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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** | Winter/ Winter trees/ | Hibernation /Darkness | Snow / Mountains Snowflakes | Winter animals | Rain/ Rainforest/Dinosaurs | Space /Astronaut/ | Spring flowers | Recycling/ Erath day  Rocks |
| **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** | Sensorial  Practical life | Numeracy  Literacy | Understanding of the world | Sensorial  Practical life | Numeracy  Literacy | Understanding of the world | Sensorial  Practical life | Numeracy  Literacy |
| **Story telling** | It’s Winter  One Winter day | Down in the Woods at Sleepy time  Park in the dark.  Afraid of the dark | Polar Bear and the Snow Cloud  Snow storm  One snowy night | Polar animals  Say Hello to the snowy animals | One Rainy Day!  Harry and the Bucketful of Dinosaurs  Harry and the Dinosaurs at the Museum x 4 | Pootle 5 in Space!  Roaring Rockets | Rabbits Spring adventure | Recycled  I can Save the Earth |
| **Events and visitors** |  |  |  |  |  |  |  |  |
| **Areas of learning** | Week 1 /2 | Week 3/4 | Week 5/6 | Week 7/8 | Week 9/10 | Week 11/12 | Week 13/14 | Week 15/16 |
| **Communication and Language** | • Holding  conversations  • Answering  questions  • Retelling  stories | • Increasing  vocabulary –  •Understanding  instructions | • Using  repetition and  pattern in  language | • Recognising a  rhyming string | Naming objects.  • Learning new  vocabulary | Giving  detailed  description  • Naming –  using new  words | • Joining in singing  familiar rhymes | Giving  detailed  description |
| **Physical development** | • Climbing and  balancing | • Using actions,  making up our  own. | • Acting out using  gross motor  movements | Pouring and  scooping | • Experiments  with tubes,  funnels etc. | • Moving in  different  ways e.g.  crawl,  slither,  jump | • Large ball  skills | Develop motor skills  Keeping healthy |
| **Personal, Social and Emotional development** | Settling in  • Becoming  independent  • Making new  friends | • Finding out about  likes and dislikes | • Working  together to  complete  patterns,  taking turns | • Talking about  similarities and  differences | • Awe and  wonder | • Caring for  Living things | • Awe and  wonder  • New  beginnings  • Taking part |  |
| **Mathematics** | • Counting 1-10  • Using  numbers in  play | • Reciting  numbers in  order | • Making repeat  patterns  • Identifying &  naming 2 and  3D shapes | • Making repeat  patterns  • Identifying &  naming 2 and  3D shapes | • Reciting  numbers in  order | • Identifying &  naming 2 and  3D shapes | • Counting out  groups  • Working out one  more and one less | • Counting out  groups  • Working out one  more and one less |
| **Literacy** | • Joining in  stories | • Joining in  stories | • Joining in  refrains in  stories  Understanding  new vocabulary  • | Making up own  rhymes, changing  the words | • Discussing  character,  setting and  events | • Letter shapes  and patterns  • | • Letter shapes  and patterns  • | Making up own  rhymes, changing  the words |
| **Und the**  **World** | • Naming  Leaves  • Exploring ICT | • Autumn colours | • Shapes  around the  nursery  environment  and in nature  • Patterns on  leaves,  buildings etc. | • Shapes  around the  nursery  environment  and in nature  • Patterns on  leaves,  buildings etc. | • How do things  work – what make  fire ? | • Rhymes about  animals and  growth  • Naming  and  describing  animal  features | • Using a  Tablets  to find  images and  information | • Using a  Tablets  to find  images and  information |
| **Expressive**  **Arts &**  **Design** | • Colour recognition  and mixing  • Exploring shadows  • Using colours for a  purpose | • Colour recognition  and mixing  • Exploring shadows  • Using colours for a  purpose | • 3D  construction  and modelling | • 3D  construction  and modelling | • Singing rhymes,  building a bank of  known songs | • Singing rhymes,  building a bank of  known songs | • Drama –  acting out | • Drama –  acting out |