



Garlinge Primary School & Nursery – Year 2 Medium Term 6 Planning Map - Term 6 2024/25
Margate

	WEEK 1 1.6.26	WEEK 2 8.6.26	WEEK 3 16.6.26	WEEK 4 22.6.26	WEEK 5 29.6.26	WEEK 6 6.7.26	WEEK 7 13.7.26 17.7.26 End of Term
LEAD TEXT/TOPIC	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead	The Light House Keepers lunch Topic: Geog/History lead
ENGLISH Genres Article 29	<u>Lighthouse Keeper's Lunch</u> Extended stories Character description, setting description, story structure.	<u>Lighthouse Keeper's Lunch</u> Instructions Features, purpose, writing instructions.	<u>Lighthouse Keeper's Lunch</u> Extended stories Own stories	<u>Lighthouse Keeper's Lunch</u> Newspapers	<u>Margate</u> Tongue twisters Sea Shanties Nursery Rhymes	<u>Margate</u> Leaflets – becoming an author – children to create own leaflets to advertise Margate	<u>Margate</u> Pigeon Impossible
MATHS Refer to Maths Hub weekly Planning Article 29 + 31	White Rose Maths Length/Height	White Rose Maths Length/Height.	White Rose Maths Mass/Capacity	White Rose Maths Mass/Capacity	White Rose Maths Geometry – position and direction.	White Rose Maths Geometry – position and direction.	Consolidation
SCIENCE Refer to the Kent Scheme of Work unit plans Article 2 Article 12 Article 13 Article 24	What Does a Seed Need to Grow? Building on the first two enquires, where pupils learnt that most plants grow from bulbs and seeds, pupils will now perform a simple comparative test to find out whether a seed needs water to germinate.		What Does a Plant Need to Stay Healthy? Pupils will start by looking at the results of their comparative tests and knowing that seeds need water to germinate. Building on this, pupils will learn in this inquiry what plants need to grow and stay healthy.		What Is the Lifecycle of a Plant? Building on pupil's understanding of seed germination and plant growth, pupils will be taught about how the lifecycle of a plant completes, as flowers form, seeds are produced, distributed, and then grow to form new plants.	End of Unit assessment	
HISTORY					How has Garlinge Primary School and Nursery changed? Comparing pictures of then and now. What did Garlinge school look like?		



<p>GEOGRAPHY Article 2 Article 4 Article 7 Article 24 Article 27 Article 29</p>	<p>Where is Margate? Using maps to locate Margate in Kent and then on a map of UK.</p>	<p>How has the local area changed? Looking at photographs of the local area to see geographically how it has changed.</p> <p>Fieldwork – walk down local roads to compare with photos.</p>	<p>What are the local attractions in Margate and how have they changed? How has the local area changed? Maps: Then and now. Compare map of Margate now with 50 years ago, 100 years ago.</p>	<p>What are the local attractions in Margate and how have they changed? How would you improve the town of Margate and dreamland? How can we encourage tourists to the area? Plan a trip to the seaside – looking at maps what route would you take?</p>	<p>What are the features of the seaside? Identify Physical and human features of a seaside.</p>	<p>What are the features of the seaside? Look at sea defences at Margate. Compare with sea defences in other seaside towns.</p>	
<p>COMPUTING Articles 26, 36 & 38 Article 17</p>	<p>Finish any remaining lessons from previous unit.</p>	<p>LI – To understand what an algorithm is.</p>	<p>LI - To create a program using a given design.</p>	<p>LI - To understand that algorithms follow a sequence.</p>	<p>LI - To understand that different objects have different attributes (properties).</p>	<p>LI - To create a program using a given design.</p>	<p>LI - To know what debugging means.</p>
<p>ART & DESIGN</p>	<p>Art linked to Arts Week (last week Term 5) for displays and gallery.</p>	<p>DT term</p>					
<p>DESIGN & TECHNOLOGY</p>	<p>Refer to Art plan</p>	<p>Textiles project Link to seaside – punch and judy puppets. Making a finger puppet.</p> <p>Design, make and evaluate a finger puppet for.....(user) forpurpose.</p> <p>Look at punch and judy shows and children decide who their user will be and for what purpose.</p>	<p>Textiles project Link to seaside – punch and judy puppets. Making a finger puppet.</p> <p>Investigate and evaluate – Look at finger puppets. Look at materials used. Draw existing products stating the user and the purpose. Identify and label material, fastenings and joinings.</p>	<p>Textiles project Link to seaside – punch and judy puppets. Making a finger puppet.</p> <p>Design – Look at designs of finger puppers. Refer to project title from last week. Thinking about the user and the purpose children design their finger puppet.</p>	<p>Textiles project Link to seaside – punch and judy puppets. Making a finger puppet.</p> <p>Investigate – look at different materials that could be used to make finger puppets. Which would be most suitable and why? Look at simple paper templates/create paper templates. Begin to cut out material based on templates.</p>	<p>Textiles project Link to seaside – punch and judy puppets. Making a finger puppet.</p> <p>Make – Children finish cutting out materials and join these to make their finger puppet.</p>	<p>Textiles project Link to seaside – punch and judy puppets. Making a finger puppet.</p> <p>Evaluate – Has the product designed met the purpose? Is the user happy with the product? How could you improve it? What worked well?</p>
<p>MUSIC</p>	<p>Water/Travel Music Express</p>	<p>Water/Travel Music Express</p>	<p>Water/Travel Music Express</p>	<p>Water/Travel Music Express</p>	<p>Water/Travel Music Express</p>	<p>Water/Travel Music Express</p>	<p>Water/Travel Music Express</p>



<p>PE</p> <p>PE STAFF LEAD</p> <p>Article 31</p>	PPA PE – Strike and Field	PPA PE – Strike and Field	PPA PE – Strike and Field	PPA PE – Strike and Field	PPA PE – Strike and Field	PPA PE – Strike and Field	PPA PE – Strike and Field
<p>RE</p> <p>How should care for others and the world?</p>		<p>How have some people shown they cared? Share stories of inspirational people e.g Mother Theresa</p> <p>How is the golden rule an encouragement to care?</p>		<p>What stories do Christian people say about the beginning of the world and how to treat the world?</p>		<p>What stories do Jewish people say about the beginning of the world and how to treat the world?</p>	
<p>PSHCE</p> <p>RSE</p>	<p>To learn about the process of growing from young to old and how people’s needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>Yasmin and Tom resource</p>	<p>To learn about the process of growing from young to old and how people’s needs change. To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p> <p>Yasmin and Tom resource</p>	<p>To know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>Yasmin and Tom resource</p>		<p>To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>	<p>To recognise people who look after them,, who to go to if they are worried and how to attract their attention.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets.</p>	

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