



Langley Mill Church of England Infant School and Nursery – Year Two Long Term Plan 2026-27

	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 – 2.11.26	Pirate themed day – 12.2.27	Expedition day – 16.3.27	Trip to Twycross Zoo – 20.4.27	Grecian Day – 13.7.27
Additional Event(s)	International Day of Democracy – 15.9.26 Recycling Week W/C 14.9.26 Autumn Equinox – 23.9.26	Bonfire Night - 5.11.26 Remembrance Day - 11.11.26 Anti-Bullying Week – WC 16.11.26 inc. Odd Socks Day 10.11.26 Children In Need - 20.11.26 Winter Solstice - 21.12.26	NSPCC Number Day – 5.2.27 Safer Internet Day - 9.2.27 Shrove Tuesday – 9.2.27 Ash Wednesday - 10.2.27	British Science Week – 5-14 th March 27 Mother’s Day - 7.3.27 Spring Equinox - 20.3.27	ACES Day - 5.5.27 IDAHOBIT - 17.5.27	Healthy Eating Week – W/C 14.6.27 Father’s Day – 20.6.27 Summer Solstice - 21.6.27
Parent Partnership	‘Welcome to Y2’ Workshop – 16.9.26 Parent consultations – 13 & 14.10.26 Harvest Festival Events – 23.10.26	Christmas Concerts – 9 & 10.12.26 Christmas Craft Workshop – 15.12.25 (9am)	Valentines Day Celebration – 11.2.27 (2pm)	Parent Consultations - 3 & 4.3.27 Easter Concert – 25.3.27 Mother’s Day Celebration – 8.3.27 (9am)		Father’s Day Celebration – 18.6.27 Written report – 9.7.27 Leavers’ Concert – 23.7.27
Reading Event(s)	Roald Dahl Day - 13.9.26 National Poetry Day - 1.10.26	National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)	Winnie the Pooh Day - 18.1.27 National Storytelling Week – W/C 30.1.27 International Book Giving Day - 14.2.27	Tell a Fairy Tale Day - 26.2.27 World Book Day - 4.3.27 World Storytelling Day - 20.3.27 International Children’s Book Day - 2.4.27	National Share a Story month – May 2027	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 Dreams	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 five steps of the writing sequence to use with each key text and writing genre (plan time spent on each aspect according to genre)					
	1. Immerse and engage	2. Analyse and model	3. Practise and co-construct	4. Independent application	5. Edit, improve and publish	
	- What a good one looks like (WAGOLL) - Immerse the children in the text - Talk about the text - Share the purpose of the writing and the audience - Teach the vocabulary that is unique to the text	- Analyse each of the features of the WAGOLL - Model each of the features of the text (see details in text structure for each text) - Practise the features of the text following modelling	- Orally rehearse writing - Shared writing of features - Build up to writing features - Include the vocabulary for the text	- Planning writing - Stamina - Expectations and success criteria – what will it look like?	- Explicit teaching of areas to improve - Editing skills including spellings, punctuation and grammar	
Writing Type	Factsheet to share with another class All about me	Non-Chronological Report Report about how trains work	Instructions How to be a pirate on Pirate Day	Diary An expedition diary	Campaign Letter Write a letter to companies that use palm oil	Narrative/Story Innovation of a fable
Key Text(s)	Can I build another me? - Shinsuke Yoshitake	Ultimate Spotlight Trains – Sophie Prenat	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 & Audience	To introduce themselves to their new teachers	- To inform the audience about the subject - To promote the subject so someone will visit	To tell the reader how to be a pirate	To write an account of their trip for an adventure book	To write a letter to persuade people to stop using palm oil	To tell a story that has a message
Breakdown of writing sequence	- Vocabulary linked preferences and likes. - Statements and exclamations. - Use of present tense. - Boxing up plan to group information. - Punctuation for statements and exclamations. - Edit and redraft using self and peer evaluation focused on success criteria	- Present tense - Headings & subheadings - Includes facts & subject specific language - Sentences written as statements - Powerful verbs and adverbs - Coordinating conjunctions - Pictures, captions & labels - Edit and redraft using self and peer evaluation focused on success criteria	- Present tense - Third person - Subject specific language - Sentences written as commands - Powerful verbs and adverbs - Coordinating and subordinating conjunctions - Edit and redraft using self and peer evaluation focused on success criteria	- Include the date and time - Use the words, ‘I’, ‘my’, ‘we’ and ‘our’ - Write as if they were there - Talk about where events happened - Write about the most important events in order - Describe their feelings - Use a range of time conjunctions - Edit and redraft using self and peer evaluation focused on success criteria	- The senders address at the top - Use a greeting - First person - Include specific names for people, places and things - 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 - Edit and redraft using self and peer evaluation focused on success criteria	- First or third person - Past tense - Sequenced correctly - Adverbs, adjectives, including the use of suffixes - Apostrophes for possession and contractions - Coordinating and subordinating conjunctions - Story language from WAGOLL - Range of punctuation - Edit and redraft using self and peer evaluation focused on success criteria
Writing Type	Persuade people to come to Langley Mill Langley Mill leaflet	Narrative/Story To retell the story of the first Christmas	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, Twinklakes, Matlock Farm Park)	The Nativity (Other Christmas stories - Sleigh ride, Letters to Father Christmas & Jolly Christmas Postman)	Pirate Boy – Eve Bunting	The Train Mouse – Uwe Timm	Tears in the Jungle – Daniel Clarke & William Clarke	Dear Miss – Amy Husband
Purpose	- To inform the audience about the subject - To promote the subject so someone will visit	To retell the events of the Nativity in the correct order	To tell a story that entertains the reader	To tell a story that engages the reader	To persuade people to help to save the rainforests	To introduce themselves to their new teacher
Breakdown of writing sequence	- Logical structure with information grouped – general to specific - Headings & subheadings - Includes facts & subject specific language - Sentences written as statements - Powerful verbs and adverbs - Pictures, captions, labels - Edit and redraft using self and peer evaluation focused on success criteria	- Past tense - Sequenced correctly - Adverbs, adjectives including suffixes - Apostrophe’s for possession and contraction - Coordinating and subordinating conjunctions - Story language - Range of punctuation - Edit and redraft using self and peer evaluation focused on success criteria	- First or third person - Past tense - Sequenced correctly - Characters, setting and events - Adverbs, adjectives (suffixes) - Coordinating and subordinating conjunctions (linking words) - Story language e.g. Once upon a time - Range of punctuation - Edit and redraft using self and peer evaluation focused on success criteria	- First or third person - Past tense - Sequenced correctly - Characters, setting and events - Adverbs, adjectives (suffixes) - Coordinating and subordinating conjunctions (linking words) - Story language e.g. Once upon a time - Range of punctuation - Edit and redraft using self and peer evaluation focused on success criteria	- Present tense - Logical structure with information grouped – general to specific - Headings & subheadings - Includes facts & subject specific language - Sentences written as statements - Powerful verbs and adverbs - Pictures, captions, labels - Edit and redraft using self and peer evaluation focused on success criteria	- The senders address at the top - Use a greeting - First person - An introduction – greeting and the reason for writing - A main body – details about themselves - Conclusion – what they want to tell their teacher the most - Edit and redraft using self and peer evaluation focused on success criteria
Mathematics	White Rose Maths - Place Value - Addition and subtraction	White Rose Maths - Addition and subtraction - Shape	White Rose Maths - Money - Multiplication and division	White Rose Maths - Multiplication and division - Measurement: Length and height, mass, capacity and temperature	White Rose Maths - Fractions - Time	White Rose Maths - Statistics - Position and direction

	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
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					
	Use of Everyday Materials: - 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	Animals including humans: - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Notice that animals, including humans, have offspring which grow into adults Living things and their habitats: - Explore and compare the differences between things that are living, dead and things that have never been alive - 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 - Identify and name a variety of plants in their habitats, including micro-habitats		Living things and their habitats: - 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 Plants: - 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		
Science sticky knowledge	- What materials are used for building and why? <i>We will know that materials such as bricks and concrete are used to build houses.</i> - What are the best materials for a factory or a house? <i>We will be able to choose materials for a purpose because we know about their properties.</i> - What changes can we make to materials? <i>We will know that we can change a material by doing different things to them e.g. squashing.</i> - What happens when we twist, squash, bend or stretch different materials? <i>We will be able to describe what the materials look like before and afterwards.</i>	- What basic needs do humans have? <i>We will know what we need to survive.</i> - What is dead, alive and never been alive? <i>We will understand the difference between things that have been alive and objects that have never been alive.</i> - What happens to the offspring of animals and humans? <i>We will understand how animals are born and change as they grow</i> - What makes a simple food chain? <i>We will know the elements of a simple food chain, including the producer, consumer, predator and prey.</i>		- Why do animals live in different habitats? <i>We will understand how animals have adapted to live in different places around the world.</i> - What does a habitat need to support animals? <i>We will know that animals need different things in their habitats to survive e.g. a source of food, shelter.</i> - Why are plants important in all habitats? <i>We will understand that part that everything in an eco-system has to play.</i> - What do plants need to survive and thrive? <i>We will know that plants need sunlight, air, water and nutrients to thrive.</i>		
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) 25.9.26	Diwali (Hinduism) 8.11.26	World Religion Day 17.1.27	Vaisakhi (Sikhism) 14.4.27	Vesak (Buddhism) 20.5.27	Al-Hijra (Islam) 5.6.26
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	Drawing & Painting: Draw and paint buildings / village scenes in the style of famous artist LS Lowry and local artist George Bissell			Collage: Create plant collages to show the different parts using famous collage Artist Mary Delany as inspiration 3D / Sculpture: Design and make clay sculptures of the seeds / plants	Printing & Textiles: Design and print fabric inspired by the rainforest	
Design and Technology		Mechanisms: Make a moving vehicle with wheels and axles	Construction and materials: Create an authentic Pirate treasure map			Cooking and Nutrition: Design, make and evaluate a Greek banquet

	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
Geography	Geographical skills and fieldwork: - 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 - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas Place Knowledge: - Study the human and physical geography of a small area of the UK (Langley Mill/Derbyshire) Human and Physical Geography: - Use basic geographical vocabulary to refer to key human features including, city, town, village, factory, house, office, shop - Use basic geographical vocabulary to refer to key physical features, including seasons and weather		Place Knowledge: - 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) Human and physical geography: - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Identify the seven oceans around the world - Use basic geographical vocabulary to refer to key physical features, including seasons and weather		Human and Physical Geography: - Use basic geographical vocabulary to refer to key physical features including, soil, vegetation, season and weather and key human features, including farm - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Place Knowledge: - Study the human and physical geography of a small area in a contrasting non-European country (Rainforests)	
	- What did Langley Mill used to be like before our living memory? We will know that there were lots of factories and different industries in Langley Mill. - What factories used to be in Langley Mill? We will know the names of the factories that used to be in Langley Mill, Aristoc, Langley Mill Pottery, Vic Hallam's and Smith's Flour Mill.	- What geographical features can you see on a train ride? We will know the different physical features we would see in this country e.g. farms, towns, buildings. - How are railways different around the world? We will know about the railways and trains that some different countries around the world have.	- Where in the world would you have found pirates? We will know the oceans that pirates sailed on. - How did pirates find their way around the world? We will know about the different ways pirates used to navigate the sea e.g. compasses, maps and the stars.	- What are the differences between the North and South Poles? We will know the main differences between the North and South poles including the animals that live there. - How are the polar regions different from the rest of the world? We will know about the extreme habitats of the polar regions and what can live on such cold climates.	- What is it like to live near the equator? We will know about the habitats and weather near the equator. - What features do rainforest habitats have? We will know what lives in the rainforest and what they need to survive.	What geographical features would make a good setting for a fable? We will know about the main different human and physical features such as towns, villages, cities and farms.
History	Historical skills and knowledge: - 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: - Changes in Langley Mill (link to collective worship and industrious past) Events beyond living memory that are significant nationally or globally: - Amelia Earhart – first flight around the world		Lives of significant individuals in the past who have contributed to national and international achievements: - Pirates – Calico Jack, Anne Bonny, Blackbeard - Explorers - Scott, Wilson and Shackleton - Brilliant Botanist - Jane Colden - The Plant Hunters (Banks, Douglas, Baret, Dyke)		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: - Conservationist – Jane Goodall - Conservationist - David Attenborough - Aesop and his fables	
History Sticky Knowledge	- What is like to live in Langley Mill? We will be able to talk about the place where we live saying what we like about it. - What jobs did people used to do in Langley Mill? We will know about the different roles that people could do in each of the different factories in Langley Mill.	- Who was Amelia Earhart? We will know Amelia Earhart was a pioneering American pilot. - What were her significant achievements? We will know that Ameila Earhart flew across the Atlantic Ocean.	- Who was the most notorious pirate? We will now about Blackbeard, Anne Bonny and other famous pirates. - What was it like to live on the oceans? We will know about trying to stay healthy on ships.	- Who has explored the polar regions? We will know about the explorers that have been on expeditions to the poles, such as Scott, Wilson and Shackleton. - Who found out about plants around the world? We will know about the plant hunters, Bank, Colden and Dyke.	- What do conservationists do to help the animals? We will know about the different ways that conservationists protect and help animals. - How have conservationists made a difference? We will know that there are animals that have not become extinct because conservationists have helped them.	What jobs did people do I ancient times? We will know that people have done different jobs throughout history and that they have changed.
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 2026	Anti-Bullying Week – WC 16.11.26 Children In Need 20.11.26	Children's Mental Health Week – W/C 1.2.27	International Women's Day – 8.3.27	Earth Day – 22.4.27	World Environment Day – 5.6.27
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)						