



Langley Mill Church of England Infant School and Nursery – Year Two Long Term Plan 2024-25

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Brill Langley Mill	Beyond Earth & Christmas	Animal Magic	Perishing Poles	Land Ahoy!	3, 2, 1, Grow!
Key Question	Where do we live?	What is out there?	Where do Meerkats live?	How can we save our poles?	What did pirates really do?	How do we grow food?
Immersion	Langley Mill Visitors	Space Centre Trip	Real time safari videos	Pop Up Polar Activity Station	Pirate themed day	Plant a vegetable patch
Additional Event(s)	Recycling Week WC 14.10.24 Autumn Equinox 22.9.24	Bonfire Night 5.11.24 Remembrance Day 11.11.24 AB Week - WC 11.11.24 Odd Socks Day 12.11.24 inc. CIN 15.11.24 Winter Solstice 21.12.24	NSPCC Number Day - 7.2.25 Safer Internet Day - 11.2.25	Shrove Tuesday - 4.4.25 Ash Wednesday - 5.4.25 World Book Day - 7.3.25 British Science Week - WC 7.3.25 Spring Equinox - 20.3.25 Mother's Day - 30.3.25	ACES Day - 7.5.25 IDAHOBIT - 17.5.25	Empathy Day - 6.6.25 Healthy Eating Week - WC 9.6.25 Father's Day - 15.6.5 Summer Solstice - 21.6.25
Parent Partnership	'Welcome to Y2' Workshop Parent consultations Harvest Festival	Christmas Concert		Parent Consultations Easter Concert		Written report Leavers' Concert
Reading Event(s)	Roald Dahl Day - 13.9.24 National Poetry Day - 3.10.24 National Libraries Week - WC 7.10.24	National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)	Winnie the Pooh Day - 18.1.25 Nat. Storytelling Week - WC 30.1.25 Int. Book Giving Day - 14.2.25	Tell a Fairy Tale Day - 26.2.25 World Book Day - 7.3.25 World Storytelling Day - 20.3.25 Int. Children's Book Day - 2.4.25	National Share a Story month - May 2025	Summer Reading Challenge
Key Stimulus Text	The Coal Mine – Derek Slater	Hello Star	Meerkat Mail – Emily Gravett	One day on our blue planet, in the Antarctic – Ella Bailey	The Pirates Next Door – Jonny Duddle	Errol's Garden – Gillian Hibbs
Phonics	Phase 5 review	Year 2 Spelling, punctuation and grammar units	Year 2 Spelling, punctuation and grammar units	Year 2 Spelling, punctuation and grammar units	Year 2 Spelling, punctuation and grammar units	Year 2 Spelling, punctuation and grammar units
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 & Skills	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 Write a short story	Letter An adventure recount	Diary An expedition diary	Instructions How to be a pirate	Narrative/Story Innovated Vivian French story
Key Text(s)	We are all different, we are all unique – Renee Boyar	Beegu – Alex Deacon	Meerkat Mail – Emily Gravett	The Great Explorer – Chris Judge	How to be a Pirate in 10 easy stages – Scoular Anderson	Oliver's Vegetables – Vivian French Oliver's Fruit Salad – Vivian French
Purpose	<ul style="list-style-type: none"> To introduce themselves 	<ul style="list-style-type: none"> To use the structure of a story 	<ul style="list-style-type: none"> To share events and share their experiences 	<ul style="list-style-type: none"> To write an account of their adventure 	<ul style="list-style-type: none"> To tell the reader how to be a pirate 	<ul style="list-style-type: none"> To tell a story that entertains the reader
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) Apostrophes for possession and contractions 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"> Include the date and time Use the words, 'I', 'my', 'we' and 'our' Write as if they were there Talk about where vents happened Write about the most important events in order Describe their feelings Use time conjunctions A range of sentence types 	<ul style="list-style-type: none"> Present tense Third person Logical structure with information grouped – general to specific Includes facts Subject specific language Sentences written as commands Powerful verbs and adverbs Coordinating and subordinating conjunctions (linking words) Pictures, captions, labels 	<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) Apostrophes for possession and contractions Coordinating and subordinating conjunctions (linking words) Story language e.g. Once upon a time Range of punctuation (.!?,')
Writing Genre 2	Persuasive / Non-Chronological Report Langley Mill leaflet	Recount Account of the Space Centre Visit	Narrative/Story Retell	Narrative/Story Animal story	Narrative/Story An adventure story	Non-Chronological Report Report about planting the vegetable patch
Key Text(s)	Child friendly leaflets (e.g. Gulliver's Kingdom, Twinlakes, Matlock Farm Park)	Pictures of the class trip	Meerkat Mail – Emily Gravett	A Dot in the Snow - Corrinne Averiss & Fiona Woodcock	The Pirates of Scurvy Sands – Jonny Duddle	The Extraordinary Gardener – Sam Boughton
Purpose	<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 provide an account of events 	<ul style="list-style-type: none"> To retell the events of a story in the correct order 	<ul style="list-style-type: none"> To tell a story that engages the reader 	<ul style="list-style-type: none"> To tell a story that entertains the reader 	<ul style="list-style-type: none"> To inform the audience about the subject To promote the subject so someone will visit
Generic Text Structure	<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"> 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"> First or third person Past tense Sequenced (b, m, e) Characters (good or bad) Setting Events Adverbs, adjectives (suffixes) Apostrophes for possession and contractions 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) Apostrophes for possession and contractions 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) Coordinating and subordinating conjunctions (linking words) Story language e.g. Once upon a time Range of punctuation, including apostrophes 	<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
Mathematics	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths
	<ul style="list-style-type: none"> Place Value Addition and subtraction 	<ul style="list-style-type: none"> Addition and subtraction Shape 	<ul style="list-style-type: none"> Money Multiplication and division 	<ul style="list-style-type: none"> Multiplication and division Measurement: Length and height, mass, capacity and temperature 	<ul style="list-style-type: none"> Fractions Time 	<ul style="list-style-type: none"> Statistics Position and direction

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Brill Langley Mill	Beyond Earth	Animal Magic	Perishing Poles	Land Ahoy!	3, 2, 1, Grow!
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 <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 habitats, 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) 			
Science sticky knowledge	<ul style="list-style-type: none"> What materials are used for building and why? What are the best materials for a factory or a house? What changes do we see during autumn and winter? 	<ul style="list-style-type: none"> How can materials be changed? What changes can we make to materials? What happens when to twist, squash, bend or stretch different materials? 	<ul style="list-style-type: none"> What basic needs do animals have? Do animals and humans have the same basic needs? What makes a simple food chain? 	<ul style="list-style-type: none"> Why do animals live in different habitats? What does a habitat need to support animals? What changes do we see during spring? 	<ul style="list-style-type: none"> Why is important to have a good diet and to exercise? Why is it important to have good hygiene? How can plants help us to look after our health? 	<ul style="list-style-type: none"> Why are plants important in all habitats? What do plants need to survive and thrive? What changes do we see in Summer?
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 the solar system</p>	<p>Teach Computing 2.6 Programming quizzes</p> <p>Design an animal based quiz</p>	<p>Teach Computing 2.5 Making music</p> <p>Create a piece of music to portray a polar animal (Camille Saint-Saëns Carnival of the Animals)</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 sculptures of the planets</p> <p>Create a solar system gallery</p>	<p>Painting:</p> <p>Create Tingatinga paintings – following the style of its founder, Tanzanian painter Edward Said Tingatinga</p>	<p>Printing & Textiles:</p> <p>Design and print fabric inspired by the polar regions</p>	<p>Drawing & Painting:</p> <p>Create maritime artwork inspired by famous maritime artists from the past</p>	<p>Collage:</p> <p>Create plant collages to show the different parts using famous collage Artist Mary Delany as inspiration</p>
Design and Technology	<p>Mechanisms:</p> <p>Design, make and evaluate a bridge with moving parts</p>		<p>Construction and moving parts:</p> <p>Design, make and evaluate an African / Polar animal moving picture</p>		<p>Construction and materials:</p> <p>Create an authentic Pirate treasure map</p>	<p>Cooking and Nutrition: Design, make and evaluate a pizza using produce grown in the school allotment</p>

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Brill Langley Mill	Beyond Earth	Animal Magic	Perishing Poles	Land Ahoy!	3, 2, 1, Grow!
Geography	<p>Geographical skills and fieldwork:</p> <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 					
	<p>Locational knowledge</p> <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 <p>Place Knowledge:</p> <ul style="list-style-type: none"> Study the human and physical geography of a small area of the UK (Langley Mill/Derbyshire) <p>Human and Physical Geography:</p> <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) 	<p>Place Knowledge:</p> <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) <p>Human and physical geography:</p> <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) 	<p>Human and Physical Geography:</p> <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) 			
Geography Sticky Knowledge	<ul style="list-style-type: none"> What did Langley Mill used to be like? What factories used to be in Langley Mill? 	<ul style="list-style-type: none"> What planets are in our solar system? What can we see in the sky above us? 	<ul style="list-style-type: none"> What is it like to live near the equator? What features do desert habitats have? 	<ul style="list-style-type: none"> What are the differences between the North and South Poles? How are the polar regions different from the rest of the world? 	<ul style="list-style-type: none"> Where would you have found pirates? How did pirates find their way around the world? 	<ul style="list-style-type: none"> What would you find on a farm? Where would you find farms in the UK?
History	<p>Historical skills and knowledge:</p> <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 					
	<p>Changes within living memory which reveal aspects of change in national life</p> <p>Significant historical events, people and places in our locality:</p> <ul style="list-style-type: none"> Changes in Langley Mill (link to collective worship and industrious past) <p>Events beyond living memory that are significant nationally or globally:</p> <ul style="list-style-type: none"> Remembrance (including visit to St Andrew’s Church to view war memorials) 	<p>Lives of significant individuals in the past who have contributed to national and international achievements:</p> <ul style="list-style-type: none"> Conservationist - David Attenborough Explorers - Scott, Wilson and Shackleton 	<p>Events beyond living memory that are significant nationally or globally</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements:</p> <ul style="list-style-type: none"> Brilliant Botanist - Jane Colden The Plant Hunters (Banks, Douglas, Baret, Dyke) Pirates – Calico Jack, Anne Bonny, Blackbeard 			
History Sticky Knowledge	<ul style="list-style-type: none"> What is like to live in Langley Mill? What jobs did people used to do in Langley Mill? 	<ul style="list-style-type: none"> Who has been into space? What did they discover on their journeys? 	<ul style="list-style-type: none"> What do conservationists do to help the animals? How have conservationists made a difference? 	<ul style="list-style-type: none"> Who has explored the polar regions? What did the explorers learn about the poles? 	<ul style="list-style-type: none"> Who was the most notorious pirate? What was it like to live on the oceans? 	<ul style="list-style-type: none"> Who found out about plants around the world? What do ‘Plant Hunters’ do?
Music	Charanga: Hands, Feet, Heart Autumn songs Harvest Festival	Charanga: Ho Ho Ho Remembrance / War songs 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	Dance: Let’s Move – Can we build it? Gym: DTF Gymnastics DTF PE: Striking and Fielding	Dance: Let’s Move – Space Gym: DTF Gymnastics/Val Sabin Gymnastics DTF PE: Invasion Games	Dance: Time to Move – African Waterhole Gym: Val Sabin Gymnastics DTF PE: HRF Dodgeball	Dance: Time to Move - Antarctica Gym: Val Sabin Gymnastics DTF PE: Net Games	Dance: Let’s Move – Pirates Gym: Val Sabin Gymnastics DTF PE: FUNdamental Football	Dance: Time to Move - Fruit and Veg Gym: Val Sabin Gymnastics 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 all British Values

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