



Moorgate Primary School



Mini Moorgate INTENT

Overview 2020/2021

Class Teacher: Lois Smith

Date Completed: July 2020



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Mini Moorgate Yearly Overview – Teacher: Lois Smith



Mini Moorgate Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<u>Let's Celebrate Me</u>	<u>Stories and Rhymes</u>	<u>Let's Be Healthy</u>	<u>Jungle Animals</u>	<u>Old MacDonald had a Farm</u>
Wow Factor	A visit from Father Christmas	Teddy Bears Picnic	Make our own fruit cocktail	Dress up as your favourite zoo animal	Smithill's Farm trip
English	We're Going on a Bear Hunt <i>Michael Rosen</i>	Feely books Rhymes <i>Various Authors</i>	Goldilocks and the Three Bears <i>Nicola Baxter</i> Goose on the Loose <i>Phil Roxbee Cox</i>	The Very Hungry Caterpillar <i>Eric Carle</i> Dear Zoo <i>Rod Campbell</i>	Old McDonald The Three Little Pigs <i>Various Authors</i>
Maths	Numicon Pieces 5 shiny conkers song Using number names	5 little snowmen Numbers in rhymes Sorting colours	5 little ducks Counting to 5 Big and Small	5 speckled frogs Find 1 more Can you make marks to represent numbers	1,2,3,4, 5 once I caught a fish Finding numbers Counting to 10 Shapes
Science	Materials	Animal Habitats	Plants	Zoo Animals	Farm Animals
Geography		Transport	Fieldwork: Finding Mini-Beasts		Holidays
History	Our Homes				
D&T	Baking and Hygiene	Construction	Healthy Snack		Using different materials
Art	Mark Making		Card Making	Making Masks	



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RE	Christmas	Festivals Chinese New Year Shrove Tuesday	Easter celebrations		Multi-cultural
PE	Gross Motor Outdoor Activities	Climbing Frame Outdoor Activities	Exploring Space Outdoor Activities	Dance Outdoor Activities	Mini Moorgate Gymnastics Outdoor Activities
Computing	Digital Literacy	Information Technology	Digital Citizenship/Online Safety	Computer Science	Digital Literacy/ Computer Science
PSHCE	Feelings	Mini Me Yoga	Mini Massage	Toileting/ Developing personal hygiene skills	Snack time: Eating and drinking skills
Music	All About Me	Stories and Rhymes	Growing and Keeping Healthy	Jungle Animals	Old MacDonald Had A Farm



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	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Under the EYFS Framework, we would primarily follow the children’s interests. Therefore, the research project titles below are subject to change and only to be used as a guide.					
Project Title	<u>Let’s Celebrate Me</u>	<u>Stories and Rhymes</u>	<u>Let’s Be Healthy</u>	<u>Jungle Animals</u>	<u>Old MacDonald had a Farm</u>
Enquiry Question	Can you find your family picture? Can you join in our celebrations?	Shall we read a story? What’s your favourite story?	What do we do to be healthy? What’s your favourite fruit?	What noises do zoo animals make? What animals live in the Jungle?	What noises do the farm animals make? Who lives under the sea?
Wow Factor	A visit from Father Christmas	Teddy Bears Picnic	Make our own fruit cocktail	Dress up as your favourite zoo animal	Smithill’s Farm trip
English	<u>See English Intent Subject Overview</u>				
	<u>We’re Going on a Bear Hunt</u> <i>Michael Rosen</i>	<u>Feely books Rhymes</u> <i>Various Authors</i>	<u>Goldilocks and the Three Bears</u> <i>Nicola Baxter</i> <u>Goose on the Loose</u> <i>Phil Roxbee Cox</i>	<u>The Very Hungry Caterpillar</u> <i>Eric Carle</i> <u>Dear Zoo</u> <i>Rod Campbell</i>	<u>Old McDonald</u> <u>The Three Little Pigs</u> <i>Various Authors</i>
Maths	<u>See Maths Intent Subject Overview</u>				
	Numicon Pieces 5 shiny conkers song Using number names	5 little snowmen Numbers in rhymes Sorting colours	5 little ducks Counting to 5 Big and Small	5 speckled frogs Find 1 more Can you make marks to represent numbers	1,2,3,4, 5 once I caught a fish Finding numbers Counting to 10 Shapes



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Science	<u>Materials</u>	<u>Animal Habitats</u>	<u>Plants</u>	<u>Zoo Animals</u>	<u>Farm Animals</u>
<p>Throughout the year, the children will be assessed against these EYFS statements.</p>	<p><u>Understanding the world - 22-36 Months</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. <p><u>Expressive Arts and Design - 22-36 Months</u></p> <ul style="list-style-type: none"> • Experiments with blocks, colours and marks. <p><u>Personal, Social and Emotional Development - 22-36 Months</u></p> <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Expresses own interests and preferences <p><u>Communication and Language - 22-36 months</u></p> <ul style="list-style-type: none"> • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Use a variety of questions • Learn new words rapidly and is able to use them in communicating • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). • Developing understanding of simple concepts. • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions • Uses simple sentences • Beginning to use word endings 				



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Geography		<u>Transport</u>	<u>Fieldwork: Finding Mini-Beasts</u>		<u>Holidays</u>
Throughout the year, the children will be assessed against these EYFS statements.	<p><u>Understanding the world - 22-36 Months</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment <p><u>Personal, Social and Emotional Development - 22-36 Months</u></p> <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. • Separates from main carer with support and encouragement from a familiar adult. <p>Expresses own interests and preferences</p> <p><u>Expressive Arts and Design - 22-36 Months</u></p> <ul style="list-style-type: none"> • Beginning to make-believe by pretending. <p><u>Communication and Language - 22-36 months</u></p> <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). 				
History	<u>Our home</u>				
Throughout the year, the children will be assessed against these EYFS statements.	<p><u>Understanding the world - 22-36 Months</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment 				



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	<p><u>Personal, Social and Emotional Development - 22-36 Months</u></p> <ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. Separates from main carer with support and encouragement from a familiar adult. Expresses own interests and preferences <p><u>Expressive Arts and Design - 22-36 Months</u></p> <ul style="list-style-type: none"> Beginning to make-believe by pretending. <p><u>Communication and Language - 22-36 months</u></p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). 				
D&T	<u>Baking and Hygiene</u>	<u>Construction</u>	<u>Healthy Snack</u>		<u>Using different materials</u>
Throughout the year, the children will be assessed against these EYFS statements	<p><u>Maths - 22-36 months</u></p> <ul style="list-style-type: none"> Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. <p><u>Physical Development - 22-36 months</u></p> <ul style="list-style-type: none"> Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. <p><u>Communication and Language - 22-36months</u></p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who) Uses simple sentences Beginning to use word endings 				



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	<u>Personal, social and emotional development - 22-36 months</u>				
	<ul style="list-style-type: none"> Expresses own interests and preferences 				
Art	<u>Mark Making</u>		<u>Card Making</u>	<u>Making Masks</u>	
Throughout the year, the children will be assessed against these EYFS statements	<p><u>Maths - 22-36 months</u></p> <ul style="list-style-type: none"> Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Notices simple shapes and patterns in pictures. <p><u>Physical Development - 22-36 months</u></p> <ul style="list-style-type: none"> Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. <p><u>Communication and Language - 22-36months</u></p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who) Uses simple sentences Beginning to use word endings <p><u>Personal, social and emotional Development - 22-36 months</u></p> <ul style="list-style-type: none"> Expresses own interests and preferences Seeks out others to share experiences. Shows affection and concern for people who are special to them. <p><u>Understanding the world - 22-36 months</u></p> <ul style="list-style-type: none"> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background <p><u>Expressive Arts and Design - 22-36 months</u></p> <ul style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Experiments with blocks, colours and marks 				



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RE	<u>Christmas</u>	<u>Festivals</u> <u>Chinese New Year</u> <u>Shrove Tuesday</u>	<u>Easter celebrations</u>		<u>Multi-cultural</u>
<p>Throughout the year, the children will be assessed against these EYFS statements</p>	<p><u>Communication and Language - 22-36 months</u></p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. • Uses a variety of questions (e.g. what, where, who) • Uses simple sentences • Beginning to use word endings <p><u>Understanding the World - 22-36 months</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background <p><u>Personal, Social and Emotional Development- 22-36 months</u></p> <ul style="list-style-type: none"> • Interested in others’ play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • Expresses own interests and preferences <p><u>Physical Development- 22-36 months</u></p> <ul style="list-style-type: none"> • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand. <p><u>Maths – 22-36 months</u></p> <ul style="list-style-type: none"> • Anticipates specific time-based events such as mealtimes or home time. 				



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PE	<u>Gross Motor Outdoor Activities</u>	<u>Climbing Frame Outdoor Activities</u>	<u>Exploring Space Outdoor Activities</u>	<u>Dance Outdoor Activities</u>	<u>Mini Moorgate Gymnastics Outdoor Activities</u>
<p><i>Throughout the year, the children will be assessed against these EYFS statements</i></p>	<p><u>Physical Development –22-36 months</u></p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Walks upstairs or downstairs holding onto a rail two feet to step. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. <p><u>Personal, Social and Emotional Development - 22-36 months</u></p> <ul style="list-style-type: none"> • Expresses own interests and preferences <p><u>Communication and Language - 22-36 months</u></p> <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., “Who’s jumping?” • Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ • Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?). • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. • Uses a variety of questions (e.g. what, where, who) • Uses simple sentences • Beginning to use word endings • Shows interest in play with sounds, songs and rhymes. • Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. <p><u>Expressive Art and Design - 22-36 months</u></p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. 				



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Computing	<u>Digital Literacy</u>	<u>Information Technology</u>	<u>Digital Citizenship/Online Safety</u>	<u>Computer Science</u>	<u>Digital Literacy/ Computer Science</u>
<p>Throughout the year, the children will be assessed against these EYFS statements</p>	<p><u>Understanding the world - 22-36 months</u></p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p><u>Literacy- Writing- 22-36 months</u></p> <ul style="list-style-type: none"> Distinguishes between the different marks they make. <p><u>Physical Development- 22-36 months</u></p> <ul style="list-style-type: none"> Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines May be beginning to show preference for dominant hand <p><u>Personal, Social and Emotional Development- 22-36 months</u></p> <ul style="list-style-type: none"> Expresses own interests and preferences <p><u>Expressive Art and Design - 22-36 months</u></p> <ul style="list-style-type: none"> Experiments with blocks, colours and marks. Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. <p><u>Communication and Language - 22-36</u></p> <ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes. Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘I have it’. Uses a variety of questions (e.g. what, where, who) Uses simple sentences Beginning to use word endings 				



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	<u>Maths - 22- 36 months</u>				
	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size 				
PSHCE	<u>Feelings</u>	<u>Mini Me Yoga</u>	<u>Mini Massage</u>	<u>Toileting/ Developing personal hygiene skills</u>	<u>Snack time: Eating and drinking skills</u>
Throughout the year, the children will be assessed against these EYFS statements	<u>Personal, social and Emotional Development - 22-36 Months</u> <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. • Separates from main carer with support and encouragement from a familiar adult. • Expresses own interests and preferences • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. <u>Communication and Language - 22-36 Months</u> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. <u>Physical Development -22-36 Months</u> <ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support. 				



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Music	<u>All About Me</u>	<u>Stories and Rhymes</u>	<u>Growing and Keeping Healthy</u>	<u>Jungle Animals</u>	<u>Old MacDonald Had A Farm</u>
<p>Throughout the year, the children will be assessed against these EYFS statements</p>	<p><u>Expressive art and design - 22-36 Months</u></p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. <p><u>Communication and Language - 22-36 Months</u></p> <ul style="list-style-type: none"> • Shows interest in play with sounds, songs and rhymes. • Single channeled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. <p><u>Understanding the world - 22-36 Months</u></p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 				