Personal Best, Fitness and Dance.</p>	<p>Football skills, Tri Golf, Personal Best, Fitness and Dance.</p>	<p>Football skills, Tri Golf, Personal Best, Fitness and Dance.</p>
<p style="text-align: center;">RE</p>	<p>What stories are special to us? What is a holy book? Rabbi Visit</p>	<p>LI: To know that Christians have special stories that are called parables.</p>	<p>What did Jesus teach about God in a story? Parable of the lost sheep.</p>	<p>What did Jesus say about how to treat others The Sermon on the Mount.</p>	<p>What story is special for Jewish people in the Torah? The Story of Moses.</p>	<p>Which story do Muslims tell about the Prophet Muhammad? The Story of Muhammad.</p>



PSHCE Articles 14 & 30 Article 20 Article 23 Article 33	Recap Zones of Regulation	Recap Zones of Regulation	Recap Zones of Regulation	Recap Zones of Regulation	Recap Zones of Regulation	Recap Zones of Regulation
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LOT to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning