



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

Resilience

- Equipping pupils to deal with challenges and barriers in all walks of life;
- A school culture that promotes emotional and physical risk taking and a safe environment to do this within;
- Support pupils in setting high aspirations and mapping out their road to success.

Inclusion

- All pupils are enabled to learn and participate affectively;
- Tailored support where needed to help pupils participate affectively;
- A curriculum that increases exposure to the diversity of our country and promote tolerance;
- Empathetic, respectful, successful learners.

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.

Excellence

- Academic excellence for all at every part of their education;
- A broad and balanced curriculum creating opportunity for excellence across all subjects;
- Enrichment activities used to support and promote academic excellence;
- Empowering pupils to perform highly in a variety of assessments.

Hook	Educational visit/visitor	Key drivers	21 things to do before leaving Hookstone
Taking literacy outdoors.	Diwali workshop or celebration.	Embed opportunities for outdoor learning on the wider school site, linked to literacy.	
Celebration	Nativity or Christmas if appropriate.		

Taking Literacy Outdoors							
Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and language	<p>Listening skills – understand a question or instruction that has two parts. Enjoy listening to longer stories and can recall much of what happens.</p> <p>Understand ‘why’ questions.</p> <p>Sing a large repertoire of songs. Be able to talk about familiar books and be able to tell a long story.</p> <p>Continue to develop communication, pronunciation, vocabulary and use of longer sentences across a range of school activities, including using talk to organise themselves and their play. Start a conversation with an adult or friend and continue it for many turns.</p>						
Personal, social and emotional	<p>Play with one or more children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive.</p> <p>Remember rules without needing an adult to remind them.</p>						
Physical development	<p>Continue to develop their movement skills (rolling, crawling, jumping, running, hopping, skipping and climbing) using a range of large apparatus.</p> <p>Collaborate with others to manage large items.</p> <p>Show increasing independence, including dressing, putting coats on and doing up zips.</p> <p>Develop skills in using scissors and a comfortable pencil grip.</p>						
Literacy	<p>Phonics – Phase 2</p> <p>Initial sounds and letter recognition. Begin to blend sounds into words.</p> <p>Through shared texts and their reading books – understand that print has meaning and that is read left to right and top to bottom. Being to name the different parts of a book. Engage in extended conversations about stories, including new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. Write their name and some letters accurately.</p> <p>Develop familiarity with key texts and explore them in the outdoor provision – <i>Room on the Broom</i>, <i>We’re Going on a Bear Hunt</i>, <i>The Gruffalo</i>, <i>StickMan</i></p>						
Mathematics	<p>Numbers to 5</p> <p>Solve real world mathematical problems with numbers to 5.</p> <p>Compare quantities and numbers using language ‘more than’ and ‘fewer than’. Count actions, objects and sounds.</p>			<p>Addition</p> <p>Explore simple addition and the composition of numbers to 5.</p>			<p>Talk about and extend simple</p>

	<p>Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers to 5.</p> <p>Bear Hunt Story – Understand position and describe a familiar route.</p> <p>Ongoing in literacy activities – Begin to describe a sequence of events</p>	Have a sustained focus on each number to and within 5. Explore number bonds through hands on experience of partitioning and combining numbers.	repeating patterns. Correct errors in patterns.
Understanding the world	<p>Celebrate and value cultural, religious and community events – Diwali, Christmas. Understand that some places and special to members of their community and recognise that people celebrate special times in different ways.</p> <p>Winter – Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around them.</p> <p>Continue to develop awareness of familiar people and people who help us in the community.</p>		
Expressive art and design	<p>Explore musical instruments. Explore and engage in music making.</p> <p>Talk about music and dance – link Diwali.</p>	Remember and sing entire songs – Christmas. Sing in a group.	Christmas art work.