**Early Years Foundation Stage / Montessori Long term Planning Jupiter 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**  | **Week 20/12 & 27/12** |
| **Topic**  | - All about me/Back to Nursery  | Leaves/Fall  | Apples /Mushrooms Harvest/ | Multicultural week/Black history month  | Spiders/Pumpkins  | Sticks/Hedgehogs Badgers  | Fire  | Christmas  | Darkness  |
| **Seasonal celebrations**  |  |  | Harvest festival 4/10 | Multicultural week | Halloween 31/10 Bonfire night 5/11Diwali 04/11   | Remembrance Day 11/11 | Hanukkah 28/11  | Christmas sing along | ChristmasBaking  |
| **Montessori**  | Sensorial Practical life  | NumeracyLiteracy  | Understanding of the world  | Sensorial Practical life  | NumeracyLiteracy  | Understanding of the world  | Sensorial Practical life  | NumeracyLiteracy  | Understanding of the world  |
| **Story telling**  | Mae’s First day of schoolGrace and Family x 2One big family  | Squirrel's Autumn Search | Annie Apple's Adventure | Handa’s surprise We live in Brazil | Miss spiders Tea PartyIf I were a spider.The forgetful spider.  | The stick man | Day at the Fire Station | Christmas morning  | Afraid of the DarkPark in the Dark  |
| **Events and visitors**  |  |  | Coffee morning  |  | Parents evening  |  |  | Christmas play |  |
| **Area of Learning**  | Learning Goals  |
| **Communication and Language**  | * Enjoy listening to longer stories and can remember much of what happens.
* Pay attention to more than one thing at a time.
* Use a wider range of vocabulary.
* Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
* Use longer sentences of four to six words
* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
* Start a conversation with an adult or a friend and continue it for many turns.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
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| **Physical development**  | * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills/Go up steps and stairs, or climb up apparatus, using alternate feet/ Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Use large-muscle movements to wave flags and streamers, paint and make marks.
* Start taking part in some group activities which they make up for themselves, or in teams.
* Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
* Make healthy choices about food, drink, activity and toothbrushing.
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| **Personal, Social and Emotional development**  | * Select and use activities and resources, with help when needed.
* Develop their sense of responsibility and membership of a community.
* Become more outgoing with unfamiliar people, in the safe context of their setting.
* Show more confidence in new social situations.
* Play with one or more other children, extending and elaborating play ideas.
* Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
* Increasingly follow rules, understanding why they are important.
* Remember rules without needing an adult to remind them
* Develop appropriate ways of being assertive.
* Talk with others to solve conflicts.
* Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
* Understand gradually how others might be feeling.
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| **Maths** | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).Recite numbers past 5.Say one number for each item in order: 1,2,3,4,5.Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).Show ‘finger numbers’ up to 5.Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.Experiment with their own symbols and marks as well as numerals.* Solve real world mathematical problems with numbers up to 5.
* Compare quantities using language: ‘more than’, ‘fewer than’.
* Talk about and explore 2D and 3D shapes
* Understand position through words alone – for example, “The bag is under the table,” –with no pointing.
* Describe a familiar route.
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
* Make comparisons between objects relating to size, length, weight and capacity.
* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
* Combine shapes to make new ones - an arch, a bigger triangle etc.
* Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
* Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
* Extend and create ABAB patterns – stick, leaf, stick, leaf.
* Notice and correct an error in a repeating pattern.
* Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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| **Literacy**  | * Understand the five key concepts about print:
	+ print has meaning
	+ print can have different purposes
	+ we read English text from left to right and from top to bottom
	+ the names of the different parts of a book page sequencing
* Develop their phonological awareness, so that they can:
	+ spot and suggest rhymes
	+ count or clap syllables in a word
	+ recognise words with the same initial sound, such as money and mother
* Engage in extended conversations about stories, learning new vocabulary.
* Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
* Write some or all of their name.
* Write some letters accurately
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| **Und the****World** | Use all their senses in hands-on exploration of natural materials.Explore collections of materials with similar and/or different properties.Talk about what they see, using a wide vocabularyBegin to make sense of their own life-story and family’s history.* Show interest in different occupations.
* Explore how things work.
* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal.
* Begin to understand the need to respect and care for the natural environment and all living things.
* Explore and talk about different forces they can feel.
* Talk about the differences between materials and changes they notice.
* Continue developing positive attitudes about the differences between people.
* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
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| **Expressive****Arts &****Design** | * Take part in simple pretend play, using an object to represent something else even though they are not similar.
* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
* Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
* Explore different materials freely, in order to develop their ideas about how to use them and what to make.
* Develop their own ideas and then decide which materials to use to express them.
* Join different materials and explore different textures.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Draw with increasing complexity and detail, such as representing a face with a circle and including details.
* Use drawing to represent ideas like movement or loud noises.
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
* Explore colour and colour-mixing.
* Show different emotions in their drawings – happiness, sadness, fear etc.
* Listen with increased attention to sounds.
* Respond to what they have heard, expressing their thoughts and feelings.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person (‘pitch match’).
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
* Create their own songs, or improvise a song around one they know.
* Play instruments with increasing control to express their feelings and ideas.
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