

Dear Acorn Class Parents,

Our Topic this term is 'Lets Pretend' and as part of our topic the children in Acorn Class will be creating props for role play, role playing and using music, dance and rhymes to represent different characters. Each week Acorns will be pretending to go to different places e.g. shops, circus, under the sea, Castles, Farm/Zoo as well as dressing up and using their own imagination/ideas during play activities.

The objective of all the activities is to promote engagement, imagination and exploration, while also developing communication via eye contact, gesture, signs, symbols and verbal, listening and comprehension skills in a range of contexts. We will also be focusing on SMSC (Spiritual, Moral, Social and Cultural development) to help develop a positive sense of themselves and others while also embedding The Link Priorities.

Expected overall outcomes

<u>EYFS</u>	<u>Key Stage One</u>
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ➤ Show attention to sounds and music. ➤ Anticipate phrases and actions in rhymes and songs. ➤ Explore their voices and enjoy making sounds with instruments ➤ Explore different materials, using all their senses to investigate them. ➤ Move and dance to music. ➤ Join in with songs and rhymes, making some sounds. ➤ Start to develop pretend play, pretending that one object represents another. ➤ Make simple models which express their ideas. <p><u>Understanding the world</u></p> <ul style="list-style-type: none"> ➤ Repeat actions that have an effect. ➤ Explore materials with different properties. ➤ Use all their senses in hands-on exploration of natural materials. ➤ Notice differences between people. ➤ Explore how things work. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ➤ 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. ➤ Fit themselves into spaces, like tunnels, dens and large boxes, and move around 	<p><u>Engagers</u></p> <ul style="list-style-type: none"> ➤ Develop a consistent way to request more of an activity ➤ Communicate 'no more' through consistent actions ➤ Communicate a choice ➤ Have shared attention ➤ Initiate a social game ➤ Begin to show interest in actions of other peers <p><u>Art and Design – Discoverers</u></p> <ul style="list-style-type: none"> ➤ Experiment using different materials ➤ I can repeat actions in order to obtain similar effects ➤ Allow staff to show interest in my work/play ➤ Demonstrate preference ➤ Recognise an object regardless of colour ➤ Attempt to put an object together and build ➤ Make choices ➤ Show awareness of the purpose of familiar tools <p><u>Music – Discoverers</u></p> <ul style="list-style-type: none"> ➤ Join in rhyme sand jingles with a few recognisable words/signs/symbols ➤ Copy an action ➤ Imitate sounds ➤ Move my body to music ➤ Relate a range of everyday sounds to events

<p>in them.</p> <ul style="list-style-type: none"> ➤ Walk, run, jump and climb – and start to use the stairs independently. ➤ Build independently with a range of appropriate resources. ➤ Develop manipulation and control. ➤ Show an increasing desire to be independent ➤ Be increasingly independent as they get dressed and undressed, for example, putting on dress up equipment 	<p><u>Science – Discoverers</u></p> <ul style="list-style-type: none"> ➤ Select an object for purpose ➤ Relate objects on video or image to concrete objects ➤ Show an adult an action when asked ➤ Name a single property of an object
<p><u>PSED</u></p> <ul style="list-style-type: none"> ➤ 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 and Use that engagement to achieve a goal. ➤ Thrive as they develop self-assurance. ➤ Feel strong enough to express a range of emotions. ➤ Develop friendships with other children. ➤ Select and use activities and resources, with help when needed. 	

We will be working across all areas at the levels of Engagers and Discoverers.

We will be aiming to make expected progress towards the overall outcomes in all areas throughout the school day through interactive music, intensive interaction, Attention Autism, Rhyme time and discrete weekly topic sessions. Continuous provision will provide opportunities for pupils to generalise their skills and learn new skills through play and exploration.

We will also be working on Relationships and Health which will be embedded in daily activities as well as explicitly taught with relationship building techniques and social interaction games. We will be focussing on Healthy/Unhealthy relationships and Healthy Lifestyles, looking at families and people who care for us, caring and respectful relationships, mental wellbeing, healthy eating and physical health and fitness. all of which will incorporate the 'Zones of Regulation' in our daily routines.

Sincerely,

Acorn Class Team