



Langley Mill Church of England Infant School and Nursery – Year Two Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Brill Langley Mill		Animal Magic		3, 2, 1, Grow!	
Immersion	Langley Mill Visitors	Baking	Wildlife Park		Plant a vegetable patch	Making pizzas
Additional Event(s)	Recycling Week WC 18.9.23 Autumn Equinox - 23.9.23	Bonfire Night - 5.11.23 Church Visit - 10.11.23 Remembrance Day - 11.11.23 Winter Solstice - 21.12.23	Time to Talk Day - 1.2.24 NSPCC Number Day - 2.2.24 Safer Internet Day - 6.2.24 Shrove Tuesday - 13.2.24 Ash Wednesday - 14.2.24	Spring Equinox - 20.3.24 British Science Week - WC 8.3.24 Mother's Day - 10.3.24	ACES Day - 1.5.24 IDAHOBIT - 17.5.24	Empathy Day - 6.6.24 Healthy Eating Week - WC 10.6.24 Father's Day - 16.6.24 Summer Solstice - 20.6.24
Parent Partnership	Welcome to Y2' Workshop 14.9.23 Parent consultations - WC 9.10.23 Harvest Festival - 26.10.23	Christmas Concert - WC 11.12.23		Parent consultations - WC 4.3.24 Easter Concert - 28.3.24		Written report - 12.7.24 Leavers' Concert - 23.7.24
Reading Event(s)	Roald Dahl Day - 13.9.23 National Poetry Day - 5.10.23 National Libraries Week - WC 2.10.23	National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)	Winnie the Pooh Day - 18.1.24 Nat. Storytelling Week - WC 29.1.24 Int. Book Giving Day - 14.2.24	Tell a Fairy Tale Day - 26.2.24 World Book Day - 7.3.24 World Storytelling Day - 20.3.24 Int. Children's Book Day - 2.4.24	National Share a Story month - May 2024	Summer Reading Challenge
Key Stimulus Text	The Coal Mine - Derek Slater	The Magic of Clay - Adalucia Quan	Meerkat Mail - Emily Gravett	One Day on Our Blue Planet - Ella Bailey	Errol's Garden - Gillian Hibbs	The Secret Sky Garden - Linda Sarah
Phonics	Sounds-Write: EC34-37	Sounds-Write: EC38-46	Sounds-Write: EC47-50	GPS: Word and sentence	GPS: Text and punctuation	GPS: Consolidation and terminology recap
Writing Sequence	The six stages of writing to use with each key text and writing genre (plan time spent on each aspect according to genre)					
	WAGOLL (What A Good One Looks Like)	Features	Knowledge Vocabulary	Plan	Write	Review
	<ul style="list-style-type: none"> What a good example looks like Share the purpose and audience for the writing Drama and speaking and listening activities Read a range of related texts 	<ul style="list-style-type: none"> Look at the features of the text types / genre Define the characteristics of the text Prioritise the features that we need to learn 	<ul style="list-style-type: none"> Focus on the different aspects of the text Teach the grammar, punctuation and vocabulary unique to the text Learn the sentence types and structure for the text 	<ul style="list-style-type: none"> Use set success criteria to plan what the piece of writing should have Use different strategies for planning Use shared writing to model Use story mapping for narrative pieces 	<ul style="list-style-type: none"> Demonstrate, shared writing and teacher modelling Use planning and working wall Write over several sessions 	<ul style="list-style-type: none"> Give clear feedback linked to success criteria Think about what would make it better for the audience Does it match the purpose?
Writing Genre 1	Non-chronological Report All about me	Narrative/Story Retell	Letter Using the events in Meerkat Mail	Narrative/Story Innovated Tinga Tinga Tale	Narrative/Story Innovated Vivian French story	Formal Letter A letter to their new teacher
Key Text(s)	We are all different, we are all unique - Renee Boyar	The Night Train - Matilda Woods	Meerkat Mail - Emily Gravett	Why Elephant has a Trunk Why Giraffe has a Long Neck	Oliver's Vegetables - Vivian French Oliver's Fruit Salad - Vivian French	Dear Miss - Amy Husband
Purpose	<ul style="list-style-type: none"> To introduce themselves 	<ul style="list-style-type: none"> To retell the events of a story in the correct order 	<ul style="list-style-type: none"> To share events and share their experiences 	<ul style="list-style-type: none"> To tell a story that entertains the reader 	<ul style="list-style-type: none"> To tell a story that entertains the reader 	<ul style="list-style-type: none"> To introduce themselves to their new teacher
Generic Text Structure	<ul style="list-style-type: none"> First person Clear beginning, middle, end Coordinating and subordinating conjunctions (linking words) Detail to engage Range of sentence types (statement, exclamation) 	<ul style="list-style-type: none"> First or third person Past tense Sequenced (b, m, e) Characters (good or bad) Setting Events Adverbs, adjectives (suffixes) Apostrophe's for possession and contraction Coordinating and subordinating conjunctions (linking words) Story language e.g. Once upon a time Range of punctuation (.,!?,') 	<ul style="list-style-type: none"> The senders address at the top Use a greeting First person Include specific names for people, places and things Coordinating and subordinating conjunctions (linking words) An introduction - greeting and the reason for writing A main body - details about the subject Conclusion - what they think about the subject and closing line 	<ul style="list-style-type: none"> First or third person Past tense Sequenced (b, m, e) Characters (good or bad) Setting Events Adverbs, adjectives (suffixes) Apostrophe's for possession and contraction Coordinating and subordinating conjunctions (linking words) Story language e.g. Once upon a time Range of punctuation (.,!?,') 	<ul style="list-style-type: none"> First or third person Past tense Sequenced (b, m, e) Characters (good or bad) Setting Events Adverbs, adjectives (suffixes) Apostrophe's for possession and contraction Coordinating and subordinating conjunctions (linking words) Story language e.g. Once upon a time Range of punctuation (.,!?,') 	<ul style="list-style-type: none"> The senders address at the top Use a greeting First person Include specific names for people, places and things Coordinating and subordinating conjunctions (linking words) An introduction - greeting and the reason for writing A main body - details about the subject Conclusion - what they think about the subject and closing line
Writing Genre 2	Narrative/Story Retell	Persuasive / Non-Chronological Report Langley Mill leaflet	Diary Using the events in Meerkat Mail	Recount Account of a virtual Wildlife Park Visit	Non-Chronological Report Report about planting the vegetable patch	Instructions Pizza making
Key Text(s)	In Every House in Every Street - Jess Hitchman	Child friendly leaflets (e.g. Gulliver's Kingdom, Twinlakes, Matlock Farm Park)	Meerkat Mail - Emily Gravett	The view at the Zoo - Kathleen Long Bostrom	The Extraordinary Gardener - Sam Boughton	First Cook Book (Usborne) Language Works Posters
Purpose	<ul style="list-style-type: none"> To retell the events of a story in the correct order 	<ul style="list-style-type: none"> To inform the audience about the subject To promote the subject so someone will visit 	<ul style="list-style-type: none"> To record events, thoughts and feelings on something that has happened 	<ul style="list-style-type: none"> To provide an account of events 	<ul style="list-style-type: none"> To inform the audience about the subject To promote the subject so someone will visit 	<ul style="list-style-type: none"> To ensure something is done effectively and/or correctly with a successful outcome for the participants
Generic Text Structure	<ul style="list-style-type: none"> First or third person Past tense Sequenced (b, m, e) Setting Events Adverbs, adjectives (suffixes) Apostrophe's for possession and contraction Coordinating and subordinating conjunctions (linking words) Story language e.g. Once upon a time Range of punctuation (.,!?,') 	<ul style="list-style-type: none"> Past or present tense Third person Logical structure with information grouped - general to specific Headings / subheadings Includes facts Subject specific language Sentences written as statements Powerful verbs and adverbs Coordinating and subordinating conjunctions (linking words) Pictures, captions, labels 	<ul style="list-style-type: none"> Written in the first person. Paste tense Retell important events Include date and 'Dear Diary' Adjectives to describe thoughts and feelings Time adverbials (later on, earlier that day) Use of some exclamation sentences Contracted forms of words Coordinating and subordinating conjunctions (linking words) 	<ul style="list-style-type: none"> First or third person Clear beginning, middle, end Chronological sequence of events Temporal conjunctions (time words) Coordinating and subordinating conjunctions (linking words) Detail to engage Range of punctuation (.,!?,) Range of sentence types (statement, exclamation) 	<ul style="list-style-type: none"> Past or present tense Third person Logical structure with information grouped - general to specific Headings / subheadings Includes facts Subject specific language Sentences written as statements Powerful verbs and adverbs Coordinating and subordinating conjunctions (linking words) Pictures, captions, labels 	<ul style="list-style-type: none"> Headings/Subheadings Lists (equipment/ingredients) - may be separated by commas Bullet pointed/numbered steps to explain the process Temporal conjunctions (time words) Sentences written as commands using imperative verbs ('bossy' words) Pictures with captions/diagrams
Mathematics	White Rose Maths <ul style="list-style-type: none"> Place Value Addition and subtraction 	White Rose Maths <ul style="list-style-type: none"> Addition and subtraction Shape 	White Rose Maths <ul style="list-style-type: none"> Money Multiplication and division 	White Rose Maths <ul style="list-style-type: none"> Multiplication and division Measurement: Length and height, mass, capacity and temperature 	White Rose Maths <ul style="list-style-type: none"> Fractions Time 	White Rose Maths <ul style="list-style-type: none"> Statistics Position and direction

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Science	<p>Working Scientifically:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions <p>Use of Everyday Materials:</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (link to buildings and bridges in Langley Mill) Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (link to Langley Mill Flour Mill – Making flour/bread and Langley Mill Pottery – Making clay pots) <p>Seasonal changes:</p> <ul style="list-style-type: none"> Observe changes across the four seasons (link to Autumn Equinox and Winter Solstice) Observe and describe weather associated with the seasons and how day length varies (link to Autumn Equinox and Winter Solstice) 		<p>Animals including humans:</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Living things and their habitats:</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, and how they depend on each other Identify and name a variety of animals in their habits, including micro-habitats Describe how animals obtain their food from plants and animals in their habitats, using the idea of a simple food chain, and identify and name different sources of food <p>Seasonal changes:</p> <ul style="list-style-type: none"> Observe changes across the four seasons (link to Spring Equinox) Observe and describe weather associated with the seasons and how day length varies (link to Spring Equinox) 		<p>Plants:</p> <ul style="list-style-type: none"> Observe and decide how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Animals including humans:</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of types of food, and hygiene <p>Living things and their habitats:</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants, and how they depend on each other Identify and name a variety of plants in their habitats, including micro-habitats <p>Seasonal changes:</p> <ul style="list-style-type: none"> Observe changes across the four seasons (link to Summer Solstice) Observe and describe weather associated with the seasons and how day length varies (link to Summer Solstice) 	
RE*	AS 1.2 Who is a Muslim and what do they believe? (Part 1)	UC 1.3: Why does Christmas matter to Christians?	AS 1.2 Who is a Muslim and what do they believe? (Part 2)	UC 1.5: Why does Easter matter to Christians?	UC 1.4: What is the good news Jesus brings? (Christians)	AS 1.5: What makes some places sacred? (Christians & Muslims)
Christian Celebration	Harvest	Christmas	Epiphany	Lent and Easter	Ascension	Trinity
Other Religious Celebrations	Sukkot (Judaism)	Diwali (Hinduism)	World Religion Day	Vaisakhi (Sikhism)	Vesak (Buddhism)	Al-Hijra (Islam)
Computing	<p>Teach Computing 2.2 Digital Photography</p> <p>Take photos of Langley Mill to use in leaflets / tour guides / slideshow</p>	<p>Teach Computing 2.1 Information technology around us</p> <p>Research Langley Mill and make a slideshow for parents</p>	<p>Teach Computing 2.5 Making music</p> <p>Create a piece of music to portray a particular animal (Camille Saint-Saëns Carnival of the Animals)</p>	<p>Teach Computing 2.6 Programming quizzes</p> <p>Design an animal based quiz</p>	<p>Teach Computing 2.3 Robot algorithms</p> <p>Give commands, and move robots around a garden / vegetable plot mat</p>	<p>Teach Computing 2.4 Pictograms</p> <p>Show and interpret data from mathematics lessons (Statistics block)</p>
Art & Design	<p>Drawing & Painting:</p> <p>Draw and paint buildings / village scenes in the style of famous artist LS Lowry and local artist George Bissell</p>	<p>3D / Sculpture:</p> <p>Design and make clay pots in the style of Langley Mill Pottery. Create a pottery gallery</p>	<p>Printing & Textiles:</p> <p>Design and make a traditional African Batik fabric</p>	<p>Painting:</p> <p>Create Tingatinga paintings – following the style if its founder, Tanzanian painter Edward Said Tingatinga.</p>	<p>Collage:</p> <p>Create plant collages to show the different parts using famous collage Artist Mary Delany as inspiration</p>	<p>Drawing & Painting:</p> <p>Draw and paint fruit and veg in the style of famous still life artists such as Cézanne and Van Gogh</p>
Design and Technology	<p>Mechanisms:</p> <p>Design, make and evaluate a bridge with moving parts</p>		<p>Construction and materials:</p> <p>Design, make and evaluate an African animal moving picture</p>		<p>Cooking and Nutrition:</p> <p>Design, make and evaluate a pizza using produce grown in the school allotment</p>	

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Geography	Geographical skills and fieldwork: <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 					
	Locational knowledge <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas Place Knowledge: <ul style="list-style-type: none"> Study the human and physical geography of a small area of the UK (Langley Mill/Derbyshire) Human and Physical Geography: <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key human features including, city, town, village, factory, house, office, shop Identify seasonal and daily weather patterns in the UK (autumn/winter) Use basic geographical vocabulary to refer to key physical features, including seasons and weather (autumn/winter) 	Place Knowledge: <ul style="list-style-type: none"> Study the human and physical geography of a small area in a contrasting non-European country (African village) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (Langley Mill / African Village) Human and physical geography: <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Identify seasonal and daily weather patterns in the UK (spring) Use basic geographical vocabulary to refer to key physical features, including seasons and weather (spring) 	Human and Physical Geography: <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK (link to farming and seasonal produce/summer) Use basic geographical vocabulary to refer to key physical features including, soil, vegetation, season and weather and key human features, including farm (summer) 			
History	Historical skills and knowledge: <ul style="list-style-type: none"> Develop an awareness of the past using common words and phrases relating to the passing of time Know where the people and events they study fit in within a chronological framework and identify similarities and differences between ways of life in different periods Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events Understand some of the ways in which we find out about the past and identify different ways in which it is represented 					
	Changes within living memory which reveal aspects of change in national life Significant historical events, people and places in our locality: <ul style="list-style-type: none"> Changes in Langley Mill (link to collective worship and industrious past) Events beyond living memory that are significant nationally or globally: <ul style="list-style-type: none"> Remembrance (including visit to St Andrew's Church to view war memorials) 	Lives of significant individuals in the past who have contributed to national and international achievements: <ul style="list-style-type: none"> Conservationist - David Attenborough Explorers - Scott, Wilson and Shackleton 	Events beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international achievements: <ul style="list-style-type: none"> Brilliant Botanist - Jane Colden The Plant Hunters (Banks, Douglas, Baret, Dyke) 			
Music	Charanga: Hands, Feet, Heart Autumn songs Harvest Festival	Charanga: Ho Ho Ho Remembrance / War songs Christmas songs / Carols KS1 Christmas Concert	Charanga: I wanna play in a band Animal songs	Charanga: Zootime Spring Songs Easter Concert	Charanga: Friendship Song Food / Plant songs	Charanga: Reflect, rewind and replay People / Bodies Songs Leavers' Concert
PE	DTF Gymnastics	Dance: Let's Move - In The City, Can We Build It? & Autumn Days	DTF Gymnastics (recap and enhance with Val Sabin Gymnastics)	Dance: Time to Move - Antarctica & Oceans	Val Sabin Gymnastics	Dance: Time to Move - Fruit and Veg
	DTF PE: Striking and Fielding	DTF PE: Invasion Games	DTF PE: HRF Dodgeball	DTF PE: Net Games	DTF PE: FUNdamental Football	DTF PE: Athletics
AVSSP Competitions	Sportshall Athletics	Handball	Dodgeball	Gymnastics	Football	
PSHE / RSE*	Bucket Filling	Bucket Filling	Bucket Filling	Bucket Filling	Bucket Filling	Bucket Filling
	PSHE Matters: Being Me	PSHE Matters: Money Matters	PSHE Matters: Growing Up	PSHE Matters: Changes	PSHE Matters: Being Safe	PSHE Matters: Drug Education
SMSC	Black History Month	Anti-Bullying Week Children In Need	Children's Mental Health Week	International Women's Day	Earth Day	World Environment Day
British Values	Rule of Law	Democracy	Tolerance	Mutual Respect	Individual Liberty	Revisit and reinforce all British Values

NOTE: Red = discrete programmes & units of work / RE* Red is Statutory (AS) / Blue is complementary (UC)