



# 6 PRINCIPLES OF NURTURE

**Learning is understood developmentally**

**The school offers a safe space for all**

**We understand the importance of nurture for well being**

**We understand that Language is a vital form of communication**

**We understand that all behaviour is communication**

**We understand the significance of transition for children**

## KEY DRIVERS

### Relationships

- \* Effectively communicate with peers and adults;
- \* Develop mutual respect for all members of the community;
- \* Create a safe learning environment for relationships to grow in;
- \* Positive relationships modelled by staff;
- \* Develop the skills for own conflict resolution.

### Community

- \* Positively contribute to the school, local and wider community;
- \* Identify how the choices we make can have a global impact;
- \* Show tolerance and appreciation for different cultures and religions;
- \* Know how to keep ourselves safe in the local and virtual community.

### Transparent Spiral Curriculum

- \* Parents are kept informed of the approach to the recovery curriculum;
- \* The curriculum will be iterative in nature;
- \* Low stake testing will help inform staff of gaps in learning and to track progression;
- \* Emotional, health and well-being will be at the forefront of the curriculum .

### Metacognition

- \* How to approach a variety of tasks will be discretely taught and modelled by teachers;
- \* Pupils will be made critically aware of oneself as a learner;
- \* Pupils will be introduced to higher-order thinking skills;
- \* Pupils will self-evaluate their progress within a task and reflect upon their work.

## EYFS Recovery Curriculum - Autumn 2020

### Notes on implementation of EYFS curriculum:

- The priority in September will be helping children adapt to their new routines, settle into school and feel happy and confident in the school environment.
- We will continue to provide an environment that invites learning across all seven areas of development but there will be a particular emphasis on the three prime areas (communication and language, physical development and personal, social and emotional development) and the two specific areas of literacy and mathematics.
- Curriculum planning will be informed by pupils' starting points and the objectives below will be refined as required.

*Objectives in italics are taken from 'Development Matters' 2012. Objectives in bold are taken from ELGS 2020.*

Communication and Language	
Key Objectives	Implementation
<p><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</b></p> <p><i>- Understand 'why' and 'how' questions.</i></p> <p><b>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</b></p> <p><i>- Listen and respond to ideas expressed by others.</i></p> <p><b>Express their own ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with modelling and support from their teacher.</b></p> <p><i>- Extend vocabulary, especially by grouping and naming.</i></p> <p><i>- Use language to imagine and recreate roles and experience.</i></p> <p><i>- Use talk to organise, sequence and clarify thinking ideas, feelings and events.</i></p>	<p>Staff will provide a language-rich environment with frequent engagement in stories, rhymes and songs. Children will have opportunities to use language in a wide range of contexts, including supported conversations, story-telling and role-play. They will be encouraged to use new vocabulary within meaningful contexts. The 'Narrative Programme' will be used to support children who are identified as potentially benefitting from extra practise at speaking in a small group. Listening games and activities will also be used to support children in group work. Active listening will be modelled and praised. The 'Helicopter stories' approach will be used to develop language and story-telling skills.</p>

Personal, Social and Emotional Development	
Key Objectives	Implementation
<p><b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b> <b>Give focused attention to what the teacher says.</b></p> <p><b>Be confident to try new activities and show independence.</b> <i>- Express own preferences and interests.</i></p> <p><b>Manage their own basic hygiene and personal needs, including dressing and going to the toilet.</b> <i>- Show confidence in asking adults for help.</i></p> <p><b>Form positive attachments to adults and friendships with peers.</b> <i>- Play in a group, extending and elaborating play ideas.</i> <i>- Initiate play, offering cues to peers to join them.</i> <i>- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i> <i>- Talk to other children when playing and communicate freely about own home and community.</i></p>	<p>Staff will support children to manage and name their emotions, develop a positive sense of self and have confidence in their own abilities. Staff will be alert to children requiring additional pastoral care at this time and provide appropriate support, for example through nurture groups and social stories. Through warm, supportive relationships, children will begin to understand empathy for others and how to build positive friendships. Stories and puppets will be used to help develop children's ability to resolve conflicts peaceably. They will learn to work as part of a group, sharing and taking turns with resources and following simple instructions. Through adult modelling, repetition and guidance, including stories and songs, they will learn to look after their bodies and keep safe, including managing their personal needs such as regular handwashing and the use of tissues. Online transition provision will help assist in a secure and well-informed start to school in September.</p>
Physical Development	
Key Objectives	Implementation
<p><b>Demonstrate strength, balance and coordination when playing.</b> <b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p> <p><b>Negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p><b>Use a range of small tools, including scissors, paint brushes and cutlery</b> <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b> <i>- Show a preference for a dominant hand.</i></p>	<p>Children will be given opportunities to develop spatial awareness, coordination and agility through regular P.E. sessions and outdoor activities. Fine motor control activities will be planned for both within the provision and as an adult focus activity. Children will be encouraged to write with a pencil using an efficient grip. Children who may have had limited opportunities for exercise will be encouraged to exert themselves physically. Outdoor learning in the wider school environment will take place.</p>

Literacy	
Key Objectives	Implementation
<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></p> <p><b>Anticipate – where appropriate – key events in stories.</b></p> <ul style="list-style-type: none"> <li>- Listen to stories with increasing attention and recall.</li> <li>- Describe main story settings, events and principal characters.</li> </ul> <p><b>Say a sound for each letter in the alphabet</b></p> <ul style="list-style-type: none"> <li>- Hear and say the initial sound in words.</li> </ul> <p><b>Read words consistent with their phonic knowledge by sound-blending.</b></p> <p><b>Write recognisable letters.</b></p> <p>Begin to <b>spell words by identifying sounds in them and representing the sounds with a letter.</b></p> <ul style="list-style-type: none"> <li>- Write own name.</li> </ul>	<p>Children will be exposed to high quality texts, including traditional tales and stories. The use of story-maps and repetition will help children absorb key storybook language. Adults will develop children's comprehension of texts through discussion of themes and vocabulary. Adult-led activities will be used to support exploration and role-play of different aspects of stories and provide meaningful contexts for children to understand vocabulary within them. Staff will also regularly share stories to develop pleasure and enjoyment in reading. When appropriate, children will begin applying their emerging phonic skills to adult-led writing activities, linked to books studied.</p> <p>Children will begin regular and structured phonics sessions within the first week of school. They will learn to link sounds to letters and begin to build these sounds into simple words. They will follow the 'Letters and Sounds' phonics programme through Phases 1 and 2, using 'Jolly Phonics' actions to support a multi-sensory approach. When appropriate, children will begin reading books from the school reading scheme. All children will be supported to begin forming letters as they are taught and to practise writing their first name.</p> <p>Key texts will include: 'The Little Red Hen', 'Room on the Broom' 'Whatever Next', 'Peace at Last' and 'Stickman'.</p>
Mathematics	
Key Objectives	Implementation
<p><b>Have a deep understanding of number.</b></p> <p><b>Subitise up to 5.</b></p> <ul style="list-style-type: none"> <li>- Begin to represent numbers.</li> <li>- Recognise numerals 1 to 5.</li> <li>- Select the correct numeral to represent 1 to 5 objects.</li> </ul> <p><b>Automatically recall number bonds up to 5.</b></p> <ul style="list-style-type: none"> <li>- Find the total number of items in two groups by counting all of them.</li> </ul> <p><b>Compare quantities in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b></p>	<p>Children will be given opportunities to develop a deep understanding of numbers to 5 using a range of resources, contexts and manipulatives. They will learn to count small groups of objects accurately and begin to recognise small quantities without counting. They will compare groups of objects to 5 and use vocabulary more/fewer/equal to/the same. In practical activities, they will begin to understand '1 more' and '1 less' than numbers to 5. They will also begin combining groups of objects and developing an understanding of simple addition.</p> <p>Children will recognise 2D shapes and create simple repeating patterns. They will use everyday language to talk about time and sort a set of objects into groups.</p>

- Find 1 more or 1 less from a group of up to 5 objects.	
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