Moorgate Primary School

Year 2 INTENT Overview 2020/2021

Class Teacher: Helen Ashton

Date Completed: July 2020

Year 2 INTENT
Year 2 Yearly Overview – Teacher: Helen Ashton

Year 2 Overview					
	Research Project 1	**Research Project 2**	**Research Project 3**	**Research Project 4**	**Research Project 5**
Project Title	**Marvellous Me**	**Curious Creatures**	**Island Home**	**Environment Investigators**	**Journeys**
Wow Factor	Tonge Park Field Trip	Our Back Field Field Trip	Special parcel from Katie Morag	Bolton Town Centre field trip	Arrival of a mystery tent.
English	Puff the Magic Dragon *Lenny Lipton and Peter Yarrow* List poems *Various* The Children's Book of Healthy Habits *Sophie Giles*	Owl Babies *Martin Waddell* The Owl Who Was Afraid of the Dark *Jill Tomlinson* Nocturnal Animals Poems *Various* Perfectly Peculiar Pets *Elli Woollard & Anja Boretzki*	Katie Morag Series *Mairi Hedderwick* All About Scotland - Discovering the United Kingdom *Susan Harrison*	Anthony Browne Series *Anthony Browne* Battle Bunny *Jon Scieszka and Mac Barnett* Tuesday *David Wiesner* Lizzie and the Birds *Dawn Robertson and Mick Robertson* Being a Bee *Lucy Davey*	Mr Bunny's Chocolate Factory *Elys Dolan* James and the Giant Peach *Roald Dahl* The Queen's Hat *Steve Antony* This is London *Miroslav Šašek*
	Character descriptions Narrative List poem Flow chart Explanation Instructions	Non-chronological reports. Character descriptions Story Poetry Presentation	Letter Writing Character descriptions Emails Story	Non-chronological reports. Flow Charts Explanation Character description Story	Instructions Character Description Explanation Letter Newspaper Report Story Information Booklet

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Maths	Number: Place Value Two-digit addition and subtraction	Measurement : Money Number: Multiplication and division	Number: Multiplication and division Statistics	Geometry: Properties of shapes Number: Fractions	Measurement: Length and height Position and direction Problem Solving	Measurement: Time Measurement: Mass, Capacity and Temperature
Science	Animals including humans	Living things and their habitats	Uses of Everyday Materials		Plants	
Geography	Local study: Tonge Park	Local study: Our back field	Comparing Bolton to a non-European country		Local Study: Bolton Town Centre	Transport
History	Local Study: Tonge Park	Local Study: Our Back Field	Grace Darling Victorian types of transport		Local Study: Bolton Town Centre	Titanic Neil Armstrong
D&T	Cooking	Moving Pictures				Engineering
Art	Self portraits	Moving Pictures Ted Harrison Collage			Claude Monet	Art and Nature
RE	Belonging	Incarnation Sacred places	Gospel		Creation Salvation	Muslims World and others
PE	Games	Games	Gymnastics/Dance		Games: Outdoor and Adventure	Games: Athletics
Computing	Digital Citizenship/Online Safety	Digital Literacy	Computer Science		Information Technology	Greater Depth Project Digital Literacy/Computer Science

PSHCE	Keeping safe Physical health and mental well being	Safe relationships Media literacy and digital resilience	Money and work Families and friendships Respecting ourselves and others	Belonging to a community	Growing and changing
Music	Marvellous Me	Curious Creatures	Island Home – Katie Morag	Environment Investigators	Journeys

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	Research Project 1	**Research Project 2**	**Research Project 3**	**Research Project 4**	**Research Project 5**
Project Title	**Marvellous Me**	**Curious Creatures**	**Island Home**	**Environment Investigators**	**Journeys**
Enquiry Question	**Why should I stay fit and healthy?**	**Why do some animals only come out at night?**	**What is it like to live on an island?**	**Why should we look after the environment?**	**Why do we go on journeys?**
Wow Factor	Tonge Park Field Trip	Our Back Field Field Trip	Special parcel from Katie Morag	Bolton Town Centre field trip	Arrival of a mystery tent.
English	**See English Intent Subject Overview**				
	Puff the Magic Dragon *Lenny Lipton and Peter Yarrow* List poems *Various* The Children's Book of Healthy Habits *Sophie Giles*	Owl Babies *Martin Waddell* The Owl Who Was Afraid of the Dark *Jill Tomlinson* Nocturnal Animals Poems *Various* *Perfectly Peculiar Pets* *Elli Woollard & Anja Boretzki*	Katie Morag Series *Mairi Hedderwick* All About Scotland - Discovering the United Kingdom *Susan Harrison*	Anthony Browne Series *Anthony Browne* Battle Bunny *Jon Scieszka and Mac Barnett* Tuesday *David Wiesner* Lizzie and the Birds *Dawn Robertson and Mick Robertson* Being a Bee *Lucy Davey*	Mr Bunny's Chocolate Factory *Elys Dolan* James and the Giant Peach *Roald Dahl* The Queen's Hat *Steve Antony* This is London *Miroslav Šašek*

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	Character descriptions Narrative List poem Flow chart Explanation Instructions	Non-chronological reports. Character descriptions Story Poetry Presentation	Letter Writing Character descriptions Emails Story	Non-chronological reports. Flow Charts Explanation Character description Story	Instructions Character Description Explanation Letter Newspaper Report Story Information Booklet
Maths	**See Maths Intent Subject Overview**				
	Number: Place Value Two-digit addition and subtraction	Measurement : Money Number: Multiplication and division	Number: Multiplication and division Statistics	Geometry: Properties of shapes Number: Fractions	Measurement: Length and height Position and direction Problem Solving	Measurement: Time Measurement: Mass, Capacity and Temperature
Science	**Animals including humans**	**Living things and their habitats**	**Uses of Everyday Materials**	**Plants**	
	• 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 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 exercise, eating the right amounts of	• 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	• 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 materials can be changed by squashing, bending, twisting and stretching	• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • Observe and describe how seeds and bulbs grow into mature plants	

	different types of food, and hygiene • Explore and compare the differences between things that are living, dead, and things that have never been alive				
Geography	**Local study:** **Tonge Park**	**Local study:** **Our back field**	**Comparing Bolton to a non-European country**	**Local Study:** **Bolton Town Centre**	**Transport**
	• Use basic geographical vocabulary to refer to: • Key physical features and human features • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map….. • 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.	• Use basic geographical vocabulary to refer to: • Key physical features and human features • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • 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. • Use simple compass directions	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use basic geographical vocabulary to refer to: • Key physical features and human features • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	• Use basic geographical vocabulary to refer to: • Key physical features and human features • 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.	• Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

			• Use simple compass directions • 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		
History	**Local Study: Tonge Park**	**Local Study: Our Back Field**	**Grace Darling Victorian types of transport**	**Local Study: Bolton Town Centre**	**Titanic Neil Armstrong**
	• Changes within living memory • People and places in their own locality.	• Changes within living memory • People and places in their own locality.	• Events beyond living memory that are significant nationally or globally	• Changes within living memory • People and places in their own locality.	• Events beyond living memory that are significant nationally or globally • significant historical events, people and places
Art	**Self portraits**	**Moving Pictures Ted Harrison Collage**		**Claude Monet**	**Art and Nature**
	• To use a range of materials creatively to design and make products. • To use drawing and painting to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	• To use range of materials creatively to design and make products. • To use drawing and painting to develop and share their ideas, experiences and imagination. • To use a range of materials creatively to design and make products.		• Copy an original print; • To use a range of materials creatively to design and make products. • To use drawing and painting to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	• To use a range of materials creatively to design and make products. • To use drawing and painting to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

	• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• To use drawing and painting to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	**Cooking**	**Moving Pictures**			**Engineering**
	• Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Select from and use a range of tools and equipment to perform practical tasks	• Design purposeful, functional, appealing products for themselves and other users based on design criteria • Select from and use a range of tools and equipment to perform practical tasks • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics			• Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks.

	• Evaluate their ideas and products against design criteria	• Evaluate their ideas and products against design criteria			• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate their ideas and products against design criteria.
RE	**Belonging**	**Incarnation Sacred places**	**Gospel**	**Creation Salvation**	**Muslims World and others**
	• Recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people. • Give an account of what happens at a traditional Christian welcome ceremony, and suggest what the actions and symbols mean. • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).	• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for, giving a reason for their ideas • Think, talk and ask questions about Christmas	• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.	• Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for Creation. • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the	• Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their

• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	for people who are Christians and for people who are not. ___ • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community. • Think, talk and ask good questions about what	• Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	connections they make between the Christian Creation story and the world they live in. ___ • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. ___ • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • Give an example of how people show that they care

		happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.			for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world. • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
PE	**Games**	**Games**	**Gymnastics/Dance**	**Games: Outdoor and Adventure**	**Games: Athletics**
	• Master basic movements including running, jumping, throwing and catching • Participate in team games, developing simple tactics for attacking and defending	• Master basic movements including running, jumping, throwing and catching • Participate in team games, developing simple tactics for attacking and defending	• Develop balance, agility and co-ordination, and begin to apply these in a range of activities • Perform dances using simple movement patterns	• Master basic movements including running, jumping, throwing and catching • Participate in team games, developing simple tactics for attacking and defending	• Master basic movements including running, jumping, throwing and catching • Participate in team games, developing simple tactics for attacking and defending

Computing	**Digital Citizenship/Online Safety**	**Digital Literacy**	**Computer Science**	**Information Technology**	**Greater Depth Project Digital Literacy/Computer Science**
	• 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.	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs	• Recognise common uses of information technology beyond school	• **Possible Project:** Combining sound, images and video e.g.: Trailers in iMovie
PSHCE	**Keeping safe Physical health and mental well being**	**Safe relationships Media literacy and digital resilience**	**Money and work Families and friendships Respecting ourselves and others**	**Belonging to a community**	**Growing and changing**
	Children will learn: • About routines and habits for maintaining good physical and mental health • Why sleep and rest are important for growing and keeping healthy • That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies	Children will learn: • How to recognise hurtful behaviour, including online • What to do and whom to tell if they see or experience hurtful behaviour, including • online • About what bullying is and different types of bullying • How someone may feel if they are being bullied • About the difference between happy surprises and secrets that make them	Children will learn: • How to be a good friend, e.g. kindness, listening, honesty • About different ways that people meet and make friends • Strategies for positive play with friends, e.g. joining in, including others, etc. • About what causes arguments between friends • How to positively resolve arguments between friends	Children will learn: • About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • About different rights and responsibilities that they have in school and the wider community • About how a community can help people from different groups to feel included	Children will learn: • About the human life cycle and how people grow from young to old • How our needs and bodies change as we grow up • To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • About change as people grow up, including new

• The importance of, and routines for, brushing teeth and visiting the dentist • About food and drink that affect dental health • How to describe and share a range of feelings • Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • How to manage big feelings including those associated with change, loss and bereavement • When and how to ask for help, and how to help others, with their feelings • How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger	feel uncomfortable or worried, and how to get help • How to resist pressure to do something that feels uncomfortable or unsafe • How to ask for help if they feel unsafe or worried and what vocabulary to use • The ways in which people can access the internet e.g. phones, tablets, computers • To recognise the purpose and value of the internet in everyday life • To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • That information online might not always be true	• How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else • About the things they have in common with their friends, classmates, and other people • How friends can have both similarities and differences • How to play and work cooperatively in different groups and situations • How to share their ideas and listen to others, take part in discussions, and give reasons for their views • About what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • How money can be kept and looked after • About getting, keeping and spending money • That people are paid money for the job they do • How to recognise the difference between needs and wants • How people make choices about spending money, including thinking about needs and wants	• To recognise that they are all equal, and ways in which they are the same and different to others in their community	opportunities and responsibilities • Preparing to move to a new class and setting goals for next year

	• How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • How to respond if there is an accident and someone is hurt • About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say				
Music	**Marvellous Me**	**Curious Creatures**	**Island Home – Katie Morag**	**Environment Investigators**	**Journeys**
	Pupils should be taught to: • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music				