English Martyrs Foundation Stage Yearly Overview 2018/19

	Autumn Term	Spring Term	Summer Term
Topics	Starting school Myself Homes and Families Birthdays,	Growing Pattern/Buildings Food Colour	Journeys Water Where we live Transport, Shapes
Seasons, Festivals, Feasts	Advent, Christmas, Harvest, Divali Advent Assembly 26.11.18. at 2.30pm	Epiphany, Chinese New Year Lent, Easter	Ascension, St Peter & St Paul, English Martyrs EYFS sports morning and family picnic
RE	God's World, God's Family	Getting to Know Jesus, Sorrow and Joy,	New Life, The Church,
Personal, social and emotional development **Self-confidence and self-awareness**: **Managing feelings and behaviour** **Making relationships**	**Setting - In** (transition from home to Nursery, Nursery to Reception and Reception to Year One **Self-confidence and self-awareness**: children are 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. **Managing feelings and behaviour**: children 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. **Making relationships**: children play co-operatively, 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.		
Communication and Language	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Understanding**: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. **Speaking**: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		
Physical Development	Children 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. **Health and self-care**: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		
Mathematics	Continuous counting rhymes, songs and stories, solving problems Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. Counting and Calculating, Shape and Space, Measures, sequencing, sorting, matching, recognising, making and describing patterns Time, seasons Length and Weight Capacity and Volume		
Understanding the world **People and communities** **The world** **Technology**	**Science:** Our world, observing and investigating growth and change, using our senses and exploring materials Senses Light and Colour Sound and Energy and Forces **Designing and Making:** Large and small construction, wood and paper technology, art workshop, cooking and malleable materials **Computing.:** computer skills , Programmable toys, simulation software – 2Simple, Music Toolkit **Time and Place:** Different Cultures and Belief Sense of time Sense of a Place		
Expressive arts and design	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Being imaginative**: children 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.		
Every Child Matters Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being	**Imaginative and Role Play:** Home corner Our home Autumn woodland Vets surgery	Home corner Colour Café Garden centre Pet shop	Home corner Transport vehicles Garage/workshop Building site