**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 5/11Diwali 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 animalsSoft as kitten That’s not my kitten. Touch and feel farm.  | I love ChristmasFirst 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.
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| **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.
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| **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.
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