



Langley Mill Church of England Infant School and Nursery – Year Two Long Term Plan 2025-26

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	Brill Langley Mill	Terrific Transport	Land Ahoy!	Exceptional Explorers	Rainforest SOS!	Fantastic Fables
Headline	Where do we live?	Where shall we travel today?	Let’s sail the seven seas!	Where in the world?	Save our Orangutans!	What choice would you make?
Immersion	Langley Mill Visitors / Walk	Bike and Scooter Day	Pirate themed day	Expedition day	Trip to Twycross Zoo	Grecian Day
Additional Event(s)	International Day of Democracy – 15.9.25 Recycling Week W/C 22.9.25 Autumn Equinox – 22.9.25	Bonfire Night - 5.11.25 Remembrance Day - 11.11.25 Anti-Bullying Week – WC 10.11.25 inc. Odd Socks Day 10.11.25 Children In Need - 14.11.25 Winter Solstice - 21.12.25	NSPCC Number Day – 6.2.26 Safer Internet Day - 10.2.26	Shrove Tuesday – 17.2.26 Ash Wednesday - 18.2.26 World Book Day - 5.3.26 British Science Week – 7-16 <sup>th</sup> March 26 Mother’s Day - 15.3.26 Spring Equinox - 20.3.26.	ACES Day - 6.5.26 IDAHOBIT - 17.5.26	Healthy Eating Week – W/C 8.6.26 Father’s Day – 21.6.26 Summer Solstice - 21.6.26
Parent Partnership	‘Welcome to Y2’ Workshop – 18.9.25 Parent consultations – 14, 15, 16.10.25 Harvest Festival – 24.10.25	Christmas Concert Christmas Craft Workshop – 2.12.25	Valentines Day Celebration – 12.2.26	Parent Consultations Easter Concert – 3.4.26 Mother’s Day Celebration – 13.3.25		Father’s Day Celebration – 19.6.25 Written report – 10.7.26 Leavers’ Concert – 24.7.26
Reading Event(s)	Roald Dahl Day - 13.9.25 National Poetry Day - 2.10.25 National Libraries Week – W/C 6.10.25	National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)	Winnie the Pooh Day - 18.1.26 National Storytelling Week – W/C 1.2.26 International Book Giving Day - 14.2.26	Tell a Fairy Tale Day - 26.2.26 World Book Day - 5.3.26 World Storytelling Day - 20.3.26 International Children’s Book Day - 2.4.26	National Share a Story month – May 2026	Summer Reading Challenge
Key Stimulus Text	The Coal Mine – Derek Slater	Amelia Earhart – Little People, Big Dreams	The Pirates Next Door – Jonny Duddle	Ernest Shackleton – Little People, Big Dream	The Emerald Forest – Catherine Ward	Aesop’s Fables
Phonics	Phase 5 review	Bridge to Spelling	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"><li>What a good example looks like</li><li>Share the purpose and audience for the writing</li><li>Drama and speaking and listening activities</li><li>Read a range of related texts</li></ul>	<ul style="list-style-type: none"><li>Look at the features of the text types / genre</li><li>Define the characteristics of the text</li><li>Prioritise the features that we need to learn</li></ul>	<ul style="list-style-type: none"><li>Focus on the different aspects of the text</li><li>Teach the grammar, punctuation and vocabulary unique to the text</li><li>Learn the sentence types and structure for the text</li></ul>	<ul style="list-style-type: none"><li>Use set success criteria to plan what the piece of writing should have</li><li>Use different strategies for planning</li><li>Use shared writing to model</li><li>Use story mapping for narrative pieces</li></ul>	<ul style="list-style-type: none"><li>Demonstrate, shared writing and teacher modelling</li><li>Use planning and working wall</li><li>Write over several sessions</li></ul>	<ul style="list-style-type: none"><li>Give clear feedback linked to success criteria</li><li>Think about what would make it better for the audience</li><li>Does it match the purpose?</li></ul>
Writing Genre 1	Non-chronological Report All about me	Non-Chronological Report Report about how trains work	Instructions How to be a pirate	Diary An expedition diary	Campaign Letter Write a letter to companies that use palm oil	Narrative/Story Innovation of a fable
Key Text(s)	We are all different, we are all unique – Renee Boyar	How Trains Work – Lonely Planet Kids	How to be a Pirate in 10 easy stages – Scoular Anderson	The Great Explorer – Chris Judge	There’s a Ran-Tang in my Bedroom – James Sellick & Frann Preston-Gannon	Aesop’s Fables
Purpose	<ul style="list-style-type: none"><li>To introduce themselves</li></ul>	<ul style="list-style-type: none"><li>To inform the audience about the subject</li><li>To promote the subject so someone will visit</li></ul>	<ul style="list-style-type: none"><li>To tell the reader how to be a pirate</li></ul>	<ul style="list-style-type: none"><li>To write an account of their adventure</li></ul>	<ul style="list-style-type: none"><li>To write a letter to persuade people to stop using palm oil</li></ul>	<ul style="list-style-type: none"><li>To tell a story that has a message</li></ul>
Generic Text Structure	<ul style="list-style-type: none"><li>First person</li><li>Clear beginning, middle, end</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Detail to engage</li><li>Range of sentence types (statement, exclamation)</li></ul>	<ul style="list-style-type: none"><li>Past or present tense</li><li>Third person</li><li>Logical structure with information grouped – general to specific</li><li>Headings / subheadings</li><li>Includes facts</li><li>Subject specific language</li><li>Sentences written as statements</li><li>Powerful verbs and adverbs</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Pictures, captions, labels</li></ul>	<ul style="list-style-type: none"><li>Present tense</li><li>Third person</li><li>Logical structure with information grouped – general to specific</li><li>Includes facts</li><li>Subject specific language</li><li>Sentences written as commands</li><li>Powerful verbs and adverbs</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Pictures, captions, labels</li></ul>	<ul style="list-style-type: none"><li>Include the date and time</li><li>Use the words, ‘I’, ‘my’, ‘we’ and ‘our’</li><li>Write as if they were there</li><li>Talk about where vents happened</li><li>Write about the most important events in order</li><li>Describe their feelings</li><li>Use time conjunctions</li><li>A range of sentence types</li></ul>	<ul style="list-style-type: none"><li>The senders address at the top</li><li>Use a greeting</li><li>First person</li><li>Include specific names for people, places and things</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>An introduction – greeting and the reason for writing</li><li>A main body – details about the subject</li><li>Conclusion – what they think about the subject and closing line</li></ul>	<ul style="list-style-type: none"><li>First or third person</li><li>Past tense</li><li>Sequenced (b, m, e)</li><li>Characters (good or bad)</li><li>Setting</li><li>Events</li><li>Adverbs, adjectives (suffixes)</li><li>Apostrophes for possession and contractions</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Story language e.g. Once upon a time</li><li>Range of punctuation (.!?,’)</li></ul>
Writing Genre 2	Persuasive / Non-Chronological Report Langley Mill leaflet	Narrative/Story Retell	Narrative/Story An adventure story	Narrative/Story Adventure story	Persuasive Report How to save the rainforests	Formal Letter A letter to their new teacher
Key Text(s)	Child friendly leaflets (e.g. Gulliver’s Kingdom, Twinlakes, Matlock Farm Park)	The Night Train – Matilda Woods	The Pirates of Scurvy Sands – Jonny Duddle	A Dot in the Snow - Corrinne Averiss & & Fiona Woodcock	Tears in the Jungle – Daniel Clarke & William Clarke	Dear Miss – Amy Husband
Purpose	<ul style="list-style-type: none"><li>To inform the audience about the subject</li><li>To promote the subject so someone will visit</li></ul>	<ul style="list-style-type: none"><li>To retell the events of a story in the correct order</li></ul>	<ul style="list-style-type: none"><li>To tell a story that entertains the reader</li></ul>	<ul style="list-style-type: none"><li>To tell a story that engages the reader</li></ul>	<ul style="list-style-type: none"><li>To persuade people to save the rainforests</li></ul>	<ul style="list-style-type: none"><li>To introduce themselves to their new teacher</li></ul>
Generic Text Structure	<ul style="list-style-type: none"><li>Past or present tense</li><li>Third person</li><li>Logical structure with information grouped – general to specific</li><li>Headings / subheadings</li><li>Includes facts</li><li>Subject specific language</li><li>Sentences written as statements</li><li>Powerful verbs and adverbs</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Pictures, captions, labels</li></ul>	<ul style="list-style-type: none"><li>First or third person</li><li>Past tense</li><li>Sequenced (b, m, e)</li><li>Characters (good or bad)</li><li>Setting</li><li>Events</li><li>Adverbs, adjectives (suffixes)</li><li>Apostrophe’s for possession and contraction</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Story language e.g. Once upon a time</li><li>Range of punctuation (.!?,’)</li></ul>	<ul style="list-style-type: none"><li>First or third person</li><li>Past tense</li><li>Sequenced (b, m, e)</li><li>Characters (good or bad)</li><li>Setting</li><li>Events</li><li>Adverbs, adjectives (suffixes)</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Story language e.g. Once upon a time</li><li>Range of punctuation, including apostrophes</li></ul>	<ul style="list-style-type: none"><li>First or third person</li><li>Past tense</li><li>Sequenced (b, m, e)</li><li>Characters (good or bad)</li><li>Setting</li><li>Events</li><li>Adverbs, adjectives (suffixes)</li><li>Apostrophes for possession and contractions</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Story language e.g. Once upon a time</li><li>Range of punctuation (.!?,’)</li></ul>	<ul style="list-style-type: none"><li>Past or present tense</li><li>Third person</li><li>Logical structure with information grouped – general to specific</li><li>Headings / subheadings</li><li>Includes facts</li><li>Subject specific language</li><li>Sentences written as statements</li><li>Powerful verbs and adverbs</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>Pictures, captions, labels</li></ul>	<ul style="list-style-type: none"><li>The senders address at the top</li><li>Use a greeting</li><li>First person</li><li>Include specific names for people, places and things</li><li>Coordinating and subordinating conjunctions (linking words)</li><li>An introduction – greeting and the reason for writing</li><li>A main body – details about the subject</li><li>Conclusion – what they think about the subject and closing line</li></ul>
Mathematics	White Rose Maths <ul style="list-style-type: none"><li>Place Value</li><li>Addition and subtraction</li></ul>	White Rose Maths <ul style="list-style-type: none"><li>Addition and subtraction</li><li>Shape</li></ul>	White Rose Maths <ul style="list-style-type: none"><li>Money</li><li>Multiplication and division</li></ul>	White Rose Maths <ul style="list-style-type: none"><li>Multiplication and division</li><li>Measurement: Length and height, mass, capacity and temperature</li></ul>	White Rose Maths <ul style="list-style-type: none"><li>Fractions</li><li>Time</li></ul>	White Rose Maths <ul style="list-style-type: none"><li>Statistics</li><li>Position and direction</li></ul>

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Science	<b>Working Scientifically:</b> <ul style="list-style-type: none"><li>Ask simple questions and recognise that they can be answered in different ways</li><li>Observe closely, using simple equipment</li><li>Perform simple tests</li><li>Identify and classify</li><li>Use observations and ideas to suggest answers to questions</li><li>Gather and record data to help in answering questions</li></ul>					
	<b>Use of Everyday Materials:</b> <ul style="list-style-type: none"><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>	<b>Animals including humans:</b> <ul style="list-style-type: none"><li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>Describe the importance for humans of exercise, eating the right amounts of types of food, and hygiene</li></ul> <b>Living things and their habitats:</b> <ul style="list-style-type: none"><li>Explore and compare the differences between things that are living, dead and things that have never been alive</li><li>Describe 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><li>Identify and name a variety of plants in their habitats, including micro-habitats</li></ul> <b>Plants:</b> <ul style="list-style-type: none"><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></ul>		<b>Animals including humans:</b> <ul style="list-style-type: none"><li>Describe the importance for humans of exercise, eating the right amounts of types of food, and hygiene</li><li>Notice that animals, including humans, have offspring which grow into adults</li></ul> <b>Living things and their habitats:</b> <ul style="list-style-type: none"><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 micro-habitats</li></ul>		
Science sticky knowledge	<ul style="list-style-type: none"><li>What materials are used for building and why?</li><li>What are the best materials for a factory or a house?</li></ul>	<ul style="list-style-type: none"><li>What changes can we make to materials?</li><li>What happens when we twist, squash, bend or stretch different materials?</li></ul>	<ul style="list-style-type: none"><li>What basic needs do humans have?</li><li>What is dead, alive and never been alive?</li></ul>	<ul style="list-style-type: none"><li>Why are plants important in all habitats?</li><li>What do plants need to survive and thrive?</li></ul>	<ul style="list-style-type: none"><li>Why do animals live in different habitats?</li><li>What does a habitat need to support animals?</li></ul>	<ul style="list-style-type: none"><li>What makes a simple food chain?</li><li>How do you keep your body healthy?</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) 6.10.25	Diwali (Hinduism) 20.10.25	World Religion Day 18.1.26	Vaisakhi (Sikhism) 14.4.26	Vesak (Buddhism) 1.5.26	Al-Hijra (Islam) 16 & 17.6.26
Computing	Teach Computing 2.2 Digital Photography	Teach Computing 2.1 Information technology around us	Teach Computing 2.6 Programming quizzes	Teach Computing 2.3 Robot algorithms	Teach Computing 2.5 Making music	Teach Computing 2.4 Pictograms
Art & Design	<b>Drawing &amp; Painting:</b> Draw and paint buildings / village scenes in the style of famous artist LS Lowry and local artist George Bissell			<b>Collage:</b> Create plant collages to show the different parts using famous collage Artist Mary Delany as inspiration <b>3D / Sculpture:</b> Design and make clay sculptures of the seeds / plants	<b>Printing &amp; Textiles:</b> Design and print fabric inspired by the rainforest	
Design and Technology		<b>Mechanisms:</b> Make a moving vehicle with wheels and axles	<b>Construction and materials:</b> Create an authentic Pirate treasure map			<b>Cooking and Nutrition:</b> Design, make and evaluate a Greek banquet

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Geography	<b>Geographical skills and fieldwork:</b> <ul style="list-style-type: none"><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>							
	<b>Locational knowledge</b> <ul style="list-style-type: none"><li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas</li></ul> <b>Place Knowledge:</b> <ul style="list-style-type: none"><li>Study the human and physical geography of a small area of the UK (Langley Mill/Derbyshire)</li></ul> <b>Human and Physical Geography:</b> <ul style="list-style-type: none"><li>Use basic geographical vocabulary to refer to key human features including, city, town, village, factory, house, office, shop</li><li>Use basic geographical vocabulary to refer to key physical features, including seasons and weather</li></ul>			<b>Place Knowledge:</b> <ul style="list-style-type: none"><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 / Polar Regions)</li></ul> <b>Human and physical geography:</b> <ul style="list-style-type: none"><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 the seven oceans around the world</li><li>Use basic geographical vocabulary to refer to key physical features, including seasons and weather</li></ul>		<b>Human and Physical Geography:</b> <ul style="list-style-type: none"><li>Use basic geographical vocabulary to refer to key physical features including, soil, vegetation, season and weather and key human features, including farm</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></ul> <b>Place Knowledge:</b> <ul style="list-style-type: none"><li>Study the human and physical geography of a small area in a contrasting non-European country (Rainforests)</li></ul>		
Geography Sticky Knowledge	<ul style="list-style-type: none"><li>What did Langley Mill used to be like?</li><li>What factories used to be in Langley Mill?</li></ul>	<ul style="list-style-type: none"><li>What geographical features can you see on your train ride?</li><li>How are railways different around the world?</li></ul>	<ul style="list-style-type: none"><li>Where would you have found pirates?</li><li>How did pirates find their way around the world?</li></ul>	<ul style="list-style-type: none"><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 style="list-style-type: none"><li>What is it like to live near the equator?</li><li>What features do rainforest habitats have?</li></ul>	<ul style="list-style-type: none"><li>What geographical features would make a good setting for a fable?</li></ul>		
History	<b>Historical skills and knowledge:</b> <ul style="list-style-type: none"><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>							
	<b>Changes within living memory which reveal aspects of change in national life</b> <b>Significant historical events, people and places in our locality:</b> <ul style="list-style-type: none"><li>Changes in Langley Mill (link to collective worship and industrious past)</li></ul> <b>Events beyond living memory that are significant nationally or globally:</b> <ul style="list-style-type: none"><li>Amelia Earhart – first flight around the world</li></ul>			<b>Lives of significant individuals in the past who have contributed to national and international achievements:</b> <ul style="list-style-type: none"><li>Pirates – Calico Jack, Anne Bonny, Blackbeard</li><li>Explorers - Scott, Wilson and Shackleton</li><li>Brilliant Botanist - Jane Colden</li><li>The Plant Hunters (Banks, Douglas, Baret, Dyke)</li></ul>		<b>Events beyond living memory that are significant nationally or globally</b> <b>Lives of significant individuals in the past who have contributed to national and international achievements:</b> <ul style="list-style-type: none"><li>Conservationist – Jane Goodall</li><li>Conservationist - David Attenborough</li><li>Aesop and his fables</li></ul>		
History Sticky Knowledge	<ul style="list-style-type: none"><li>What is like to live in Langley Mill?</li><li>What jobs did people used to do in Langley Mill?</li></ul>	<ul style="list-style-type: none"><li>Who was Amelia Earhart?</li><li>What were her significant achievements?</li></ul>	<ul style="list-style-type: none"><li>Who was the most notorious pirate?</li><li>What was it like to live on the oceans?</li></ul>	<ul style="list-style-type: none"><li>Who has explored the polar regions?</li><li>Who found out about plants around the world?</li></ul>	<ul style="list-style-type: none"><li>What do conservationists do to help the animals?</li><li>How have conservationists made a difference?</li></ul>	<ul style="list-style-type: none"><li>What jobs did people do l ancient times?</li></ul>		
Music	Charanga: Hands, Feet, Heart	Charanga: Ho Ho Ho	Charanga: I wanna play in a band	Charanga: Zootime	Charanga: Friendship Song	Charanga: Reflect, rewind and replay		
	Harvest Festival	KS1 Christmas Concert		Easter Concert		Leavers’ Concert		
PE	DTF PE: Athletics	DTF PE: Invasion Games	DTF PE: HRF Dodgeball Dance	DTF PE: Gymnastics / Football	DTF PE: Net and wall games	DTF PE: Striking and fielding games		
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 - October 2025	Anti-Bullying Week – November 2025 Children In Need 14.11.25	Children’s Mental Health Week – W/C 9.2.26	International Women’s Day – 8.3.26	Earth Day – 22.4.26	World Environment Day – 5.6.26		
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)								