**Early Years Foundation Stage / Montessori termly Planning Venus Room**

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|  | **Week 30/08 &06/9** | **Week 13/9**  **& 20/9** | **Week 27/09 & 04/10** | Week 11/**10 & 18/10** | **Week 25/10**  **& 01/11** | **Week 08/11 & 015/11** | **Week 22/11 & 29/11** | **Week 06/12 & 13/12** |
| **Topic** | - All about me | Our bodies /Five senses | Fruits/Vegetables  Harvest/ | Autumn | Fun with colours | Bears | Christmas | Family and home |
| **Seasonal celebrations** |  |  | Harvest festival 4/10 | Black month History Multicultural week | Halloween 31/10  Bonfire night 5/11  Diwali 04/11 | Remembrance Day 11/11 | Hanukkah 28/11 | Christmas sing along |
| **Montessori** | Early Montessori exercises Sensorial  Practical life  Sensorial | | | | | | | |
| **Story telling** | This is Me  -One warm fox  Foxy goes to bed | Body/  Arms and legs /  Funny feet/  Funny bones/  All your own teeth  Ear  Bob’s hiccups | The very hungry caterpillar  My meal time | Eyes  Is this my nose?  Ketchup on your cornflakes | Elmer/ Maisy’s Colours | We’re going on bear Hunt  Brown bear, brown bear | Father Christmas /little Christmas tree | This is our house  Cat Family take a trip |
| **Events and visitors** |  |  | Coffee morning |  | Parents evening |  |  | Christmas sing along |
| **Areas of learning** | Learning Goals | | | | | | | |
| **Communication and Language** | Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.  Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.  Make themselves understood, and can become frustrated when they can’t.  Start to say how they are feeling, using words as well as actions.  Start to develop conversation, often jumping from topic to topic.  Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.  Listen to simple stories and understand what is happening, with the help of the pictures  Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.  Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.  Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). | | | | | | | |
| **Physical development** | * Walk, run, jump and climb – and start to use the stairs independently. * Spin, roll and independently use ropes and swings (for example, tyre swings). * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. * Develop manipulation and control. * Explore different materials and tools. * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. * Learn to use the toilet with help, and then independently | | | | | | | |
| **Personal, Social and Emotional development** | • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.  • Be increasingly able to talk about and manage their emotions.  • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.  • Develop friendships with other children.  • Safely explore emotions beyond their normal range through play and stories  Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”. | | | | | | | |