**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 5/11  Diwali 04/11 | Remembrance Day 11/11 | Hanukkah 28/11 | Christmas sing along | Christmas  Baking |
| **Montessori** | Sensorial  Practical life | Numeracy  Literacy | Understanding of the world | Sensorial  Practical life | Numeracy  Literacy | Understanding of the world | Sensorial  Practical life | Numeracy  Literacy | Understanding of the world |
| **Story telling** | Mae’s First day of school  Grace and Family x 2  One big family | Squirrel's Autumn Search | Annie Apple's Adventure | Handa’s surprise  We live in Brazil | Miss spiders Tea Party  If I were a spider.  The forgetful spider. | The stick man | Day at the Fire Station | Christmas morning | Afraid of the Dark  Park 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.” | | | | | | | | |
| **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. | | | | | | | | |
| **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. | | | | | | | | |
| **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...’ | | | | | | | | |
| **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 | | | | | | | | |
| **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 vocabulary  Begin 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 | | | | | | | | |
| **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. | | | | | | | | |