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

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|  | **Week 03/01 &10/01** | **Week 17/01**  **& 24/01** | **Week 31/01 & 07/02** | Week 14/02 **& 21/02** | **Week 28/02**  **& 07/03** | **Week 14/03 & 21/03** | **Week 28/03 & 04/04** | **Week 11/04 & 16/04** |
| **Topic** | Pajamas | Day and Night | Dinosaurs | Feelings and emotions | Caterpillar, caterpillar, Butterfly  (Eric Carl) | Vehicles and transportation | On the Farm | Castles Dragons Kings and Queens |
| **Seasonal activities** |  |  | Chinese new year 01/02/2022 | Valentine 14/02/2021 | World book day 03/03  Pancake day 01/03 | St Patrick’s Day 17/03  Mother’s Day  27/03 | Easter 17/04 | Earth day 22/04  Ramadan 02/04 |
| **Montessori** | Early Montessori exercises Sensorial  Practical life  Sensorial | | | | | | | |
| **Story telling** | Bananas in Pyjamas Playtime book  Good Night Sleep  Goodnight... Kind of Feeling | Good Night Sleep  Day time | Harry and the Bucketful of Dinosaurs  Harry & the Dinosaurs first Sleepover  Harry and the Dinosaurs Go Wild | Goodnight... Kind of Feeling  I'm Happy  Sad puppy  I feel angry | The Very Hungry Caterpillar | Little Red car  Little plane  Terrific trains  Busy Boat | On the farm  Bow, Wow, And you on the Farm | Castle  Kicking King's Goal!  Queen's Knickers  Little Bear's Dragon |
| **Events and visitors** |  |  | Coffee morning |  | Parents evening |  |  | Christmas sing along |
| **Areas of learning** | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |  |  |
| **Communication and Language** | • Listens with interest to the noises adults make when they read stories.  •Understands more complex sentences, e.g. ‘Put your toys  away and then we’ll read a book.’  • Identifies action words by pointing to the right picture,  e.g., “Who’s jumping?”  • Shows interest in play with sounds, songs and rhymes.  •Holds a conversation, jumping from topic to topic.  •Learns new words very rapidly and is able to use them in  communicating.  •Uses gestures, som | | | | | | | |
| **Physical development** | • Climbing and  balancing  •Runs safely on whole foot.  •Squats with steadiness to rest or play with object on the  ground, and rises to feet without using hands.  •Feeds self competently with spoon.  •Drinks well without spilling.  •Clearly communicates their need for potty or toilet. | | | | | | | |
| **Personal, Social and Emotional development** | Settling in  • Becoming independent  • Making new Friends: Interested in others’ play and starting to join in. Seeks out others to share experiences.  • Finding out about likes and dislikes  • Talking about similarities and differences  •Shows understanding and cooperates with some boundaries and routines.  • Awe and  Wonder  • Caring for  Living things.  • Performing to an  audience –  developing self  confidence | | | | | | | |