



Moorgate Primary School



Reception INTENT
Overview 2020/2021

Class Teacher: Rebecca Tattersall

Date Completed: July 2020



Reception INTENT

Reception Yearly Overview – Teacher: Rebecca Tattersall



Reception Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<u>All About Me</u>	<u>Animals</u>	<u>People Who Help Us</u>	<u>Growing our Food</u>	<u>Fairy Tales</u>
Wow Factor	Visit to the local park	Animal visit	Visit from dentist, doctor, PCSO and fire brigade	Cook stars, pizza and cake making and planning beans.	Visit from a character
English	The Rainbow Fish <i>Marcus Pfister</i> Funny Bones <i>Janet Ahlberg and Allan Ahlberg</i>	Dear Zoo <i>Rod Campbell</i> The Gruffalo <i>Julia Donaldson</i>	Through My Window <i>Tony Bradman</i>	Jasper's Beanstalk <i>Nick Butterworth</i> Tadpole's Promise <i>Jeanne Willis</i>	Fairy tales <i>Various Authors</i>
	Labels and captions	Postcards – What I saw...	Recounts when people came to visit and the job they do	Instructions of how to cook and make different things. Information Texts Seed diaries	Story writing and speech.
Maths	Number recognition and counting 2D Shapes	1 More 1 less Patterns Money	Counting/ recognition. Length/Weight/Capacity	Addition/Subtraction Numbers to 20 Doubling 3D Shapes	Time Positions Halving/Sharing Days Bonds to 10
Science	Body parts	Animal habitats	Looking after our bodies and teeth	Floating and sinking Plants and Lifecycles	Freezing and Melting
Geography	Houses, cities and towns Changes in weather	Jungle, sea and polar animals Changes in weather	Changes in weather	Food from different cultures and countries around the world	Places we have been coasts and countryside.
History	Families: Grandparents, grandparents and parents	Remembrance Sunday: Poppies		Old and new recipes	



Reception INTENT



Reception Yearly Overview – Teacher: Rebecca Tattersall

D&T			Making emergency vehicles	Baking cakes and pizzas	Making castles and costumes
Art	Colours for a purpose Self portraits	Creating calendars and cards using different media		Creating and decorating plant pots	
RE	My family and being special	Christmas and Diwali Noah's Ark	Religious people in the community	Religious food Easter	Religious stories
PE	Body parts and finding a space	Moving in different directions	Dance	Throwing and catching skills	Sports and outdoor games
Computing	Digital Literacy	Information Technology	Digital Citizenship/Online Safety	Computer Science	Digital Literacy/Computer Science
PSHCE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Music	All About Me	Animals	People Who Help Us	Growing our Food	Fairy Tales



Reception INTENT



Reception Yearly Overview – Teacher: Rebecca Tattersall

Reception					
	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</u>	<u>Animals</u>	<u>People Who Help Us</u>	<u>Growing our Food</u>	<u>Fairy Tales</u>
Enquiry Question	What makes me special?	Where do animals live?	Who can I ask for help?	Where does our food come from?	What character would I be?
Wow Factor	Visit to the local park	Animal visit	Visit from dentist, doctor, PCSO and fire brigade	Cook stars, pizza and cake making and planning beans.	Visit from a character
English	<u>See English Intent Subject Overview</u>				
	The Rainbow Fish <i>Marcus Pfister</i> Funny Bones <i>Janet Ahlberg and Allan Ahlberg</i>	Dear Zoo <i>Rod Campbell</i> The Gruffalo <i>Julia Donaldson</i>	Through My Window <i>Tony Bradman</i>	Jasper’s Beanstalk <i>Nick Butterworth</i> Tadpole’s Promise <i>Jeanne Willis</i>	Fairy tales <i>Various Authors</i>
	Labels and captions	Postcards – What I saw...	Recounts when people came to visit and the job they do	Instructions of how to cook and make different things. Information Texts Seed diaries	Story writing and speech.
Maths	<u>See Maths Intent Subject Overview</u>				
	Number recognition and counting 2D Shapes	1 More 1 less Patterns Money	Counting/ recognition. Length/Weight/Capacity	Addition/Subtraction Numbers to 20 Doubling 3D Shapes	Time Positions Halving/Sharing Days Bonds to 10



Reception INTENT



Reception Yearly Overview – Teacher: Rebecca Tattersall

Science	<u>Body parts</u>	<u>Animal habitats</u>	<u>Looking after our bodies and teeth</u>	<u>Floating and sinking Plants and Lifecycles</u>	<u>Freezing and Melting</u>
Throughout the year the children will be assessed against these EYFS statements	<p><u>Understanding the World –40-60 Months</u></p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p><u>Physical Development – 40-60 Months</u></p> <ul style="list-style-type: none"> To eat a healthy range of foodstuffs and understand a need for variety in food. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. <p><u>Understanding the World – Early Learning Goal</u></p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. <p><u>Physical Development – Early Learning Goal</u></p> <ul style="list-style-type: none"> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 				
Geography	<u>Houses, cities and towns</u> <u>Changes in weather</u>	<u>Jungle, sea and polar animals</u> <u>Changes in weather</u>	<u>Changes in weather</u>	<u>Food from different cultures and countries around the world</u>	<u>Places we have been coasts and countryside.</u>
Throughout the year the children will be assessed against these EYFS statements	<p><u>Understanding the World –40-60 Months</u></p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p><u>Understanding the World – Early Learning Goal</u></p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 				
History	<u>Families: Grandparents, grandparents and parents</u>	<u>Remembrance Sunday: Poppies</u>		<u>Old and new recipes</u>	
Throughout the year the children will be assessed against	<p><u>Understanding the World – 40-60 Months</u></p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change. <p><u>Understanding the World – Early Learning Goal</u></p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. 				



Reception INTENT

Reception Yearly Overview – Teacher: Rebecca Tattersall



these EYFS statements	<ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. 				
Art	<u>Colours for a purpose</u> <u>Self portraits</u>	<u>Creating calendars and cards using different media</u>		<u>Creating and decorating plant pots</u>	
Throughout the year the children will be assessed against these EYFS statements	<p><u>Expressive Arts and Design –40-60 Months</u></p> <ul style="list-style-type: none"> To explore what happens when they mix colours. To experiment to create different textures. To understand that different media can be combined to create new effects. To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To select the appropriate resources and adapt work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using. To create simple representations of events, people and objects. To choose particular colours to use for a purpose. <p><u>Expressive Arts and Design – Early Learning Goal</u></p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 				
DT			<u>Making emergency vehicles</u>	<u>Baking cakes and pizzas</u>	<u>Making castles and costumes</u>
Throughout the year the children will be assessed against these EYFS statements	<p><u>Physical Development –40-60 Months</u></p> <ul style="list-style-type: none"> To use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control. To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To show understanding of how to transport and store equipment safely. To practise some appropriate safety measures without direct supervision. <p><u>Expressive Arts and Design –40-60 Months</u></p> <ul style="list-style-type: none"> To explore what happens when they mix colours. To experiment to create different textures. To understand that different media can be combined to create new effects. 				



Reception INTENT



Reception Yearly Overview – Teacher: Rebecca Tattersall

	<ul style="list-style-type: none"> To manipulate materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To select appropriate resources and adapt work where necessary. To select tools and techniques needed to shape, assemble and join materials they are using. To create simple representations of events, people and objects. To choose particular colours to use for a purpose. <p><u>Physical Development – Early Learning Goal</u></p> <ul style="list-style-type: none"> To handle equipment and tools effectively, including pencils for writing. <p><u>Expressive Arts and Design – Early Learning Goal</u></p> <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 				
RE	<u>My family and being special</u>	<u>Christmas and Diwali Noah’s Ark</u>	<u>Religious people in the community</u>	<u>Religious food Easter</u>	<u>Religious stories</u>
Throughout the year the children will be assessed against these EYFS statements	<p><u>Personal, Social and Emotional Development – 40-60 Months</u></p> <ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities. To explain own knowledge and understanding, and ask appropriate questions of others. <p><u>Understanding the World – 40-60 Months</u></p> <ul style="list-style-type: none"> To enjoy joining in with family customs and routines. <p><u>Personal, Social and Emotional Development – Early Learning Goal</u></p> <ul style="list-style-type: none"> To be confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don’t need help. To talk about how they and others show feelings, talk about their own, others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. To play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children. <p><u>Understanding the World – Early Learning Goal</u></p>				



Reception INTENT



Reception Yearly Overview – Teacher: Rebecca Tattersall

	<ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment and how environments might vary from one another. 				
PE	<u>Body parts and finding a space</u>	<u>Moving in different directions</u>	<u>Dance</u>	<u>Throwing and catching skills</u>	<u>Sports and outdoor games</u>
Throughout the year the children will be assessed against these EYFS statements	<p><u>Physical Development – 40-60 Months</u></p> <ul style="list-style-type: none"> To experiment with different ways of moving. To jump off an object and land appropriately. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To travel with confidence and skill around, under, over and through balancing and climbing equipment. To show increasing control over an object in pushing, patting, throwing, catching or kicking it. To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To show understanding of how to transport and store equipment safely. To practice some appropriate safety measures without direct supervision. <p><u>Expressive Arts and Design –40-60 Months</u></p> <ul style="list-style-type: none"> To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. <p><u>Physical Development –Early Learning Goal</u></p> <ul style="list-style-type: none"> To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. <p><u>Expressive Arts and Design – Early Learning Goal</u></p> <ul style="list-style-type: none"> To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 				
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>
Throughout the year the children will be	<p><u>Understanding the World –40-60 Months</u></p> <ul style="list-style-type: none"> To complete a simple program on a computer. To interact with age-appropriate computer software. <p><u>Understanding the World –Early Learning Goal</u></p>				



Reception INTENT



Reception Yearly Overview – Teacher: Rebecca Tattersall

assessed against these EYFS statements	<ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes and schools. To select and use technology for particular purposes 				
PSHCE	<u>Being Me in My World</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>
Throughout the year the children will be assessed against these EYFS statements	<p><u>Personal, Social and Emotional Development – 40-60 Months</u></p> <ul style="list-style-type: none"> To be confident to speak to others about own needs, wants, interests and opinions. To describe self in positive terms and talk about abilities. To explain own knowledge and understanding, and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise. To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. To be aware of the boundaries set and of behavioural expectations in the setting. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p><u>Physical Development – 40-60 Months</u></p> <ul style="list-style-type: none"> To eat a healthy range of foodstuffs and understand a need for variety in food. To usually be dry and clean during the day. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. To practice some appropriate safety measures without direct supervision. <p><u>Personal, Social and Emotional Development – Early Learning Goal</u></p> <ul style="list-style-type: none"> To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. <p><u>Physical Development – Early Learning Goal</u></p> <ul style="list-style-type: none"> To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. 				



Reception INTENT

Reception Yearly Overview – Teacher: Rebecca Tattersall



Music	<u>All About Me</u>	<u>Animals</u>	<u>People Who Help Us</u>	<u>Growing our Food</u>	<u>Fairy Tales</u>
<p>Throughout the year the children will be assessed against these EYFS statements</p>	<p><u>Expressive Arts and Design - 40-60 Months</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. <p><u>Expressive Arts and Design - ELG:</u></p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. 				