**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** | Teddy bears | Fun with food! | Fun with balls | Fun with bubbles! | Fun with things that GO! (cars) | Animals, Animals are everywhere! | Christmas | Fun with colours |
| **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 |
| **Montessori** | Early Montessori exercises Sensorial | | | | | | | |
| **Story telling** | Picnic time for Teddy bear.  Can you see a little bear?  My bear says can I have a hug.  Teddy bear’s birthday surprise.  Teddy in the garden. | How do I eat it?  Hungry Duckling.  Eat your peas  Peaches and plums in trouble.  Baby’s food.  Munch, munch | Hedgehog’s balloon  Princess poppy; the Fair day ball. |  | Go, go, go | Baby animals  Soft as kitten  That’s not my kitten.  Touch and feel farm. | I love Christmas  First Christmas  Teddy Christmas. | I spy  Rainbow colours peekaboo.  Winnie-the-pooh colours. |
| **Events and visitors** |  |  | Coffee morning |  | Parents evening |  |  | Christmas sing along |
| **Areas of learning** |  | | | | | | | |
| **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. * Watch someone’s face as they talk. * Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements. * Enjoy singing, music and toys that make sounds. * Recognise and are calmed by a familiar and friendly voice. * Listen and respond to a simple instruction. * Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). * Babble, using sounds like ‘ba-ba’, ‘mamama’. * Use gestures like waving and pointing to communicate. * Reach or point to something they want while making sounds. * Copy your gestures and words * Constantly babble and use single words during play. * Use intonation, pitch and changing volume when ‘talking’. * Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. * Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. * Understand simple instructions like “give to nanny” or “stop”. * Recognise and point to objects if asked about them. * Generally focus on an activity of their own choice and find it difficult to be directed by an adult. * Listen to other people’s talk with interest, but can easily be distracted by other things. * Make themselves understood, and can become frustrated when they can’t. | | | | | | | |
| **Physical development** | Lift their head while lying on their front.  Push their chest up with straight arms.  Roll over: from front to back, then back to front.  Sit without support.  Begin to crawl in different ways and directions.   * Pull themselves upright and bouncing in preparation for walking. * Reach out for objects as co-ordination develops. * Eat finger food and develop likes and dislikes. * Try a wider range of foods with different tastes and textures. * Lift objects up to suck them. * Pass things from one hand to the other. Let go of things and hand them to another person, or drop them * Enjoy moving when outdoors and inside. * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Clap and stamp to music. * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Enjoy starting to kick, throw and catch balls. * Build independently with a range of appropriate resources. * Begin to walk independently – choosing appropriate props to support at first. | | | | | | | |
| **Personal, Social and Emotional development** | * Find ways to calm themselves, through being calmed and comforted by their key person. * Establish their sense of self * Express preferences and decisions. They also try new things and start establishing their autonomy. * Engage with others through gestures, gaze and talk. * Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. * Find ways of managing transitions, for example from their parent to their key person. * Thrive as they develop self-assurance. * Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. * Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. * Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. * Feel strong enough to express a range of emotions. * Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. | | | | | | | |