

St Faith's Church of England Infant and Nursery School



KS1 Long Term Planning Year 2 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes	Incredible inventors	Out of this world	History Detectives	Creatures great and small	Around the world
Values/ British Values	Friendship Democracy (school council)	Respect Individual liberty	Compassion Tolerance	Service in the Community Mutual respect	Trust Democracy	Justice The rule of law
Safeguarding	Who to talk to? NSPCC Let's talk PANTS NSPCC Speak out, stay safe campaign	Who to talk to? Anti-Bullying Week	Who to talk to? Internet Safety Day NSPCC Let's talk PANTS First Aid, 999	Who to talk to? Trusted adults	Who to talk to? NSPCC Let's talk PANTS	Who to talk to? RNLI Water safety Sun safety
Charity links	NSPCC Speak out, stay safe campaign	Rudy's Run Children in Need Reverse advent calendar		Comic Relief/Sport Relief Sustrans wheel walk Lent Challenge	Lincs2Nepal	Summer Fair Industry week fundraiser
Health and happiness	Feel Fabulous Friday	Marvellous Me Monday	We are Wonderful Wednesday	Feel Fabulous Friday	Marvellous Me Monday	We are Wonderful Wednesday
Eco/ environmental: gardening, plastic free awareness, recycling, Eco-monitors						
Community	Our Plesiosaur and Collection visit Church Visit Library	Church Visit West End Lights NATIVITY	Church Visit Library	Church visit (RE link) COLLECTIVE WORSHIP FOR PARENTS	Church Visit Library	Church Visit Church school festival
Outdoor learning/ food	Bulbs planted for science and Mother's day					DT Food

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Enhanced activities	Emotions workshop Plesio day Superhero dress up day		Internet safety workshops National Science week?	Pedestrian training	Trip to Hartsholme-link to science	ASSESSMENT WEEK Teamwork activities (egg drop) Fire safety workshop Castle visit Wildwood meal and cinema Ice cream van
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	Superheroes	Incredible Inventors	Out of this World	History Detectives	Wriggle and Crawl	Around the World
Reading	The Great Kapok Tree – Lynne Cherry The Umbrella (Guided Reading) The Tortoise and Hare The Enormous Crocodile The Selfish Crocodile The Lion and the Mouse Animal fables. The Very Hungry Caterpillar The Gruffalo	Meerkat Mail George's Marvelous Medicine Rosie Revere Engineer Wendle's Workshop The Most Magnificent Thing Old Bear The Journey The Snail and the Whale Toys in Space – Mini Grey Lost in the Toy Museum: An Adventure	One Giant Leap – The Story of Neil Armstrong The Man on the Moon Bob's Best Ever Friend The Way Back Home/Lost and Found – Oliver Jeffers	The Owl Who Was Afraid of the Dark Owl Babies The Castle the King Built The Paper Bag Princess The Boy Who Grew Dragons George and the Dragon The Egg See Inside Castles Scaredy Squirrel Caredevil Duck Alligator under the bed	George and the Dragon The Egg Zog Superworm Yucky Worms The Very Quiet Cricket What the Ladybird Heard (Next, On Holiday) Tell me a Dragon The Dragon Machine	Katie Art Books The Dot
Talk4 Writing	Supertato plus 'Real Write'	Meerkat Mail plus 'Real Write'	Bob's Best Friend plus 'Real Write'	The Owl who was afraid of the Dark plus 'Real Write'	George and the Dragon plus 'Real Write' and Poetry	Explanation text: How to make Bread? Plus 'Real Write'
Science	Animals, including humans: 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); describe the importance for humans of	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; find out how the shapes of solid objects made from some	Plants: observe and describe 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. (Plant seeds indoors-Feb/Mar) <i>Scientific skills:</i> <i>Identifying and classifying</i> Animals including humans – flashback 4	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 animals and plants, and how they depend on each other; identify and name a variety of plants and animals in their habitats, including microhabitats; describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.		

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	<p>exercise, eating the right amounts of different types of food, and hygiene.</p> <p><i>Scientific skills: Research</i></p> <p>This objective is not revisited again in the year so revisit as flashback 4</p> <p><u>PLANT BULBS IN POTS OUTSIDE CLASSROOM</u></p>	<p>materials can be changed by squashing, bending, twisting and stretching.</p> <p><i>Scientific skills: Pattern seeking</i></p> <p>Animals including humans – flashback 4</p>	<p>1 lesson - Check bulbs from autumn planting – SEND</p> <p><u>HOME FOR MOTHER'S DAY</u></p> <p><i>Scientific skills: Observing over time</i></p> <p>WRITING REAL EVENTS/INSTRUCTIONS FOR BROAD BEANS</p>		<p><i>Scientific skills: Identifying and classifying</i></p> <p>1 lesson – Plant seeds from last terms trays in the outdoor areas -</p> <p><i>Scientific skills: Observing over time</i></p>	
RE (Lincs Agreed Syllabus)	<p>God UC Unit 1.1 <i>Christianity NT (digging deeper)</i> Enquiry question: What is God like?</p>	<p>Personal expression Which celebrations are important to Christians, Hindus, Muslims. Enquiry question: Is commitment important?</p>	<p>Faith in everyday life Gospel UC Unit 1.4 Enquiry question: What helps me to choose well? What is good news? Why should we spread good news?</p>	<p>Salvation UC Unit 1.5 Enquiry question: What does it mean to make sacrifices? What does it mean to live in hope?</p>	<p>Beginning and belonging (Christianity and Islam) Enquiry question: Why does belonging matter? What makes a house a home?</p>	<p>Being human: How does faith and belief affect the way people live their lives? Visit church and mosque Enquiry question: What makes some people give everything for other people?</p>
Computing	<p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i></p> <p><i>Natterhub Secure it lesson 2 (links with PSHE)</i></p> <p>Recognise common uses of information technology beyond school. Computing systems and networks – IT around us</p>	<p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</i></p> <p>NATTERHUB <i>Chat it lesson 3</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Programming A – Robot algorithms Internet safety workshops</p>	<p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>NATTERHUB <i>Think it lesson 1 and 2</i></p> <p>E-SAFETY DAY</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Embed/practise knowledge previously taught in another subject</p>	<p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>NATTERHUB <i>Think it lesson 3</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>Use logical reasoning to predict the behaviour of simple programs.</i></p> <p>Create and debug simple programs. Programming B – An introduction to quizzes</p>	<p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>NATTERHUB <i>mind it lesson 2</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Embed/practise knowledge previously taught in another subject</p>	<p><i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p> <p>NATTERHUB <i>Question it lesson 3</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i> Embed/practise knowledge previously taught in another subject</p>

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<p>Geography <i>Geographical vocabulary used throughout</i> <i>Geographical skills and fieldwork are through each topic though are also discretely planned</i></p>			<p><i>Geographical skills and fieldwork: use aerial photographs and plan perspectives; devise a simple map; use and construct basic symbols in a key.</i></p> <p>SKETCH MAPS - Place knowledge: RECAP: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,</p>		<p>TEACH and of a small area in a contrasting non-European country. Nigeria <i>Geographical skills and fieldwork: use simple fieldwork and observational skills</i> Google Earth Gyrp Compass</p>	<p>Teach: Locational knowledge: name and locate the world's seven continents and five oceans.(Main objective) 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. - Focus on climate as main objective <i>Geographical skills and fieldwork: use world maps, atlases and globe; use simple compass directions and locational and directional language;</i> Google Earth Gyrp Compass</p>
<p>History</p>	<p>ONE OFF OBJECTIVE Significant historical events, people and places in their own locality. Plesiosaur Day Flashback – GFOL Focus on the Castle/Catherdral history</p>		<p>THROUGH ENGLISH The lives of significant individuals in the past who have contributed to national and international achievements. Neil Armstrong</p>	<p>Events beyond living memory that are significant nationally or globally. Titanic double page spread</p> 		
<p>PE</p>	<p>Real Pe - fundamental movement skills personal Coordination, Footwork, Static Balance, One Leg Real Pe – Dance creative Perform dances using simple movement patterns. Dance Focus Artistry, Partnering, Circles Shapes</p>	<p>Real Pe - fundamental movement skills- social Dynamic Balance to Agility Jumping and Landing Static Balance, Seated Real Pe – Dance creative Perform dances using simple movement patterns. Dance Focus Artistry, Partnering, Circles Shapes</p>	<p>Real Pe – Gymnastics unit 1 and 2 Cognitive Gym Skills Balance Flight Travel Rotation</p>	<p>Real Pe – Gymnastics health and fitness unit 1 and 2 Gym Skills Balance Flight Travel Rotation</p>	<p>Synergy coach Tennis Real pe – Physical Funs- Coordination Sending and Receiving Agility Reaction / Response</p>	<p>Synergy coach -Cricket Sports day practice Real PE- creative Funs- Agility Ball Chasing Static Balance Floor Work</p>

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KS1 Long Term Planning Year 2 2025-2026

Art	To use a range of materials creatively to design and make products. Printing- artist Roy Lichtenstein Superhero pop art			To develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space. Painting- artist Wassily Kandinsky/Romero Britto and Vincent Van Gogh	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Drawing- artist, Lowry	
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	Superheroes	Incredible Inventors	Out of this World	History Detectives	Wriggle and Crawl	Around the World
DT		Design purposeful, functional appealing products for themselves and other users based on design criteria. Moving pictures to make Christmas cards – levers, pivots, wheels	Design: Design products for themselves and others based on design criteria. Generate, develop, model and communicate ideas. Make: Select from and use a range of tools and materials. Evaluate: Explore/evaluate. Technical knowledge: Build structures, exploring how they can be made stronger, stiffer and more stable. Explore/ use mechanisms in own products. Moon buggies			Cooking and nutrition Design – products for themselves and others based on a design criteria Evaluate – What is good about yours? Use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from. Making bread linked to English and explanation texts
Music	Hands, Feet, Heart (Charanga) Style: South African styles, Afropop Listen and Appraise Explore and perform with instruments and songs	Christmas songs Use of Charanga Ho Ho Ho unit for listening and appraising	I wanna play in a band or Zootime (Charanga) Style: Rock / Reggae Listen and Appraise Explore and perform with instruments and songs	Friendship song (Charanga) Style: Pop Listen and Appraise Explore and perform with instruments and songs LEAVERS Experiment and play untuned instruments. Learn and perform songs		
PSHE	Relationships Families and friendships Making friends; feeling lonely and getting help Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions		Living in the wider world Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community Media literacy and digital resilience The internet in everyday life; online content and information Money and work What money is; needs and wants; looking after money		Health and Wellbeing Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing and changing Growing older; naming body parts; moving class or year Keeping safe Safety in different environments; risk and safety at home; emergencies	