

Area of Intent	Little Acorns	Acorn Pre-school	Juniper Class
<p>To develop the children’s communication skills in relation to speech, vocabulary and phonics.</p>	<p><b>Speech:</b> Communicating through gestures (if needed) and then giving options to respond. Use of visuals to support the children to get used to the routine. Lots of questioning to get the children to respond. Model the language and the use of simple phrases building up to sentences. The level increases as the children get to the term before they are 3 to include repeating back then using simple sentences independently e.g. The bear is walking. <b>Vocabulary:</b> act out vocabulary from appropriate books and broaden this with resources in the environment and lots of oral labelling. <b>Phonics:</b> recognising sounds e.g. animal noises, hearing the initial sound in their name.</p>	<p><b>Speech:</b> Use of open questions. To follow a two-part instruction. Focusing on what is being asked by repeating the instruction back. Use of why questions to develop understanding of cause and effect. Express their own point of view. Turn taking in a conversation. <b>Vocabulary: T1</b> animal names, colours, positional language, direction and personal pronouns (he/she). <b>T2</b> shape names/not a shape <b>T3</b> <b>Phonics:</b> use of rime e.g. fat, cat, mat so that children can recognise the patterns orally. Hearing initial sounds in words and their names and beginning to recognise those letter symbols. Write their own first name. Set 1 sounds.</p>	<p><b>Speech:</b> Giving two then three part instructions once for the children to follow. How to speak in sentences including using determiners such as the/a. Use of what, where, when and why questions. Children able to respond by using conjunctions to give reasons e.g. because. Social phrases such as manners, formal greetings. Children asking their own questions. <b>Vocabulary:</b> recap him/her/he/she, vocabulary linked to stories from Read to Write and Steps to Read, tricky words are taught so that children use them orally. Shapes and their properties – linked to maths. <b>Phonics:</b> Initial letter sounds, cvc words, red words building up to reading and writing sentences – red books. Set 1 and 2 sounds.</p>
<p>For the children to have a range of experiences.</p>	<p>See a fire engine. Chickens – care of animals. Seasonal walks around the school grounds. Planting seeds and giving the basics- sun and rain. Perform a dance on stage. Sponsored toddle.</p>	<p>Visit the fire station. Visits to the farm. Hatching an egg. Planting a variety of seeds, look at simple life cycle and look at plant to plate. Celebrations: Diwali, Chinese new year Minibeast hunt.</p>	<p>Visit from police officer. Visit to Technquest (space) Visiting author. Visit to an aquarium. Visit from the Dog’s Trust. Planting seeds and tubers, making predictions and learning about how they grow from germination.</p>

		<p>Seasonal walks</p> <p>Singing a range of songs in front of an audience, saying words/phrases and moving.</p> <p>Pool party.</p>	<p>Performing a simple nativity play in front of an audience.</p>
<p>Support parents to engage with their children and provide opportunities that some children might not get at home.</p>	<p>Through continuous provision lots of art and craft opportunities using the whole body, exploring colour, music and dance and expressing feelings.</p> <p>Learning traditional nursery rhymes – weekly</p> <p>Role play: playing alongside each other</p> <p>Parents craft &amp; play sessions.</p> <p>Coffee cake &amp; natter sessions with parents.</p> <p>Access to Triple P parenting course.</p>	<p>Learning nursery rhymes – weekly linked to the topics.</p> <p>Learning counting songs.</p> <p>Lots of art and craft activities with a purpose.</p> <p>Mixing colours</p> <p>Combining materials and choosing the appropriate tools to use.</p> <p>Music and dance – introducing speed and music from different cultures.</p> <p>Role play: building a narrative into their role play.</p> <p>Coffee, cake and natter sessions with parents.</p> <p>Access to Triple P parenting course.</p>	<p>Creating items from a plan, make them and review linked to real objects e.g. making a car.</p> <p>Colour mixing</p> <p>Role play: half termly themed role play areas to give the children opportunity to respond to, add to and develop a narrative. Themes add to the children’s knowledge of the world around them.</p>
<p>Promoting a love of literacy.</p>	<p>Core range of books</p> <p>Core range of nursery rhymes</p> <p>Weekly sharing story book</p> <p>Half termly selection of books in the reading area.</p>	<p>Core range of books</p> <p>Core range of nursery rhymes</p> <p>Weekly sharing book: fiction, non-fiction or poems.</p> <p>Half termly selection of books in the reading area.</p> <p>Friday: share a story session with parents &amp; children together.</p>	<p>Core range of books</p> <p>Core range of poems</p> <p>Reading books: blending book x 1 weekly, phonics book from ditties x1 weekly and book bag book.</p> <p>Half termly selection of books in the reading area.</p> <p>Friday: share a story session with parents &amp; children together.</p>
<p>Developing social skills and regulating emotions.</p>	<p>Emotions: encouraging children to use their words to ask for help e.g. “help teacher” rather than squealing.</p> <p>Learning about emotions: happy and sad.</p>	<p>Regulating emotions: model ways to calm down e.g. deep breathing and recognising when their emotions are getting heightened.</p>	<p>Regulating emotions: teaching strategies to regulate emotions e.g. deep breathing, children supporting each other to manage their emotions, use of My Happy Mind.</p>

	<p>Social skills: learning how to play alongside each other and starting to take turns or waiting for an object to become free; starting to become aware of each other; helping each other (especially children new to the setting).</p>	<p>Learning about emotions: happy, grumpy, sad faces through activities. Social skills: choices of what to play with and learning how to negotiate a solution to their problems. Modelling the use of appropriate language: “my turn next” when the timer ends – learning to wait for their turn.</p>	<p>Learning about emotions: Emotions board used every day: happy, sad, angry, frustrated or worried. Social skills: adults modelling then through questioning helping the children to identify and use the strategies they have been taught so that the children can resolve their own conflicts e.g. “Stop, I don’t like that.”</p>
<p>Developing self-care skills</p>	<p>Taking their coat off independently, fastening their own coat, hanging it up and organising their own belongings (bag &amp; drinks bottle). Putting their shoes on. Handwashing Discussing potty training with parents. Tuck their chair in after snack time. Hand their mat in after carpet time. No dummies – triple P communication sheet &amp; NSPCC leaflet about negative effect of dummies.</p>	<p>Following the classroom routine on arrival and before they go home: Independent washing hands before snack; Putting coat and bag in locker; Learning to fasten middle buttons ready for PE; Dressing up in school shirts to practice dressing and undressing; Putting own coat on; Learning how to zip and unzip their coats. Looking after own belongings. Learning how to use a fork and knife.</p>	<p>Independent dressing/undressing and changing into PE kit. Independent choice of food at lunchtime from the hatch. Independently managing their own belongings. Independently moving to other rooms for phonics lessons. Use of age appropriate tools: knife, fork independently. Putting toys and equipment away independently.</p>