

Acorn Room Knowledge Content Document

	Autumn 1 7 weeks, 3 days	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks, 2 days
Theme	The magical me!	Celebrate with us!	It's cold out there!	Happily Ever After!	Seeds, Soil, Water and Sunshine	Amazing Animals
Fiction/ Non-fiction	This is my face Getting dressed Cleaning teeth Feelings From Head to Toe/Here we go round the mulberry bush Senses	Leaf Man Spot's first Christmas Dear Santa We're going on a Leaf Hunt Autumn	Don't tickle the penguin That's not my polar bear Polar Bear, Polar bear what do you hear Winter	Goldilocks & the 3 Bears The Gingerbread Man The 3 Little Pigs We're going on an egg hunt Eggs! (Katie Dale)	How to grow cress/ beans Jasper's Beanstalk Jack & the Beanstalk	Rumble in the jungle Walking through the jungle
Songs and Rhymes	Head shoulders, knee and toes Action and rhythm songs Skidamarink a dink a dink	When Santa got stuck up the chimney Follow World Nursery Rhyme Week (10-14 Nov)				
Attention Autism						
Reading/ Phonics	Early phonics through songs and rhymes, moving on to initial sounds through real objects and RWI flashcards					
Maths	Early maths through songs and Rhymes then move on to Nursery Scheme of Learning (White Rose)					
LOC/ Outdoor and Adventurous	Climbing- Bouldering wall Planting Field/ wildlife area Archery Cycling Walking					
Nb. Assessed on children's individual needs/ risk assessment						
Visits/ Experiences/ Theme	Sport and Diversity Week- Sit-on-top kayaks, walking Moorland Home experience days Farm/ zoo visit Nelson St. Church					



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Communication & Interaction	<p>Our individual Communication targets (see SaLT/EHCP targets) will be embedded into all aspects of our timetables. Our Communication and engagement will also be supported through Intensive Interaction and daily Curiosity Programme opportunities as well as themed Bucket Time (Attention Autism) sessions focussing on colour, our favorite actions such as spinning and splatting as well as Halloween. In our Morning Routine we will be learning a new routine focussing on turn taking and using visuals to make choices whilst accessing songs, smells and texture of the day.</p>	<p>Our individual communication targets (see EHCP, Prime Area and SaLT) will be embedded all across the day, through our communication rich environment. Communication and engagement will be supported through our daily Intensive Interaction sessions, as well as our Curiosity approach. We will have themed Bucket Time sessions (Attention Autism). Using elements of the Connect to communicate approach, adults will use every opportunity to tailor their approach to suit each child; to embed our child centred approach through the day. In our Morning Routine, we will be continuing to learn a new routine, where we focus on turn taking, and using visuals to make choices, whilst accessing songs, smells and textures of the days.</p>	<p>Our individual communication targets (see EHCP, Prime Area and SaLT documentation) will be embedded throughout the day, through our communication rich environment. Communication and engagement will be supported through our daily Intensive Interaction sessions, as well as our Curiosity approach. In Bucket Time we will be progressing to stage two. The aim of this stage is to be able to shift and sustain attention, and show emerging skills in anticipation. Our Morning Routine has been adapted to incorporate elements of the Curiosity and Bucket Time approach as the class is most engaged when the stimuli are visually exciting. We have now incorporated large coloured fabric fans for the colour of the day, feely bags for texture of the day and enticing smell pots for smell of the day.</p>	<p>Our individual communication targets (see EHCP, Prime Area and SaLT documentation) will be embedded throughout the day, through our communication rich environment. Communication and engagement will be supported through our daily Intensive Interaction sessions, as well as our Curiosity approach. In Bucket Time we will be progressing to stage two. The aim of this stage is to be able to shift and sustain attention, and show emerging skills in anticipation. Our Morning Routine has been adapted to incorporate elements of the Curiosity and Bucket Time approach as the class is most engaged when the stimuli are visually exciting. We have now incorporated large coloured fabric fans for the colour of the day, feely bags for texture of the day and enticing smell pots for smell of the day.</p>		



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<p>Cognition & Learning Creativity: Art, Music/ Knowledge & understanding of the World</p>	<p>In our Sensory Stories we will experience different stories via our senses and of course requesting 'more!' We will also be developing our turn taking skills, using switches and commenting. We will also be working on our familiarisation of numbers through sensory activities and number rhymes. Across the half term we will be focussing on learning our new routines and smooth transitions and getting to know each other's likes and dislikes.</p>	<p>We will focus on personalised embedded cognition targets throughout the day alongside the below activities and approaches. My Physical Development In our Sensory Stories we will be experiencing different stories through We will encounter throat singing, ice, light up toys, different foods and textures to name a few. We will continue to build the foundations of Intensive Interaction and engagement and building social relationships through incentivising objects and curiosities!</p>	<p>We will focus on personalised embedded cognition targets throughout the day alongside the below activities and approaches. In our Sensory Stories we will be experiencing the stories to celebrate winter. We will encounter an array of food smells, textures and tastes, a wind blaster, and natural materials linked to the season. We will continue to build the foundations of Intensive Interaction and engagement and building social relationships through incentivising objects and curiosities!</p>	<p>We will focus on personalised embedded cognition targets throughout the day alongside the below activities and approaches. In our Sensory Stories we will be experiencing the stories to celebrate traditional tales. We will encounter an array of food smells, textures and tastes, a wind blaster, and natural materials linked to the season. We will continue to build the foundations of Intensive Interaction and engagement and building social relationships through incentivising objects and curiosities!</p>	
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Social, Emotional & Mental Health Personal, Social & Emotional Development	<p>We will be doing 'In the moment' learning opportunities around feelings and how to express them and self-regulation. As well as exploring what makes us happy and excited and beginning to explore shared opportunities/play alongside others. We will be trying different foods and exploring a healthy plate and visiting local play areas. On Fridays we will celebrate our achievements from the week celebratory dancing.</p>	<p>We embed our PSED throughout the day, as this 'in the moment' learning is more meaningful for the children. The focus will be on 'healthy' and we will be having daily supported self-care sessions where the children begin to learn about teeth brushing and hand washing. Each child has specific targets in this area and this will be focused on daily. Emotional development is also important for the children, as this is the step in helping them to be ready to learn. We will be using elements of Intensive Interactions for this, looking at what supports (visual supports and adult input) can be put in place to begin to support the children to regulate their feelings and to develop their interactions with others. On Fridays we will be celebrating our achievements from the week in Friday celebrations with lots of cheering, music and celebratory dancing.</p>	<p>PSED is embedded throughout the day, as 'in the moment' learning is more meaningful for the pupils. The focus will be on 'healthy' and we will be having daily supported self-care sessions where the children begin to learn about teeth brushing and hand washing. Each pupil has specific targets in this area and this will be focused on daily. Emotional development is also important for the pupils, as this is the step in helping them to be ready to learn. We will be using elements of Intensive interactions; looking at what supports (visual supports and adult input) can be put in place to begin to support the pupils to regulate their feelings, beginning to understand that others can be a source of support/regulation and to develop their interactions with others. On Fridays we will be celebrating our achievements from the week during Friday celebrations with lots of cheering, music and celebratory dancing.</p>	<p>PSED is embedded throughout the day, as 'in the moment' learning is more meaningful for the pupils. The focus will be on 'healthy' and we will be having daily supported self-care sessions where the children begin to learn about teeth brushing and hand washing. Each pupil has specific targets in this area and this will be focused on daily. Emotional development is also important for the pupils, as this is the step in helping them to be ready to learn. We will be using elements of Intensive Interactions; looking at what supports (visual supports and adult input) can be put in place to begin to support the pupils to regulate their feelings, beginning to understand that others can be a source of support/regulation and to develop their interactions with others. On Fridays we will be celebrating our achievements from the week during Friday celebrations with lots of cheering, music and celebratory dancing.</p>	
	<p>This term we are focussing on getting to know everyone's individual sensory needs and preferences in order to create bespoke Sensory Diets to support their regulation. This will also be supported via weekly PE sessions, outdoor learning, dough disco and following professional advice (OT, TASC). Within our Topic and Sensory Exploration sessions we will be focussing on developing fine and gross motor skills, Christmas baking and thematic learning about Celebrations.</p>	<p>We are developing Bespoke sensory diets for the pupils and begin the day with sensory circuit style opportunities. We also have weekly PE sessions, outdoor learning, dough disco and following professional advice (OT, TASC). Within our Topic and Sensory Exploration sessions we will be focussing on developing fine and gross motor skills, Christmas baking and thematic learning about Celebrations.</p>	<p>The final session of each day this term will focus on TacPac, a sensory communication resource using touch and music to develop communication skills, sensory preferences and body awareness. We also have weekly PE sessions, outdoor learning, dough disco and following professional advice (OT, TASC). Within our Topic and Sensory Exploration sessions we will be focussing on developing hiding and finding skills, exploration of soft and crunchy textures and fine and gross motor manipulation skills.</p>	<p>The final session of each day this term will focus on TacPac, a sensory communication resource using touch and music to develop communication skills, sensory preferences and body awareness. We also have weekly PE sessions, outdoor learning, dough disco and following professional advice (OT, TASC). Within our Topic and Sensory Exploration sessions we will be focussing on developing hiding and finding skills, exploration of soft and crunchy textures and fine and gross motor manipulation skills.</p>	

