



Moorgate Primary School



Nursery C INTENT  
Overview 2020/2021

Class Teacher: Diane Clare

Date Completed: July 2020



# Nursery C INTENT

## Nursery C Yearly Overview – Teacher: Diane Clare



Nursery C Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<u>All About Me and What I Celebrate</u>	<u>Space – We Have Lift Off!</u>	<u>Growth/ Keeping Healthy</u>	<u>Life Cycles and Mini beasts</u>	<u>Zoo animals/ Journeys</u>
Wow Factor	Our special photographs Elf on the shelf in Nursery	Space rocket landed in Nursery	Planting Sun flowers	Picnic in the park	Trip to the Zoo
English	Favourite Rhymes <i>Various Authors</i> Giraffes Can't Dance <i>Giles Andreae</i>	The Gingerbread Man <i>Mairi MacKinnon</i>	Space Fact Books <i>Various Authors</i>	Supertato <i>Paul Linnet and Sue Hendra</i>	Jungle Books <i>Various Authors</i>
Maths	Recognising shapes Big and small Long and short	Recognising Numbers and reciting numbers in sequence Counting form 1-10	Number problems Finding 1 more and 1 less	Weight & Capacity Full and empty/ heavy and light	Directional movement Positional language
Science	Looking after our bodies	Freezing and melting	Plants and Growth	Mini-beasts/ Lifecycles	Animal Habitats
Geography	Houses Weather changes Seasons	Countries linked to celebrations	Weather changes Seasons	Weather changes Seasons	
History	My Family	Remembrance Sunday	Days of the week	Days of the week	Changes
D&T		Materials and textures		Baking and Hygiene	
Art	Recognising colours Autumnal colours	Materials and textures	Fruit printing		Colour mixing



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<b>RE</b>	Special Times		Easter		Belonging/ Moving On
<b>PE</b>	Body Parts Dancing – celebrations	Throwing and catching	Sports & Outdoor play	Dancing	Moving in different directions
<b>Computing</b>	Information Technology	Digital Citizenship/Online Safety	Digital Literacy	Digital Literacy/Computer Science	Computer Science
<b>PSHCE</b>	New Beginnings Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
<b>Music</b>	All About Me	Dinosaurs/Space	Growing and Keeping Healthy	Mini-Beasts/Lifecycles	Zoo Animals/Journeys



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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>All About Me and What I Celebrate</u>	<u>Space – We Have Lift Off!</u>	<u>Growth/ Keeping Healthy</u>	<u>Life Cycles and Mini beasts</u>	<u>Zoo animals/ Journeys</u>
Enquiry Question	<b>Who is in your family? What do you celebrate?</b>	<b>What is space?</b>	<b>How can we be healthy?</b>	<b>Why do humans/animals/plants grow?</b>	<b>Can you tell me what happened on our trip?</b>
Wow Factor	Our special photographs Elf on the shelf in Nursery	Space rocket landed in Nursery	Planting Sun flowers	Picnic in the park	Trip to the Zoo
English	<b><u>See English Intent Subject Overview</u></b>				
	<u>Favourite Rhymes</u> <i>Various Authors</i>  <u>Giraffes Can’t Dance</u> <i>Giles Andreae</i>	<u>The Gingerbread Man</u> <i>Mairi MacKinnon</i>	<u>Space Fact Books</u> <i>Various Authors</i>	<u>Supertato</u> <i>Paul Linnet and Sue Hendra</i>	<u>Jungle Books</u> <i>Various Authors</i>
Maths	<b><u>See Maths Intent Subject Overview</u></b>				
	Recognising shapes Big and small Long and short	Recognising Numbers and reciting numbers in sequence Counting form 1-10	Number problems Finding 1 more and 1 less	Weight & Capacity Full and empty/ heavy and light	Directional movement Positional language



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Science	<u>Looking after our bodies</u>	<u>Freezing and melting</u>	<u>Plants and Growth</u>	<u>Mini-beasts/ Lifecycles</u>	<u>Animal Habitats</u>
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Understanding the World: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> <li>To show care and concern for living things and the environment.</li> </ul> <p><b><u>Physical Development: 30-50months</u></b></p> <ul style="list-style-type: none"> <li>To observe the effects of physical activity on their bodies</li> </ul> <p><b><u>Expressive Arts and Design: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To begin to be interested in and describe the texture of things.</li> </ul>				
Geography	<u>Houses</u> <u>Weather changes</u> <u>Seasons</u>	<u>Countries linked to</u> <u>celebrations</u>	<u>Weather changes</u> <u>Seasons</u>	<u>Weather changes</u> <u>Seasons</u>	
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Understanding the world 30-50 months:</u></b></p> <ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> <li>To show care and concern for living things and the environment.</li> </ul>				
History	<u>My Family</u>	<u>Remembrance Sunday</u>	<u>Days of the week</u>	<u>Days of the week</u>	<u>Changes</u>
<b>Throughout the year the children will be assessed against</b>	<p><b><u>Understanding the world: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To show interest in the lives of people who are familiar to them.</li> <li>To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> </ul>				



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<b>these EYFS statements</b>	<ul style="list-style-type: none"> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> </ul>				
Art	<b><u>Recognising colours</u></b> <b><u>Autumnal colours</u></b>	<b><u>Materials and textures</u></b>	<b><u>Fruit printing</u></b>		<b><u>Colour mixing</u></b>
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<b><u>Expressive art and design - 30-50 Months</u></b> <ul style="list-style-type: none"> <li>To explore colour and how colours can be changed.</li> <li>To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>To begin to be interested in and describe the texture of things.</li> <li>To develop a preference for forms of expression.</li> <li>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>				
DT		<b><u>Materials and textures</u></b>		<b><u>Baking and Hygiene</u></b>	
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<b><u>Physical development - 30-50 Months</u></b> <ul style="list-style-type: none"> <li>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>To understand that equipment and tools have to be used safely.</li> </ul> <b><u>Understanding the world - 30-50 Months</u></b> <ul style="list-style-type: none"> <li>To show an interest in technological toys with knobs or pulleys, or real objects.</li> <li>To show skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images.</li> </ul> <b><u>Expressive art and design - 30-50 Months</u></b> <ul style="list-style-type: none"> <li>To enjoy joining in with dancing and ring games.</li> <li>To begin to move rhythmically.</li> <li>To imitate movement in response to music.</li> <li>To tap out simple repeated rhythms.</li> <li>To develop preferences for forms of expression.</li> <li>To use movement to express feelings.</li> <li>To create movement in response to music.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>				



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RE	<u>Special Times</u>		<u>Easter</u>		<u>Belonging/ Moving On</u>
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Personal, Social and Emotional: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>• To be confident in talking to other children when playing and communicate freely about own home and community.</li> <li>• To be aware of own feelings and know that some actions and words can hurt others' feelings.</li> <li>• To usually adapt behaviour to different events, social situations and changes in routine.</li> <li>• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b><u>Understanding the World: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>• To show interest in the lives of people who are familiar to them.</li> <li>• To remember and talk about significant events in their own experiences.</li> <li>• To recognise and describe special times or events for family or friends.</li> <li>• To show interest in different occupations and ways of life.</li> <li>• To know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.</li> <li>• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• To talk about why things happen and how things work.</li> </ul>				
PE	<u>Body Parts Dancing – celebrations</u>	<u>Throwing and catching</u>	<u>Sports &amp; Outdoor play</u>	<u>Dancing</u>	<u>Moving in different directions</u>
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Physical Development: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>• To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>• To mount stairs, steps or climbing equipment using alternate feet.</li> <li>• To walk downstairs, two feet to each step, while carrying a small object.</li> <li>• To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• To stand momentarily on one foot when shown.</li> <li>• To catch a large ball.</li> <li>• To draw lines and circles using gross motor movements.</li> <li>• To observe the effects of activity on their bodies.</li> <li>• To understand that equipment and tools have to be used safely.</li> </ul> <p><b><u>Expressive Arts and Design: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>• To enjoy joining in with dancing and ring games.</li> <li>• To begin to move rhythmically.</li> <li>• To imitate movement in response to music.</li> </ul>				



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	<ul style="list-style-type: none"> <li>To tap out simple repeated rhythms.</li> <li>To develop preferences for forms of expression.</li> <li>To use movement to express feelings.</li> <li>To create movement in response to music.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>				
Computing	<u>Information Technology</u>	<u>Digital Citizenship/Online Safety</u>	<u>Digital Literacy</u>	<u>Digital Literacy/Computer Science</u>	<u>Computer Science</u>
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Understand the World: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To know how to operate simple equipment.</li> <li>To show an interest in technological toys with knobs or pulleys, or real objects.</li> <li>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>To know that information can be retrieved from computers.</li> </ul>				
PSHCE	<u>New Beginnings Getting on and falling out</u>	<u>Going for goals</u>	<u>Good to be me</u>	<u>Relationships</u>	<u>Changes</u>
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Personal, Social and Emotional: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To select and use activities and resources with help.</li> <li>To welcome and value praise for what they have done.</li> <li>To enjoy the responsibility of carrying out small tasks.</li> <li>To be more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>To be confident talking to other children when playing and communicate freely about home and community.</li> <li>To show confidence in asking adults for help.</li> <li>To be aware of own feelings and know that some actions and words can hurt others' feelings.</li> <li>To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.</li> <li>To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.</li> <li>To usually adapt behaviour to different events, social situations and changes in routine.</li> <li>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>To initiate play, offering cues to peers to join them.</li> </ul>				





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	<ul style="list-style-type: none"> <li>To keep play going by responding to what others are saying or doing.</li> <li>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b><u>Physical Development: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To tell adults when hungry or tired, or when they want to rest or play.</li> <li>To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>To usually manage washing and drying hands.</li> <li>To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul> <p><b><u>Understanding the World: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To show interest in the lives of people who are familiar to them.</li> <li>To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> </ul>				
Music	<b><u>All About Me</u></b>	<b><u>Dinosaurs/Space</u></b>	<b><u>Growing and Keeping Healthy</u></b>	<b><u>Mini-Beasts/Lifecycles</u></b>	<b><u>Zoo Animals/Journeys</u></b>
<b>Throughout the year the children will be assessed against these EYFS statements</b>	<p><b><u>Expressive Arts and Design: 30-50 months</u></b></p> <ul style="list-style-type: none"> <li>To sing a few familiar songs.</li> <li>To imitate movement in response to music.</li> <li>To tap out simple repeated rhythms.</li> <li>To explore and learn how sounds can be changed.</li> <li>To develop a preference for forms of expression.</li> <li>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>To sing to self and make up simple songs.</li> <li>To make up rhythms.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>				