



# 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.

## Year One and Two Recovery Curriculum - Autumn 2020

*It is not the time in class, but what we do in the time we have, that matters -*

Notes on implementation of National 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.
- Focussing attention to support emotional recovery and promote social togetherness.
- Curriculum planning will be informed by pupils' starting points and the objectives below will be refined as required.
- Igniting and enthusing an enjoyment of learning.

Aspects of the Learning has been take from the EYFS Curriculum and National Curriculum for KS1 these are Witten in bold

Communication and Language	
Speech Language and Communication	
Key Objectives	Implementation and Resources
<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>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.</p> <p>Children will have opportunities to use language in a wide range of contexts, including supported conversations, story-telling and role-play.</p> <p>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' and using drama will be used to develop language and story-telling skills.</p>

<p><b><i>Listen and respond appropriately to adults and their peers</i></b></p> <ul style="list-style-type: none"> <li>- Through establishing clear boundaries and expectations for social communication in a large group.</li> <li>- Ensure a constant approach encouraging and allowing time for all children's voices to be heard.</li> </ul> <p><b><i>Speak audibly and fluently with an increasing command of Standard English</i></b></p> <p><b><i>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></b></p> <ul style="list-style-type: none"> <li>- Use full sentences to share information</li> <li>- Using "Narrative" visual prompts identify clearly the key aspects of conversation to support their organisation.</li> </ul> <p><b><i>Articulate and justify answers, arguments and opinions</i></b></p> <p><b><i>Participate in discussions, presentations, performances, role play, improvisations and Debates</i></b></p> <ul style="list-style-type: none"> <li>- Use talk to organise play with peers and share feelings and ideas.</li> <li>- To develop confidence in speaking in larger group situations.</li> </ul>	<p>Children will have the opportunity to input into their own class charter to establish an effective learning environment.</p> <p>Opportunities for children to share their own experiences and interests with a group. Children will be encouraged to verbalise ideas before they are written down.</p> <p>Regular outside learning to promote speaking, listening skills and social skills. Using forest school learning activities.</p> <p>All children to access role play and small world play opportunities linked with Literacy and Numeracy learning.</p> <p>Children will be encouraged to ask questions to gather more information from their peers.</p> <p><i>Children to have the opportunity to join in weekly debates to support turn taking and listening skills.</i></p>
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Personal, Social and Emotional Development	
Key Objectives	Implementation and Resources
<p><b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b>  <i>Play in a group, extending and elaborating play ideas.</i>  <i>- Initiate play, offering cues to peers to join them.</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.  Emotional barometers to be accessible for all children to support in identifying emotions.  Circle time and key stage Teams assemblies share strategies to self-regulate emotions.</p>
<p><b>Be confident to try new activities and show independence.</b>  <i>- Express own preferences and interests.</i>  <i>- To work with increasing levels of independence.</i>  <i>- To be resilient with their learning and look for ways of supporting learning independently</i></p>	<p>Opportunities to reinforce current learning independently using areas of learning.  Resources will be available for children to access independently to support their own learning with out adult mediation.</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>  <i>-To be responsible for keeping themselves and others around them healthy and safe.</i></p>	<p>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.</p>
<p><b>Form positive attachments to adults and friendships with peers.</b>  <i>- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</i></p>	<p>Teachers will spend time getting to know the children and their families to develop a bigger picture of the individual children's needs. Stories and puppets will be used to help develop children's ability to resolve conflicts peaceably. Team building activities and games to support peer relationships.</p>
<p><b>To gain access to current affairs and awareness of the wider world.</b>  <ul style="list-style-type: none"> <li>- To understand current world issues and awareness of the bigger picture.</li> <li>- Children to become significantly more aware of computer and internet safety.</li> </ul> </p>	<p>Using expresso news channel review what is happening in the world to open up discussions and questions.</p> <p>Using social stories and _____ children to be safer when working online.</p>

Literacy - Reading	
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>- <i>Listen to stories with increasing attention and recall.</i></li> <li>- <i>Describe main story settings, events and principal characters.</i> <ul style="list-style-type: none"> <li>- Encourage an enjoyment of reading.</li> </ul> </li> </ul> <p><b>All children to access strategies to build on their understanding of a text and vocabulary knowledge.</b></p> <ul style="list-style-type: none"> <li>- Checking the child understand what the text is about?</li> <li>- Children to build links between a text and their own experiences.</li> <li>- Developing an understanding of the importance of reading.</li> <li>- Promote higher level vocabulary.</li> </ul> <p><b>Children will be taught to apply phonic knowledge and skills as the route to decode words</b></p> <ul style="list-style-type: none"> <li>- Assess knowledge to revisit and build upon current learning.</li> <li>- Year One and Two children to access phonic rich learning environment.</li> </ul> <p><b>To read common exception words</b></p> <ul style="list-style-type: none"> <li>- To develop sight reading abilities</li> <li>- Assess current knowledge and target groups of words weekly to be learnt.</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.</p> <p>Staff will also regularly share stories to develop pleasure and enjoyment in reading</p> <p>Sharing high quality texts e.g _____</p> <p>Adults will develop children’s comprehension of texts through discussion of themes and vocabulary.</p> <p>A shared class text will be read daily to model reading strategies, inference and highlight vocabulary.</p> <p>Reading texts with a familiar shared experience.</p> <p>Regular opportunities to read in all areas of the curriculum.</p> <p><a href="#">Reading VIPER questions</a></p> <p>Teachers will deliver two phonic sessions daily one focused on audio sounds and blending and one on segmenting.</p> <p>Phonic rich texts to be used to model decoding skills.</p> <p>Assessment based planning.</p> <p>Visual displaying weekly sight-read words in each classroom.</p> <p>Weekly words will be shared with home.</p>
Literacy - Writing	

<p><b>Write clearly formed letters and blends.</b></p> <ul style="list-style-type: none"> <li>- Using fine motor skills for early morning learning to promote body position and hand grip.</li> <li>- Letters to be sat in the correct position with the line</li> </ul> <p>A target group will be organised for daily intervention for fine motor skills.</p> <p><b>To be taught regular spellings</b></p> <ul style="list-style-type: none"> <li>- To know the name of each letter.</li> <li>- Yr2 recap prefix un and suffix ing,er,ed,est no root changes.</li> </ul> <p>To say what they are going to write out loud and write short sentences. To label pictures identifying initial letter sound and phonetic blends.</p> <p><b>Year 2</b></p> <p><b>To write using punctuation and grammar.</b></p> <ul style="list-style-type: none"> <li>-To write using finger spaces between words and join sentences with and.</li> <li>-To match upper and lower case letters</li> <li>-To use a capital letter for names, the pronoun I and starting a sentence</li> </ul>	<p>Teachers will model correctly formed letters with lead ins. Daily fine motor skills activities to access independently. E.g threading, cutting, tracing skills.</p> <p>Children to write full names with correct letter formation. Power lines used to highlight letter position with the line.</p> <p>Spellings will focus on phonic patterns for each week. Through mnemonics and read copy write. Early morning weekly spelling pattern. children will begin applying their emerging phonic skills to adult-led writing activities, linked to books studied.</p> <p>Teachers to model sentence formation. Children will have opportunities to write about their own experiences. Children to access games and independent activities to develop these skills.</p> <p>Espresso Pobble365 Key texts will include:</p>
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Mathematics	
Key Objectives	Implementation
<p><b>Following Archimedes planning unit</b></p> <p><b>Place value</b></p> <p><i>Yr1 – Secure number understanding to 10 then 20</i></p> <ul style="list-style-type: none"> <li>- One to one correspondence when counting</li> <li>- Sequencing of numbers</li> <li>- Number recognition</li> </ul> <p><i>Yr 2 - secure number understanding to 100</i></p>	<p>Children will be given opportunities to develop a deep understanding of numbers to 10 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.</p>

<ul style="list-style-type: none"> <li>- <i>Number recognition</i></li> <li>- <i>Sequencing numbers and position numbers on a numberline.</i></li> <li>- <i>Partitioning numbers using part part whole method.</i></li> <li>- <i>Identify more or less than a number.</i></li> </ul> <p><i>Count in 2's 5's and 10's</i></p> <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> <ul style="list-style-type: none"> <li>- <i>Find 1 more or 1 less from a group of up to 5 objects.</i></li> </ul> <p><b>Automatically recall number bonds up to 5 then 10</b></p> <ul style="list-style-type: none"> <li>- <i>Find the total number of items in two groups by counting all of them.</i></li> </ul> <p><b>Year 2 will recap the addition and subtraction sign with numbers up to 20.</b></p> <p><b>Recall number facts for 10 and 20.</b></p> <p><b>Compare numbers using the &lt; or &gt; or =</b></p> <p><b>Year 2 Multiplication grouping objects and sharing amounts equally</b></p> <p><b>Recognise and name 2d and 3d shape.</b></p> <ul style="list-style-type: none"> <li>- <b>Identify their properties.</b></li> </ul>	<p>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>Using concrete and pictorial methods children will compare quantities.</p>
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Online transition provision will help assist in a secure and well-informed start to school in September.