



Skegness Infant Academy – Long Term Planning Year 2 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Academy Theme	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Y2 Focus	History of vehicles	Space	Traditional tales	Chocolate	Australia	Circus
Curriculum Events	Bike/Scoot to School Week Hello Yellow + Harvest Festival (food for foodbank) Library trip World Mental Health Day (Hello Yellow) History joint project with SJA E-Safety joint project	Parent Christmas workshop Tracking the space station at night Nativity performance Neil Armstrong and Moon Landing Workshop Remembrance Day Children in Need Anti-bullying week Road safety week Jolly jumper day PSHE anti-bullying week	Traditional Tale Day National storytelling week (link to traditional tales) Number Day NSPCC Chinese New year Safer internet day	Careers week World Book day International Women’s day Science week Science joint project Chocolate workshop	Walk to school week St George’s Day Outdoor learning joint project	Health Week (including Sports Day) End of year showcase.
Year group authors	Benji Davis			Roald Dahl	Oliver Jeffers	Anthony Brown
Books	Beekle The great storm whale 	Man on the moon – inference The darkest dark 	Jack and the beanstalk – Richard Walker The gigantic turnip – Russian tale 	Charlie and the chocolate factory Grendel – A cautionary tale about chocolate. 	Wombat goes walkabout Here we are 	Voices in the park Lucky Dip video clip 
Suppliment entry texts						
Written outcomes	Setting description Narrative	Postcard Biography	Letter Recount	Character description Journal	Non chronological report Alternative ending	Recount of the trip Book review

	<p>Identify and write nouns Identify and use capital letters for proper nouns. Distinguish between common and proper nouns. Identify and write nouns joined with a conjunction.</p> <p>Identify and write adjectives before nouns. Identify adjectives regardless of its position Identify and write expanded noun phrases.</p>	<p>Identify and write apostrophes for contraction Identify and write apostrophes for singular possession Identify and write compound sentences using the coordinating conjunctions but and or.</p>	<p>Identify and write commas in a list of nouns Identify and write commas in a list of adjectives.</p> <p>Identify and write verbs Identify and write a past tense verb Maintain a consistent past tense when writing.</p>	<p>Identify and write compound sentences using the subordinating conjunctions when if that and because. Identify and write adverbs within a sentence</p>	<p>Write commands Write questions Write statement Write exclamations Distinguish between commands, statements, questions and exclamations</p> <p>Identify and write apostrophes for contraction</p>	<p>Identify and write a present tense action verb Maintain a consistent present tense when writing.</p>
Maths	<p>Number – Place value Calculation – Addition and Subtraction</p>	<p>Calculation – Addition and Subtraction Measurement – Money Calculation – Multiplication and Division</p>	<p>Calculation - Multiplication and Division Statistics Geometry – Shapes Number - Fractions</p>	<p>Measures – Length and Height Geometry – Position and Direction Number - Fractions</p>	<p>Measures – Length and Height Geometry – Position and Direction Problem Solving</p>	<p>Measures – Time Measures – Mass, capacity and temperature</p>
Science	<p>Uses of everyday materials</p> <p>Identify different material and their uses Understand how to select the right materials to build a bridge Explore and test the stretchiness of materials Understand materials can change their shape by twisting, bending, squashing or stretching Learn about Charles Macintosh and explore how materials are suitable for different purposes Discover which materials change shape when making a road with John McAdam</p>	<p>Animals including humans- Growth</p> <p>Describe the needs of animals for survival Describe the needs of humans for survival Explore the importance of eating the right food Describe what a healthy balanced diet looks like Investigate the impact of exercise on our bodies Investigate the importance of hygiene</p>	<p>Plants</p> <p>Know the difference between seeds and bulbs. Design an experiment to find out what plants need to grow. Describe what plants need to grow and stay healthy. Describe the life cycle of a plant. Observe and record the growth of plants over time. Understand that plants adapt to suit their environment.</p>	<p>Animals including humans- Life cycles</p> <p>Learn how to order the stages of the human life cycle. Describe the stages of life from adulthood to old age. Learn how to match offspring to their parent. Explore the life cycle of a chicken. Describe the life cycle of a butterfly. Explore the life cycle of a frog.</p>	<p>Living things and their habitats</p> <p>Compare the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in a microhabitat. Design a suitable microhabitat where living things could survive. Find out what animals eat to survive in their habitats. Understand food chains.</p>	<p>Living things and their habitats Habitats around the world</p> <p>Learn about habitats. Appreciate that environments are constantly changing. Explore the rainforest and its problems. Describe life in the ocean. Discover the Arctic and the Antarctic habitat. Create a model of a habitat.</p>
History	<p>Topic Overview Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to</p>	<p>Topic Overview Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</p>			<p>Topic Overview Significant historical events, people and places in their own locality Historically Valid Question- Why is Matthew Flinders important?</p>	<p>Topic Overview Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to</p>

	<p>national and international achievements.</p> <p>Historically Valid Question- How do we find out about the past?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> Henry Ford and his significance How the invention of the car impacted life at that time. Identify differences between cars in 1908 and the present day. How have trains changed since 1873 and how has that had an impact on Skegness? Comparison between ways of life in the Victorian period and present day. 	<p>Historically Valid Question- How did we learn to fly?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> Who were the wright brothers? When was the first flight? Why was Bessie Coleman significant? Why is Amelia Earhart significant? Why was the Moon landing special? How did we learn to fly? 			<p>Key Criteria</p> <ul style="list-style-type: none"> Who was Matthew Flinders and what did he do? How did he travel around Australia? Who went with him on his voyage? 	<p>national and international achievements.</p> <p>Historically Valid Question- What was the first circus like?</p> <p>Key Criteria</p> <ul style="list-style-type: none"> Consider the reliability of different historical sources. Introduce Philip Astley Research the first circus using a range of reliable sources.
Geography	<p>-Give and follow directions using North, South, East and West.</p> <p>-Locate and describe the position of different places on a map using compass directions.</p> <p>-Identify human and physical features in the local area. Use tallies to keep a record of the features (fieldwork).</p>	<p>-Use maps and atlases to locate the seven continents and five oceans of the world.</p> <p>-Locate the Equator, North Pole and South Pole and discuss conditions.</p> <p>-Track the International Space Station using maps.</p> <p>-Use aerial photos to identify human and physical features</p> <p>-Identify familiar places on maps of different scales EG, UK</p> <p>-Recognise the world map as a flattened globe</p>	<p>-Use maps and atlases to identify where different traditional tales come from.</p> <p>- Locate and name countries and capital cities of the UK.</p> <p>-Name the seas surrounding the UK.</p> <p>-Identify and explain physical and human features of the UK and Russia.</p> <p>-Make comparisons between features of different places</p>	<p>-Use maps and atlases to locate where chocolate comes from and how it is made.</p> <p>-Use aerial photographs to identify human and physical features.</p> <p>-Identify and explain physical (sea, valley, etc.) and human (city, port, harbour, etc.) features of a place -South America</p> <p>-Plot places and features onto a map.</p>	<p>-Explore Australia and where it is on a map.</p> <p>- Use directional language to locate physical features in Australia – fieldwork</p> <p>-Explore the weather and climate.</p> <p>-Compare two different places.</p> <p>-Understand the similarities and differences between an area of the UK and a non-European country.</p> <p>-Identify human and physical features.</p>	<p>Field work Transition activity for SJA</p> <p>-Identify the seas and oceans surrounding the UK.</p> <p>-Know what the coast is and identify features.</p> <p>-Identify how people use Skegness (tourism).</p> <p>-Use aerial photos and plans to recognise landmarks, physical and human features</p> <p>-Create their own maps of real and imaginary places</p> <p>-Begin to use a key and symbols Identify and explain human features – city, port, town, etc.</p>
Religious Education	<p>Thankfulness Christianity</p>	<p>Thankfulness Life Journey - Islam</p>	<p>Being Human- Islam</p> <p>Explore what the Qur'an says about how Muslims should treat others and live their lives Identify and explore inspirational Muslims – Muhammed, Abraham</p>	<p>Life journeys – Islam</p> <p>Celebrations for birth Explore feelings of belonging</p>	<p>Being Human – Christianity</p> <p>Explore what the Bible says about how Christians should treat others and live their lives Identify and explore inspirational Christians – Noah, David, Mary, Esther, etc.</p>	<p>Life Journey – Christianity</p> <p>Celebrations for birth Explore feelings of belonging</p>

Art		<p>Artists - Peter Thorpe Andy Warhol -Sculpture -Aliens -Painting techniques -Drawing rockets -Textile moons -Drawing astronauts (Calendars) -Printing</p> <p>Use a range of tools and techniques safely Print using a variety of objects and techniques Review what they and others have done Name different types of paint and their properties Create textured collages Use a range of textiles techniques – stitch, tie-dying, applique, etc. Experiment with, construct and join recycled, natural and man-made materials</p>	<p>Artists - Arcimboldo Giuseppe Leslie Conlee</p> <p>-Drawing and painting giant -Mosaic castles -Still life /painting/colour mixing -Drawing dragon’s eye -Sculpture -collaborative dragon head sculpture</p> <p>Use a range of tools and techniques creatively and safely to make a product Create textured collages Make a simple mosaic , experience and imagination. Experiment with the visual elements: line, shape, pattern and colour. Draw real objects, including single and grouped objects Mix colours and match to artefacts and objects Name different types of paint and their properties Experiment with, construct and join recycled natural and manmade materials</p>		<p>Artists - Leonardo Da Vinci Aboriginal art work -Drawing Australian architecture and animals -Clay relief tile -Maori symbols</p> <p>Use a range of tools and techniques creatively and safely Understand the use of a sketch book and work out ideas for drawing. Use ICT in their art work Layer different media e.g crayons, pastels, felt pens, charcoal and ballpoint Experiment with the visual elements: line, shape, pattern and colour. Draw real objects Mix colours and match to artefacts and objects Name different types of paint and their properties Experiment with, construct and join recycled natural and manmade materials Build a clay textured relief tile</p>	
DT	<p>Design, make and evaluate a vehicle. Axels. Identify a purpose for what they intend to make and generate ideas Make templates and mock ups Select and use tools and materials safely Measure, cut and score Assemble, join and combine materials and select finishing technique Evaluate their work against the design criteria and identify improvements</p>		<p>Silhouette animations – retelling the tale with light and lollipop sticks. Using the language about light from last term to discuss shadows Design a product based on design criteria Select and use tools and materials safely</p>	<p>Design, make evaluate chocolate and packaging. Identify a purpose for their design and make project Generate ideas by drawing on their own and other’s experience Develop design ideas Make mock ups and templates for their design Identify target group for their design Select and use tools and materials safely Use the correct vocabulary to name and describe the tools they use Assemble, join and combine materials and select finishing technique Evaluate their work against the design criteria, say what they like / dislike and identify improvements</p>	<p>Making -fairy bread -Tasting/making vegemite sandwiches</p> <p>Know that people should eat at least 5 pieces of fruit and vegetables everyday Name and sort foods into their groups Understand how to prepare simple dishes hygienically Use techniques such as, cut, peel, grate Understand where food comes from, that it can be farmed, grown elsewhere or caught Use hand tools safely</p>	<p>Making a structure for a trapeze artist. How to make it stronger. Build structures, exploring how they can be made stronger, stiffer and more stable Generate ideas, identify a purpose and develop ideas for a product Select tools and materials, using correct vocabulary to name and describe them Measure, cut and score Use hand tools safely Assemble, join and combine materials Choose appropriate finishing techniques Evaluate their own work</p>

PSHE	School / British values Skills Builder Smart School Council Jigsaw – Being me in my World Celebrating differences British values – democracy and voting	School / British values Skills Builder Smart School Council Books to support - Big bag of worries Ruby’s worries (EDI) Jigsaw - Celebrating Difference	School / British values Skills Builder Smart School Council Jigsaw – Dreams and Goals Safety on the internet People who help us	School / British values Skills Builder Smart School Council Jigsaw - Healthy Me Book to support feelings Michael Rosen’s Sad book (EDI)	School / British values Skills Builder Smart School Council Jigsaw - Relationships Water safety	School / British values Skills Builder Smart School Council Jigsaw - Changing Me Uniqueness / individuality Stranger Danger
Computing	<u>Teach computing- Computing systems and networks- IT AROUND US</u> <ul style="list-style-type: none"> To recognise the uses and features of information technology To identify information technology in the school To identify information technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology 	<u>Teach computing- Creating media digital photography</u> <ul style="list-style-type: none"> To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To decide how photographs can be improved To recognise that photos can be changed 	<u>Teach computing- Creating media- making music</u> <ul style="list-style-type: none"> To say how music can make us feel To identify that there are patterns in music To describe how music can be used in different ways To show how music is made from a series of notes To create music for a purpose To review and refine our computer work 	<u>Teach computing- Programming A Robot Algorithms</u> <ul style="list-style-type: none"> To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written 	<u>Teach computing- Data and information- pictograms</u> <ul style="list-style-type: none"> To recognise that we can count and compare objects using tally charts To recognise that objects can be represented by pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer 	<u>Teach computing- Programming B An introduction to quizzes</u> <ul style="list-style-type: none"> To explain that a sequence of commands has a start. To explain that a sequence of commands has an outcome. To create a program using a given design. To change a given design. To create a program using my own design. To decide how my project can be improved.
Music	Kapow – Western Call and Response - Animals -To create short sequences of sound. -To copy a short rhythm. -To learn a traditional song from Ghana. -To create rhythms based on call and response. -To add dynamics to a structure of rhymes.	Kapow – Orchestral instruments – Traditional Western Stories -To listen to and analyse an orchestral version of Goldilocks and the Three bears. -To listen to and analyse a film musical version of a traditional story. -To select appropriate sounds to match events, characters and feelings in a story. -To write a playscript and select appropriate musical sounds to accompany it. -To perform a story script of Jack and the Beanstalk with accompanying music.	Kapow – Musical Me -To sing and play an instrument at the same time. -To choose and play appropriate dynamics and timbres for a piece of music. -To use musical notation to play melodies. -To use letter notation to write my own melody. -To use timbre and dynamics in musical composition.	Kapow – Dynamics, timbre, tempo and motifs – Space -To create a simple soundscape for effect. -To listen for and recognise some basic elements of music. -To compare two pieces of music by Gustav Holst. -To create a musical motif to represent a planet. -To create short sequences of sound and perform with accuracy.	Kapow – On this Island – British songs and sounds -To learn about British Isles through folk music and use music to create seaside sounds. -To identify sounds specific for the countryside and create a related soundscape. -To create and perform music compositions inspired by the seaside, countryside or city. -To compose and perform a musical piece representing a journey through Britain.	Kapow – Myths and Legends -To create a rhythm based on a phrase from a story. -To show structure on a graphic score. -To write a graphic score to show texture. -To compose a piece of music given structure. -To perform a group composition.
Physical Education	Swimming Games-Invasion games Football JB	Power of PE Invictus Dance JB	Power of PE Dance Gymnastics JB	Power of PE Orienteering Games Attack & Defending Volleyball – JB	Power of PE Striking and Fielding Games Attack & Defend Tennis - JB	Power of PE Athletics Games Striking & Fielding Rounders - JB

