

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

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	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	Bonfire Night 5.11.24	NSPCC Number Day - 7.2.25	Shrove Tuesday - 4.3.25	ACES Day - 7.5.25	Empathy Day - 6.6.25
	Autumn Equinox 22.9.24	Remembrance Day 11.11.24  AB Week - WC 11.11.24 Odd Socks Day 12.11.24	Safer Internet Day - 11.2.25	Ash Wednesday - 5.3.25 British Science Week - WC 7.3.25	IDAHOBIT - 17.5.25	Healthy Eating Week - WC 9.6.25 Father's Day - 15.6.5
		inc. CIN 15.11.24		Spring Equinox - 20.3.25		Summer Solstice - 21.6.25
Parent Partnership	'Welcome to Y2' Workshop	Winter Solstice 21.12.24 Christmas Concert		Mother's Day - 30.3.25 Parent Consultations		Written report
Parent Partnership	Parent consultations			Easter Concert		Leavers' Concert
Reading Event(s)	Harvest Festival Roald Dahl Day - 13.9.24	National Non-Fiction November	Winnie the Pooh Day - 18.1.25	Tell a Fairy Tale Day - 26.2.25	National Share a Story month – May 2025	Summer Reading Challenge
heading Evenit(s)	National Poetry Day - 3.10.24	(Bonfire Night, Remembrance, Winter,	Nat. Storytelling Week - WC 30.1.25	World Book Day - 6.3.25	, ,	
	National Libraries Week – WC 7.10.24	Christmas)	Int. Book Giving Day - 14.2.25	World Storytelling Day - 20.3.25 Int. Children's Book Day - 2.4.25		
Key Stimulus Text	The Coal Mine – Derek Slater	Hello Star	Meerkat Mail – Emily Gravett	One day on our blue planet, in the	The Pirates Next Door – Jonny Duddle	Errol's Garden – Gillian Hibbs
			Year 2 Spelling, punctuation and grammar units	Antarctic – Ella Bailey  Year 2 Spelling, punctuation and grammar units	Year 2 Spelling, punctuation and grammar units	Year 2 Spelling, punctuation and grammar units
Phonics	Phase 5 review	Year 2 Spelling, punctuation and grammar units	rear 2 Spenning, punctuation and granifinal units	real 2 Spennig, punctuation and grammar units	real 2 Spennig, punctuation and grammar units	rear 2 Spennig, punctuation and graninal units
Writing Sequence		The six stages of writing	g to use with each key text and writin	g genre (plan time spent on each asp	ect according to genre)	
	WAGOLL	Features	Knowledge, Vocabulary &	Plan	Write	Review
	(What A Good One Looks Like)		Skills			
	<ul> <li>What a good example looks like</li> <li>Share the purpose and audience for the</li> </ul>	Look at the features of the text types / genre	Focus on the different aspects of the text     Teach the grammar, punctuation and	Use set success criteria to plan what the piece of writing should have	Demonstrate, shared writing and teacher modelling	Give clear feedback linked to success criteria
	writing	Define the characteristics of the text	vocabulary unique to the text	Use different strategies for planning	Use planning and working wall	Think about what would make it better
	<ul> <li>Drama and speaking and listening activities</li> </ul>	Prioritise the features that we need to learn	Learn the sentence types and structure for the text	Use shared writing to model     Use story mapping for narrative pieces	Write over several sessions	for the audience  Does it match the purpose?
	Read a range of related texts					
Writing Genre 1	Non-chronological Report All about me	Narrative/Story Write a short story	Letter An adventure recount	<b>Diary</b> 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	Beegu – Alex Deacon	Meerkat Mail – Emily Gravett	The Great Explorer – Chris Judge	How to be a Pirate in 10 easy stages – Scoular	Oliver's Vegetables – Vivian French
	Boyar	7 11 1 1 1 1 1			Anderson	Oliver's Fruit Salad – Vivian French
Purpose	To introduce themselves	To use the structure of a story	To share events and share their experiences	To write an account of their adventure	To tell the reader how to be a pirate	To tell a story that entertains the reader
Generic Text	First person	First or third person     Deat topse	The senders address at the top	Include the date and time	Present tense	First or third person     Deat topse
Structure	<ul> <li>Clear beginning, middle, end</li> <li>Coordinating and subordinating conjunctions</li> </ul>	<ul><li>Past tense</li><li>Sequenced (b, m, e)</li></ul>	<ul><li>Use a greeting</li><li>First person</li></ul>	<ul> <li>Use the words, 'I', 'my', 'we' and 'our'</li> <li>Write as if they were there</li> </ul>	Third person     Logical structure with information grouped –	<ul><li>Past tense</li><li>Sequenced (b, m, e)</li></ul>
	(linking words)  Detail to engage	Characters (good or bad)     Setting	<ul> <li>Include specific names for people, places and things</li> </ul>	Talk about where vents happened     Write about the most important events in order	general to specific  Includes facts	Characters (good or bad)     Setting
	Range of sentence types (statement,	Events	Coordinating and subordinating conjunctions	Describe their feelings	Subject specific language	Events
	exclamation)	<ul> <li>Adverbs, adjectives (suffixes)</li> <li>Apostrophes for possession and contractions</li> </ul>	<ul><li>(linking words)</li><li>An introduction – greeting and the reason for</li></ul>	Use time conjunctions     A range of sentence types	Sentences written as commands     Powerful verbs and adverbs	Adverbs, adjectives (suffixes)     Apostrophes for possession and contractions
		<ul> <li>Coordinating and subordinating conjunctions (linking words)</li> </ul>	writing	A range of sentence types	Coordinating and subordinating conjunctions	Coordinating and subordinating conjunctions (linking words)
		Story language e.g. Once upon a time	<ul> <li>A main body – details about the subject</li> <li>Conclusion – what they think about the subject</li> </ul>		(linking words)  • Pictures, captions, labels	Story language e.g. Once upon a time
		Range of punctuation (.!?,')	and closing line			Range of punctuation (.!?,')
Writing Genre 2	Persuasive / Non-Chronological Report Langley Mill leaflet	<b>Recount</b> Account of the Space Centre Visit	<b>Narrative/Story</b> 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,	Pictures of the class trip	Meerkat Mail – Emily Gravett	A Dot in the Snow - Corrinne Averiss & & Fiona	The Pirates of Scurvy Sands – Jonny Duddle	The Extraordinary Gardener – Sam Boughton
Duringer	Twinlakes, Matlock Farm Park)  To inform the audience about the subject	To provide an account of events	To retell the events of a story in the correct order	Woodcock     To tell a story that engages the reader	To tell a story that entertains the reader	To inform the audience about the subject
Purpose	To promote the subject so someone will visit		,	and the second s		To promote the subject so someone will visit
Generic Text	<ul> <li>Past or present tense</li> <li>Third person</li> </ul>	First or third person     Clear beginning, middle, end	<ul> <li>First or third person</li> <li>Past tense</li> </ul>	First or third person     Past tense	First or third person     Past tense	Past or present tense     Third person
Structure	Logical structure with information grouped –	Chronological sequence of events	Sequenced (b, m, e)	Sequenced (b, m, e)	Sequenced (b, m, e)	Logical structure with information grouped –
	general to specific  Headings / subheadings	Temporal conjunctions (time words)     Coordinating and subordinating conjunctions	<ul><li>Characters (good or bad)</li><li>Setting</li></ul>	Characters (good or bad)     Setting	<ul><li>Characters (good or bad)</li><li>Setting</li></ul>	general to specific  Headings / subheadings
	Includes facts	(linking words)	<ul> <li>Events</li> <li>Adverbs, adjectives (suffixes)</li> </ul>	Events     Adverbs, adjectives (suffixes)	Events     Adverbs, adjectives (suffixes)	Includes facts
	<ul> <li>Subject specific language</li> <li>Sentences written as statements</li> </ul>	Detail to engage     Range of punctuation (.!?,)	Apostrophes for possession and contractions	Apostrophes for possession and contractions	<ul> <li>Coordinating and subordinating</li> </ul>	Subject specific language     Sentences written as statements
	Powerful verbs and adverbs	Range of sentence types (statement,	<ul> <li>Coordinating and subordinating conjunctions (linking words)</li> </ul>	Coordinating and subordinating conjunctions     (linking words)	conjunctions (linking words)  Story language e.g. Once upon a time	Powerful verbs and adverbs
	<ul> <li>Coordinating and subordinating conjunctions (linking words)</li> </ul>	exclamation)	Story language e.g. Once upon a time     Pange of punctuation (127)	Story language e.g. Once upon a time	Range of punctuation, including apostrophes	Coordinating and subordinating conjunctions (linking words)
0.0 11 11	Pictures, captions, labels  White Pose Mathe	White Page Matha	Range of punctuation (.!?,')  White Pose Maths	Range of punctuation (.!?,')  White Pose Maths		Pictures, captions, labels  White Pose Mathe
Mathematics	White Rose Maths  • Place Value	White Rose Maths     Addition and subtraction	White Rose Maths  • Money	White Rose Maths     Multiplication and division	• Fractions	White Rose Maths  • Statistics
	Addition and subtraction	Shape	Multiplication and division	Measurement: Length and height,	• Time	Position and direction
				mass, capacity and temperature		

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Science	Working Scientifically:  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						
	<ul> <li>Use of Everyday Materials:         <ul> <li>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)</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> </li> <li>Seasonal changes:         <ul> <li>Observe changes across the four seasons (link to Autumn Equinox and Winter Solstice)</li> </ul> </li> <li>Observe and describe weather associated with the seasons and how day length varies (link to Autumn Equinox and Winter Solstice)</li> </ul>		<ul> <li>Animals including humans:         <ul> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> </li> <li>Living things and their habitats:         <ul> <li>Explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>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</li> <li>Identify and name a variety of animals in their habitats, including microhabitats</li> <li>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</li> </ul> </li> <li>Seasonal changes:         <ul> <li>Observe changes across the four seasons (link to Spring Equinox)</li> <li>Observe and describe weather associated with the seasons and how day</li> </ul> </li> </ul>		<ul> <li>Plants:</li> <li>Observe and decide how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Animals including humans:</li> <li>Describe the importance for humans of exercise, eating the right amounts of types of food, and hygiene</li> <li>Living things and their habitats:</li> <li>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</li> <li>Identify and name a variety of plants in their habitats, including microhabitats</li> <li>Seasonal changes:</li> <li>Observe changes across the four seasons (link to Summer Solstice)</li> <li>Observe and describe weather associated with the seasons and how day length varies (link to Summer Solstice)</li> </ul>		
Science sticky knowledge	<ul> <li>What materials are used for building and why?</li> <li>What are the best materials for a factory or a house?</li> <li>What changes do we see during autumn and winter?</li> </ul>	<ul> <li>How can materials be changed?</li> <li>What changes can we make to materials?</li> <li>What happens when to twist, squash, bend or stretch different materials?</li> </ul>	<ul> <li>length varies (link to Spring Equino</li> <li>What basic needs do animals have?</li> <li>Do animals and humans have the same basis needs?</li> <li>What makes a simple food chain?</li> </ul>		<ul> <li>Why is important to have a good diet and to exercise?</li> <li>Why is it important to have good hygiene?</li> <li>How can plants help us to look after our health?</li> </ul>	<ul> <li>Why are plants important in all habitats?</li> <li>What do plants need to survive and thrive?</li> <li>What changes do we see in Summer?</li> </ul>	
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	Teach Computing 2.2 Digital Photography	Teach Computing 2.1 Information technology around us	Teach Computing 2.6 Programming quizzes	Teach Computing 2.5 Making music	Teach Computing 2.3 Robot algorithms	Teach Computing 2.4 Pictograms	
	Take photos of Langley Mill to use in leaflets / tour guides / slideshow	Research the solar system	Design an animal based quiz	Create a piece of music to portray a polar animal (Camille Saint-Saëns Carnival of the Animals)	Give commands, and move robots around a treasure map.	Show and interpret data from mathematics lessons (Statistics block)	
Art & Design	Drawing & Painting:  Draw and paint buildings / village scenes in the style of famous artist LS Lowry and local artist George Bissell	3D / Sculpture:  Design and make clay sculptures of the planets  Create a solar system gallery	Painting: Create Tingatinga paintings – following the style if its founder, Tanzanian painter Edward Said Tingatinga	Printing & Textiles:  Design and print fabric inspired by the polar regions	Drawing & Painting: Create maritime artwork inspired by famous maritime artists from the past	Collage: Create plant collages to show the different parts using famous collage Artist Mary Delany as inspiration	
Design and Technology	Mechanisms:  Design, make and evaluate a bridge with moving parts		Construction and moving parts:  Design, make and evaluate an African / Polar animal moving picture		Construction and materials: Create an authentic Pirate treasure map	Cooking and Nutrition: Design, make and evaluate a pizza using produce grown in the school allotment	

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Geography	<ul> <li>Geographical skills and fieldwork:</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> </ul>						
	Locational I		Place Knowledge:		Human and Physical Geography:		
	<ul> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas</li></ul>		<ul> <li>Study the human and physical geography of a small area in a contrasting non-European country (African village)</li> <li>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)</li> </ul>		<ul> <li>Identify seasonal and daily weather patterns in the UK (link to farming and seasonal produce/summer)</li> <li>Use basic geographical vocabulary to refer to key physical features including, soil, vegetation, season and weather and key human features, including farm (summer)</li> </ul>		
	<ul> <li>Use basic geographical vocabulary to ref town, village, factory, house, office, shown identify seasonal and daily weather patt</li> <li>Use basic geographical vocabulary to ref seasons and weather (autumn/winter)</li> </ul>	fer to key human features including, city, p erns in the UK (autumn/winter)	<ul> <li>Village)         Human and physical geography:     </li> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Identify seasonal and daily weather patterns in the UK (spring)</li> <li>Use basic geographical vocabulary to refer to key physical features, including seasons and weather (spring)</li> </ul>				
Geography Sticky Knowledge	<ul> <li>What did Langley Mill used to be like?</li> <li>What factories used to be in Langley Mill?</li> </ul>	<ul><li>What planets are in our solar system?</li><li>What can we see in the sky above us?</li></ul>	<ul> <li>What is it like to live near the equator?</li> <li>What features do desert habitats have?</li> </ul>	<ul> <li>What are the differences between the North and South Poles?</li> <li>How are the polar regions different from the rest of the world?</li> </ul>	<ul> <li>Where would you have found pirates?</li> <li>How did pirates find their way around the world?</li> </ul>	What would you find on a farm?     Where would you find farms in the UK?	
History	<ul> <li>Historical skills and knowledge:</li> <li>Develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>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</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>						
	Changes within living memory which reveal aspects of change in national life Significant historical events, people and places in our locality: Changes in Langley Mill (link to collective worship and industrious past) Events beyond living memory that are significant nationally or globally: 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:  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:  Brilliant Botanist - Jane Colden The Plant Hunters (Banks, Douglas, Baret, Dyke) Pirates - Calico Jack, Anne Bonny, Blackbeard		
History Sticky Knowledge	<ul><li>What is like to live in Langley Mill?</li><li>What jobs did people used to do in Langley Mill?</li></ul>	<ul><li>Who has been into space?</li><li>What did they discover on their journeys?</li></ul>	<ul> <li>What do conservationists do to help the animals?</li> <li>How have conservationists made a difference?</li> </ul>	<ul> <li>Who has explored the polar regions?</li> <li>What did the explorers learn about the poles?</li> </ul>	<ul> <li>Who was the most notorious pirate?</li> <li>What was it like to live on the oceans?</li> </ul>	<ul> <li>Who found out about plants around the world?</li> <li>What do 'Plant Hunters' do?</li> </ul>	
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	
SMSC	PSHE Matters: Being Me Black History Month	PSHE Matters: Money Matters  Anti-Bullying Week  Children In Need	PSHE Matters: Growing Up Children's Mental Health Week	PSHE Matters: Changes International Women's Day	PSHE Matters: Being Safe Earth Day	PSHE Matters: Drug Education  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)							