Inglewood Community Nursery and Infant School: Year 2 Long term plan. 2026 - 27

	Geography	History	Science –	Art and Design	Computing	Music	RE	PE	PSHE
	Kapow	Kapow	White Rose	School	Purple Mash	Kapow	Kapow	Get Ste 4 PE	SCARF
	AUTUMN I								
Wc 07/09 Wc 14/09 Wc 21/09 Wc 28/09 Wc 05/10 Wc 12/10 19/10	Kapow ~~Would you prefer to live in a hot or a cold place?~~ **Already covered on old Y1 scheme** **So complete Y1 unit instead:** What is it like to live in Shanghai? Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.		White Rose Animals' Needs for survival Step 1 Mammals Step 2 Birds Step 3 Fish Step 4 Amphibians Step 5 Reptiles Step 6 Humans Double up some objectives WR gives 4 weeks for this unit White Rose Humans Step 1 Exercise Step 2 Food Step 3 Hygiene Step 4 Teeth Double up some objectives WR gives 2 weeks for this unit	**ART – Drawing** Use line, shape and tone in drawings with charcoal, pencil and pastels. Select a particular type of pencil to create a desired effect. **What will I know by the end of the unit?** How to use line, shape and tone in my drawings. To be able to select own pencils (from a choice of three) to create light and dark tones. Paul Klee is an artist from Switzerland Steven Wiltshire is an autistic British artist. **I will develop these skills:** I can apply pressure to create the desired effect. I can create different effects with pastels. I can use line, shape and tone to create representations in drawing. Critique work of Paul Klee. **Printing** Relief printing and printing block design. Compare own image and pattern making with work of William Morris. Continued After half term … Start with W Morris and designs	Logins for Purple mash – develop independence. Purple Mash Information Technology Creating pictures 5 lessons This unit lets children explore digital art creation through the use of a digital art tool - 2Paint A Picture. Children learn about famous art styles and how a digital art tool can be used to reproduce art in that style. Additionally, children learn about the flexibility of digital art and how it can be shared with an audience electronically.	Kapow **Animals: Call and response** Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. (5 lessons)	Kapow Why do we need to give thanks? **Why do we need to give thanks?** Investigating how people express gratitude by exploring beliefs and practices linked to making offerings. (6 lessons)	**Multi skills** **Action Ants** AND Get Set 4 PE **Team building**	**Me and My Relationships** **Me and My Relationships** Lesson Plans Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! Bullying or teasing? (OPTIONAL)

AUTUMN II									
Wc 02/11 Wc 09/11 Wc 16/11 Wc 23/11 Wc 30/11 Wc 07/12 Wc 14/12		Kapow How was school different in the past? • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why. Tullie House – virtual assembly	**Materials** White Rose *Step 1* ***Explore materials*** *Step 2* ***Wood, paper and cardboard*** *Step 3* ***Brick and rock*** *Step 4* ***Glass and plastic*** *Step 5* ***Metal*** *Step 6* ***Fabrics*** *Step 7* ***Same object, different material*** *Step 8* ***Test materials - bend, squash, twist and stretch*** *Step 9* ***Plan - waterproof experiment*** *Step 10* ***Investigate - waterproof experiment*** **Plastic –** White Rose *Step 1* ***How is plastic helpful and harmful?*** *Step 2* ***How can we reduce our plastic waste in school?***	**Printing** Relief printing and printing block design. Compare own image and pattern making with work of William Morris. **Practical printing and evaluating** **Textiles** Plan and develop ideas through drawing, talking, templates and mock-ups. Colour and decorate textiles using a number of techniques (eg. dyeing, adding sequins or printing). Use a template to draw round and cut out shape. Join textiles using running and/or over stitch. **I can design, make and evaluate a Christmas bauble for a present.** POAP – **Templates and joining** Supporting materials - Joining and fixing fabrics	Computer science **Route Explorers** This unit allows children to code using the tool, 2Go. Children learn to build simple algorithms to move a screen turtle along routes. They consider direction and distances and create commands. SEE Purple Mash	Music **Musical storytelling: Instruments** Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments. (5 lessons)	Kapow Why is Light Important to People? Examining the symbolism of light in different religious and worldview traditions by exploring festivals, stories and artwork. (7 lessons)	**Yoga** AND **Fitness** SEE Get Set 4 PE	**Valuing Difference** Lesson Plans What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem

	SPRING I								
Wc 04/25 Wc 11/01 Wc 18/01 Wc 25/01 Wc 01/02 Wc 08/02		Kapow What is a monarch? Recall that a monarch is a king or queen. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Use sources to explain how William the Conqueror became King of England. Explain how William the Conqueror kept order and conquered England. Explain how castles have changed over time. Identify that the power of monarchs has changed over time. Make comparisons between past and present monarchies. ***Lesson 5: How did castles change?*** **includes an option to design and build a castle. This may require building bricks or a selection of recycled boxes.** **This unit could include an optional visit to a castle so the children can explore its features first-hand. Follow school risk assessment policies and procedures if arranging an external visit.**	**Plants Light and Dark** **Step 1** Explore plants **Step 2** Plant parts **Step 3** What do plants need to grow? **Step 4** Plan - light and dark **Step 5** Investigate - light and dark **Living Things and Their Habitats** **Step 1** Habitats in my local area **Step 2** Polar habitats **Step 3** Desert habitats **Step 4** Ocean habitats **Step 5** Woodland habitats **Step 6** Microhabitats **Step 7** Habitats and diet **Step 8** Food chains **Step 9** Living, dead or never alive? Continued after half term break	**Painting** Mix and match colours. Develop different techniques to apply paint and use these, as well as knowledge of colour in artwork to express mood. **D& T - Food (Science) - Soup** Follow basic food hygiene. Follow simple recipes supported by an adult. Use the basic principles of a healthy and varied diet to prepare dishes. Cut fruit and vegetables with a knife using a claw grip. Measure and weigh using electronic scales. Use a juicer and blender Cook food safely Understand where food comes from (farming and processing). To know about food variations across the world. – LINK TO GEOGRAPHY **I can design, make and evaluate different soup recipes. Take part in the RHS soup share.** GROUP learning POAP – **Preparing fruit and veg** Supporting materials- Food a fact of life	Computer Science **Coding** 6 lessons This unit builds on the coding skills and knowledge from Year 1. Children will explore, modify and create programs that includes the use of timers and button objects. They will build on their testing and debugging skills to ensure programs work as expected.	Mr Clark Music and movement Christmas songs Pennine Lodge visit	Kapow How do we know some people feel a special connection to God? **How do we know some people feel a special connection to a god?** Exploring the lives of significant religious figures by listening to stories from different traditions and worldviews. (6 lessons)	**Dance** . AND ~~**Striking and fielding games**~~ **Cricket ?** **SEE GET SET 4 PE**	**Keeping Safe** Lesson Plans • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell?

	SPRING II								
Wc 22/02 Wc 01/03 Wc 08/03 Wc 15/03 Wc 22/03	Kapow Why is our World Wonderful? Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. **Lesson 5 involves fieldwork in the local woodland or on school grounds (choose an appropriate green space such as the school field if it is not possible to visit a woodland area.) It is important to risk-assess the proposed route taking into account any relevant school risk assessment policies and procedures. Please be aware that lesson 5 may take longer than 1 hour.**		**Living Things and Their Habitats** continued Plants – Light and Dark Step 1 Findings – light and dark	**Collage** – Create collages featuring different materials. Explain choices of materials. Use collage to illustrate interpretations of music, literature etc. **Drawing – revisit** and Critique the work of Steven Wiltshire	Information Technology **Questioning** In this unit, children will explore how to ask questions to collect useful information. They will learn to organise data using tally charts, pictograms, and simple branching databases to help sort and identify objects.	**Space: Contrasting dynamics** Developing their understanding of contrasting dynamics, pupils listen to music inspired by planets and create their own space-themed… (5 lessons)	Kapow What is a Prophet ? Investigating the lives of significant religious figures by exploring stories, artwork and traditions linked to Abraham, Jonah, Moses, Jesus,… (7 lessons)	**Gymnastics** AND **Fundamentals** SEE GET SET 4 PE	**Rights and Respect** Lesson Plans • Getting on with others • When I feel like erupting • Feeling safe • Playing games • Harold saves for something special • Harold goes camping (OPTIONAL) • How can we look after our environment?

SUMMER I									
Wc 12/04 Wc 19/04 Wc 26/04 Wc 03/05 Wc 10/05 17/05 24/05	Kapow **What is it like to live by the coast?** Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. **Lesson 5 involves fieldwork in the local coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location). It is important to risk-assess the proposed route taking into account any relevant school risk assessment policies and procedures. Please be aware that lesson 5 may take longer than 1 hour.**		**Plants** **Bulbs and seeds** **Step 1** Bulb or seed? **Step 2** What do plants need to grow? **Step 3** Plan - bulbs and seeds **Step 4** Plant - bulbs and seeds **Growing up** *Step 1* ***Parent and offspring*** *Step 2* ***Life cycle of humans*** *Step 3* ***Life cycles of different mammals*** *Step 4* ***Life cycle of amphibians*** *Step 5* ***Life cycle of a butterfly*** *Step 6* ***Are there patterns between the life cycles of different animals?***	**Mechanisms** Levers **Structures** - Den building Large scale den building with canes, canvas, zip ties etc. Working collaboratively. Developing motor skills.	Information Technology The Internet This unit introduces children to the fundamentals of the internet, including its purpose, how we access it, and how to use it safely and effectively. Through engaging activities, learners will explore the roles of browsers and search engines, websites and webpages and develop the skills needed to search for and evaluate information online.	Kapow **Myths and legends: Structure** Investigating musical structure by listening to, analysing and performing a song based on a well-known myth. (5 lessons) Mr Clark End of year production	Kapow **How do some people talk to God?** Examining prayer as a form of communication by exploring why people pray and the different ways prayer is practised. (6 lessons)	**Action Ants** AND **Target Games** SEE GET SET 4 PE	**Being My Best** I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body! (OPTIONAL)

SUMMER II

Wc 07/06 Wc 14/06 Wc 21/06 Wc 28/06 Wc 05/07 Wc 12/07		Kapow How did we learn to fly? Identify important events in the past. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline. Consider why flight travel changed over time.	**Bulbs and seeds** **Step 1** Findings - bulbs and seeds **Growing Up** **Step 1** Butterfly diary **Wildlife** **Step 1** What does wildlife do for us? **Step 2** What can we do for wildlife? Consolidation	**Clay** Make a clay pot with advancing techniques – adding a handle using score and slip Explore shaping.	Information Technology Making Music This unit lets children explore digital music creation through the use of the music tool, 2Sequence. Children learn about structuring a tune, creating music to represent a feeling and also making music to play in the background of a video clip.	Mr Clarke End of year production	Kapow **Where do some people talk to God?** Investigating places of worship by exploring buildings in the local area and beyond. (6 lessons)	**Ball skills** AND **Athletics** Sports Day	**Growing and Changing** Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private