**Early Years Foundation Stage / Montessori termly Planning Pluto 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** | Ice & snow | Mud is marvellous | Fun with spices | Train and Tracks | Safari | On the farm | Discovery boxes/ Easter | Under the sea |
| **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 | | | | | | | |
| **Story telling** | Say Hello to the Snowy Animals!  Smiley the Snowman  First Snow x 2 | Stuck in mud | Gingerbread Man | Thomas’ friends | Teddy on Safari | Baby MacDonald on the Farm | . Hatch egg hatch | Peekapop Seaside |
| **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** | •Concentrates intently on an object or activity of own choosing for short periods.  •Pays attention to dominant stimulus – easily distracted by  noises or other people talking.  •Listens to and enjoys rhythmic patterns in rhymes and stories.  •Enjoys rhymes and demonstrates listening by trying to join in  with actions or vocalisations.  •Understanding of single words in context is developing, e.g.  ‘cup’, ‘milk’, ‘daddy’.  •Selects familiar objects by name and will go and find objects  when asked, or identify objects from a group.  •Understands simple sentences (e.g. ‘Throw the ball.’)  •Uses pointing with eye gaze to make requests, and to share an interest.  •Creates personal words as they begin to develop language.  •Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’.  •Beginning to put two words together (e.g. ‘want ball’, ‘more juice’).  •Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). | | | | | | | |
| **Physical development** | . •Enjoys the sensory experience of making marks in damp  sand, paste or paint.  •Holds pen or crayon using a whole hand (palmar) grasp and  makes random marks with different strokes.  •Walks upstairs holding hand of adult.  •Comes downstairs backwards on knees (crawling).  •Beginning to balance blocks to build a small tower.  •Develops own likes and dislikes in food and drink.  •Willing to try new food textures and tastes | | | | | | | |
| **Personal, Social and Emotional development** | •Plays alongside others.  •Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth  •Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.  • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).  • Responds to a few appropriate boundaries, with  encouragement and support.  • Begins to learn that some things are theirs, some things are  shared, and some things belong to other people. | | | | | | | |