

The Pioneer Academy Nurture Curriculum Guidance

Personal, Social and Emotional development is at the heart of the nurture curriculum at The Pioneer Academy. The nurture programme follows a consistent daily and weekly structure which is designed to address specific early developmental gaps as identified by the Boxall profile and is tailored to meet the needs of each individual child who attends a nurture intervention. The curriculum sits firmly within our ethos of Safe, Happy, Learning and, through carefully targeted and sensitive support from skilled nurture practitioners, we enable the most vulnerable children to build trusting and secure relationships with adults and a sense of self-belief and resilience which will allow them to access learning and experience success in the mainstream classroom and beyond.

Opportunities for children to engage in activities which link to National Curriculum objectives in English and Maths are interwoven into the nurture curriculum in a discrete, non-threatening manner, appropriate to their stage of development rather than their chronological age. Free play time is also used as an opportunity to include child initiated curriculum learning activities which can be linked to the daily activities in nurture. Further guidance is given in this document but practitioners may adapt this to reflect the individual needs of their group.

Boxall Developmental Targets

By following this nurture curriculum framework, we are able to address all of the Boxall developmental targets listed below and, typically, we would expect each child to progress through the targets in order and at their own pace over a period of 1 to 4 terms. Each child is given one or two of these individual targets (child appropriate language in blue) to focus on at a time, whilst simultaneously engaging in the full curriculum.

A: Gives Purposeful attention/ I can use good listening skills

B: Participates constructively/ I can play and learn sensibly alongside other children

C: Connects up experiences/ I can concentrate on my learning using resources and things I already know to help me

D: Shows insightful involvement/ I make behaviour choices appropriate to the occasion

E: Engages cognitively with peers/ I can join in and talk about my learning with other children

F: Is emotionally secure/ I am proud of myself and know how to ask for help if I need it

G: Is biddable and accepts constraints/ I understand why we have rules and expectations and follow instructions given by an adult

H: Accommodates to others/ I think about how my actions affect others

I: Responds constructively to others/ I am thoughtful, kind and helpful

J: Maintains internalised standards/ I can cope with my own feelings and emotions

SEAL

The SEAL curriculum topic areas provide a comprehensive framework to support the Boxall targets. The topics can be covered in the order which is judged by practitioners to be most suitable for each individual group of children and their needs with targeted activities and discussion opportunities planned to fit into each topic area.

SEAL TOPIC	KEY AREAS OF FOCUS
<p>New Beginnings</p> <p>Recommended Supporting Books</p> <p>Silly Billy The Huge Bag of Worries Ruby' Worry The Boy, The Horse, The Fox and the Mole That Fruit is Mine!</p>	<p>This theme focuses on developing children's knowledge, understanding and skills in four key aspects:</p> <ul style="list-style-type: none">• empathy• self-awareness• social skills• motivation to learn <p>Children are given the opportunity to see themselves, and others, as valued individuals and encourages them to contribute to shaping a welcoming, safe and fair learning community for everyone involved. Throughout the theme, children are given opportunities to explore the importance of rules and expectations; their aspirations and how to achieve them; how to work together effectively as a group in a variety of situations and to understand a wide variety of feelings, particularly fear and anxiety, while learning and practicing appropriate self-regulation and co-regulation strategies.</p>
<p>Getting on and Falling Out</p> <p>Recommended Supporting Books</p> <p>On Sudden Hill Monsters Not Allowed Something Else The Day War Came Mary Wears What she Wants</p>	<p>This theme focuses on developing children's knowledge, understanding and skills in three key aspects:</p> <ul style="list-style-type: none">• empathy• managing feelings (with a focus on anger)• social skills <p>Children are given the opportunities to further develop a positive learning environment for all. Activities are planned to encourage cooperation and problem solving as a group; the importance of diversity and acceptance and covers areas such as being a good friend, developing healthy relationships with peers and adults, managing feelings of anger and finding strategies to keep calm and to resolve arguments and disagreements.</p>

<p>Good to be Me</p> <p>Recommended Supporting Books</p> <p>The Colour Monster Mr Tiger Goes Wild Sunday Chutney</p>	<p>The theme focuses on helping children to understanding their feelings as well as considering their strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning:</p> <ul style="list-style-type: none"> • self-awareness • managing feelings • Empathy <p>Children are supported to understand their feelings, why they lead them to behave the way they do and encourages them to use a range of reflective strategies to manage their feelings. Children are encouraged to feel good about themselves, show pride in and celebrate what they achieve and to take risks without fear of failure. Activities planned will help children to express their views and opinions with confidence and to understand that people have the right to have a different opinion to their own.</p>
<p>Going For Goals</p> <p>Recommended Supporting Books</p> <p>The Dot Beautiful OOPs! Amazing Grace A Splash of Red</p>	<p>This theme focuses on self-motivation and self-awareness. It gives an opportunity for children to recognise, value and acknowledge each other's abilities, qualities and strengths. Children are also supported to reflect on themselves as individuals, particularly their strengths and challenges they face as learners, and to understand what strategies they can use to help them become good learners.</p> <p>Children are encouraged to become resilient - to take responsibility for their successes, for when things might go wrong and to bounce back and try again if they have made a mistake or face challenges. They are encouraged to set personal goals in their learning and to be patient and persistent whilst working towards them.</p> <p>Through planned group work, children are encouraged to work as a team to solve a range of problems so that they can support and build trust in each other.</p>

<p>Relationships</p> <p>Recommended Supporting Books</p> <p>The Storm Whale The Curious Garden The Garden of Hope (if there is a need to cover bereavement) The Sad Book A Home for Gully Perfect Superhero Mom</p>	<p>This theme allows children to explore the importance of relationships, including those with family and friends, and their role in maintaining them. It gives children the opportunity to develop knowledge, understanding and skills in three key social and emotional aspects of learning:</p> <ul style="list-style-type: none"> • self-awareness • managing feelings • empathy <p>Children are supported to deal with perceived unfairness; to show pride and celebrate each other’s achievements; to understand the importance of telling the truth and saying sorry and to understand why and how they can help others who are in need.</p> <p>If appropriate, there is also an opportunity within this theme to help children understand and cope with feelings associated with the experience of loss whether of a favourite possession, a friend, a family home or a loved one.</p>
<p>Changes</p> <p>Recommended Supporting Books</p> <p>Mom and Dad Glue One Word from Sophia Perfect Square</p>	<p>This theme allows us to explore the issue of change with children and will help them to understand different types of change and how people commonly respond. The theme will help to develop children’s ability to understand and manage feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning:</p> <ul style="list-style-type: none"> • motivation • social skills • managing feelings. <p>Children are given support and strategies to to help them cope with both planned or unexpected change to routines, environments or behaviours of others. They are encouraged to think of how they can feel an improved sense of self-esteem by making changes to their own approach to learning or behaviour and supported to look for the positives which change can bring.</p>

Activity Guidance

Nurture sessions follow a repetitive pattern which provides a sense of predictability and security for the children. The following format provides an opportunity for every child to engage in the session at a level to suit their needs and developmental stage and is designed to support success in each of the Boxall targets over time. Whilst there is room for some flexibility to suit the needs of each school and group, once agreed, keep to the same routine, ensuring a positive start and ending plus the opportunity to sit at the table together and share food and drink. The amount of time spent on each area can change depending on the length of the session.

- Children self-register using an emotions board. Staff sensitively follow up later in the session, on a 1:1 basis, if a child indicates they are feeling angry or sad.
- Greeting song or routine which welcomes each person, child and adult, by name. Revisit expectations and targets and go through the timetable for the day.
- Snack and Chat; a chance to share news or to do a short, focused circle time activity if a need is identified
- Daily activity (choose from art/DT, cooking, science, gardening, circle time/PHSE, games, drama)
- Adult supported free play including opportunities to engage in child initiated national curriculum learning
- Prepare for and have lunch together, including clearing, washing up and tidying afterwards
- Story time
- Ending song or routine

Each activity we do in nurture includes plenty of opportunity for speaking, listening and social skills. It will also have its own subject specific vocabulary which adults model and children are encouraged to use. The table below gives further ideas and suggested vocabulary which enables practitioners to make additional links to English and Maths objectives.

Activity	Learning Opportunities English	Learning opportunities Maths	Key Vocabulary	Child Initiated Learning suggestions for Free Play time
Snack and Chat	<ul style="list-style-type: none"> Encourage clear speech Express thoughts, feelings and ideas clearly. Justify ideas with reasons Ask questions to find out more information Listen and respond appropriately to others. Give descriptions and explanations Use appropriate language and conventions Improve social communication skills Follow instructions 	<ul style="list-style-type: none"> Counting cutlery, place mats, cups and plates One more or less Finding a difference Number bonds Doubling quantities Halving quantities Finding halves and quarters of shapes Identifying right angles Identifying 2D and 3D shapes Sharing food equally Counting in multiples 	<p>English Adjective, adverb, verb, alliteration, antonym, argument, opinion, persuasive, brainstorm, cohesive, compare/contrast, slang, formal, informal standard English, figurative language, instruction, statement, singular, plural, recount, recall, rhyme, sentence, simile</p> <p>Maths More, less, half, double, quarter, fraction, right angle, square, rectangle, circle, triangle, sides, equal, difference, compare, cube, cuboid, sphere sharing, 2D, 3D dimensions, space, capacity, lots, fewer, total, altogether, share, divide, multiple</p>	<p>Café/kitchen/shop role play area</p> <ul style="list-style-type: none"> Taking orders Writing menus Matching/Finding coins Matching coins to correct amount numicon Playdough- cut into fractions Make card biscuits/Pizzas/cake and mark given fractions Water play opportunities for capacity Sharing play food Weighing and measuring out various items
Cooking	<ul style="list-style-type: none"> Read the recipe aloud and demonstrate good understanding Acquire a wide range of vocabulary relating to cooking Speaking and listening skills Explain why & how Follow instructions 	<ul style="list-style-type: none"> Counting ingredients, equipment, number of stirs Weight and Volume Understanding time, comparisons Recognizing and naming shapes and properties Temperature Halving/ Doubling quantities and shapes Arrays for multiplication Pictograms Addition and subtraction facts Tally charts Number recognition Reading simple scales Sorting ingredients into categories 	<p>English Active/passive voice, adjectives, adverbs, articles, antonym, blending, comma, colon, comparative, consonant, vowel, decode, phoneme, digraph, punctuation, instruction text, modal verb, verb, noun, singular/plural, sentence, colon, semi colon, mindmap, word bank, writing frame, time connectives, imperative verbs</p> <p>Maths Gram, kilogram, millilitre, litre, seconds, hours, minutes, round, square, circle, half, double, array, total, multiply, heavier/lighter, bigger/smaller, cube, cuboid,</p>	<p>Cafe/ Kitchen role play area</p> <ul style="list-style-type: none"> White board and pen inviting children's ideas: 'Today's special is:' 'Recipe of the day' Coins for 'paying customers' Write lists of ingredients needed from the shops Sharing out play food equally. <p>Outside/messy play</p> <ul style="list-style-type: none"> mixing "ingredients" in mud/ sand or water trays following given instructions Weighing/measuring out "ingredients"

		<ul style="list-style-type: none"> • Recognising and making repeating patterns • Estimation • Symmetry <p>Simple fractions of shape and quantity</p>	<p>sphere, most popular, least popular, degrees, higher/lower, add, subtract, how many more/less?, straight, curved, estimate, repeating pattern, scales, hotter/colder, method, instructions, measure, weigh, altogether, equal, amount, symmetry, reflection, approximate, 12 hour/24hour, digital, analogue</p>	<ul style="list-style-type: none"> • Draw and describe what you cooked • Write a recipe (writing frames supplied) • Plan a meal for a friend or book character
<p>Gardening/Exploring the World/ Science</p>	<ul style="list-style-type: none"> • Read aloud to a group • Follow instructions • Acquire technical vocabulary • Use descriptive words/similes/metaphors and other figurative language • Participate in debate • Social and communication skills • Labelling 	<ul style="list-style-type: none"> • Counting up and down • Finding a Difference • Count in multiples • More or less • Solve problems • Simple Fractions of quantities and shapes • Discuss 2D/ 3D shapes and their properties • Angles • Doubling/halving quantities • Tally Charts • Addition and subtraction • Estimation • Measurement • Sorting categories • Weight • Arrays for multiplication • Coordinates • 	<p>English Verb, adjective, noun, adverb, alliteration, articles, instructions, brainstorm, creative, phonics, phonemes, punctuation, figurative language, information, onomatopoeia, personification, singular/plural, question, scaffolding, writing frame, sentence, shared writing, simile, mindmap,</p> <p>Maths</p> <ul style="list-style-type: none"> • More/less than, 2-D/3-D, add, subtract, divide, multiply, half, quarter, third, angles, cubes, cylinders, cuboids, spheres, probability, circle, triangle, square, multiples, equal to, fewer, most, least, equal, number bonds, length, height, mean, mode, median, perimeter, points, rotations, reflections, the sum of, equal to, capacity, lots, fewer, total, altogether 	<ul style="list-style-type: none"> • Chalk boards/ white boards with related questions for the children to answer • Mud kitchen role play area with instructions to follow to make a recipe • Wild life survey: Binoculars alongside chalk board, count, write down what you can see/ create a tally chart • Tuff tray or tables linked to specified topics to explore and discuss • Floating/ sinking exploration in water tray • Magnet construction project/ investigation • Explore whether items are magnetic or not and make a chart

	<ul style="list-style-type: none"> Write clearly, accurately and coherently a method for their DT project Show comprehension of written instruction. 	<ul style="list-style-type: none"> Compare sizes of DT projects; larger, smaller, taller, shorter Mass and weight Shapes; drawing circles/triangles/using a ruler for precise measurements 	<p>English Adjective, adverb, word bank, opinion, balanced argument, persuasion, compare/contrast, review, brainstorm, imperative verb, information, question,</p>	<ul style="list-style-type: none"> Sensory tray exploring different textures and opportunity to record findings Using an L frame, find as many right angles in the garden as you can Making a tally chart of different flowers/ insects/ trees etc Sort living/ not living items into groups Shape treasure hunt Draw and label a flower/plant Write a planting guide (scaffolded/ writing frame) Design a garden and label Draw around and measure shadows of various items Map investigations
<p>Art/DT</p>	<ul style="list-style-type: none"> Write clearly, accurately and coherently a method for their DT project Show comprehension of written instruction. 	<ul style="list-style-type: none"> Compare sizes of DT projects; larger, smaller, taller, shorter Mass and weight Shapes; drawing circles/triangles/using a ruler for precise measurements 	<p>English Adjective, adverb, word bank, opinion, balanced argument, persuasion, compare/contrast, review, brainstorm, imperative verb, information, question,</p>	<ul style="list-style-type: none"> Artistic stations set-up in which children can explore at own pace and in their own style

	<ul style="list-style-type: none"> Practice transcription (spelling and handwriting). Consider the composition of the artwork/DT, articulate ideas in speech and writing. Encourage speaking and writing with conscious thought using spelling, grammar, punctuation and standard English. Invite question to extend their understanding and knowledge of the materials Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Improve social communication skills Follow instructions 	<ul style="list-style-type: none"> Reflections; mirrors, symmetry Parallel lines/vertical/horizontal Identifying Angles Recalling a sequence of events to create DT/artwork in chronological order Capacity/volume 2-D/3-D shape Sides/edges/vertices/faces Describing position (centre of page/top half/in front of/behind/between Arranging objects in patterns/sequences Count in multiples/forwards/backwards e.g., 'how many materials have you used?' One more or less Finding a difference Number bonds Doubling quantities Halving quantities Finding halves and quarters of shapes . 	<p>answer, scaffolded writing, singular, plural, superlative, time connectives, reasoning, word bank, writing frame</p> <p>Maths</p> <ul style="list-style-type: none"> Heavy/light, circle, triangle, square, cube, cuboid, sphere, in front, behind, between, further, near, forward, backwards, rotate, 2-D/3-D, half, third, quarter, larger, smaller, more/less, centimeters, millimeters, measure, straight, curved, point, parallel, horizontal, vertical, smooth, rough, time, height, length, pattern, reflection, symmetrical, opposite, sharing, capacity, lots, fewer, total, altogether 	<ul style="list-style-type: none"> "Big Art" – Rolls of wallpaper spread out for exploration Writing area – Describe/label an image (provide word bank) Messy Art activities/sensory play Fine motor activities (cutting/sticking/colouring/threading) Hama Bead designs Den building- design, plan, measure, estimate Junk modelling Lego- design, build, evaluate Design and make puppets or props for a play
<p>Games</p>	<ul style="list-style-type: none"> Play games targeted at literacy skills Read aloud instructions/cards Phonics Decoding Following instructions Speaking and listening Expressing opinion, thoughts and feelings 	<ul style="list-style-type: none"> Count players/counters/puzzle pieces from 0/1 or from any given number count down 'more'/'less' Keeping score/adding mentally Grouping Sharing encourage counting of game pieces in 2/5/10's Comparison of scores Time 	<p>English</p> <p>Information, instructions, imperative verbs, adjectives, description, clarity, standard English, scaffolding, word bank, formal/informal</p> <p>Maths</p> <ul style="list-style-type: none"> Add, subtract, multiply, divide, sharing, doubling, halving, whole more than, less than, heavier, lighter, ordering, number pattern, 	<ul style="list-style-type: none"> CVC spelling games Boards and pens with quiz to answer independently. Design and make up own game and write instructions (provide scaffolding) Phonics/ word finding exploration activities and games

			equal to, equal parts, length, full, empty, sequence, ruler, weight, 12-hour, 24-hour clock, quicker, slower, faster, o'clock, am, pm, morning, afternoon, noon, midnight, 2-D/3-D	
Drama	<ul style="list-style-type: none"> • Consider appropriate character names • Describe a chosen character / scene • Give constructive feedback • Speaking and listening skills • Recall • Review • Plan a plot for a play 	<ul style="list-style-type: none"> • Make references to the time, particularly hour and half hour times • Use count down before beginning and ending • Discuss the shapes of props, 2-D/3-D • Counting money and giving change • Describe movement, direction and position • Divide/share props evenly with children • Problem solving • 	<p>English Adjective, adverb, verb, noun, proper noun, play script, direct/indirect speech, opinion, discussion, review, brainstorm, mind map, compare/contrast, question, answer, superlatives, persuade, word bank, slang, formal/informal language, standard English, character, plot, scene, audience, alliteration</p> <p>Maths</p> <ul style="list-style-type: none"> • Pounds, pence, half, quarter, whole, share, equal, forward, backward, rotate, 3-D, 2-D, reflect, mirror, add, subtract, minutes, hour, faster, slower, months, days, right angle, half-turn, $\frac{3}{4}$ turn, whole turn, kilograms, grams, left, right, front, back 	<ul style="list-style-type: none"> • Role play areas with changing themes give lots of opportunity to “act”, talk and interact with peers and adults • Toys and puppets to retell or make up a story) • Draw and label pictures of key characters • Design programmes/posters to promote a play
Story Time	<ul style="list-style-type: none"> • Listening and discussing poetry, non-fiction and stories as a group • Inviting children to connect their own experiences to the stories • Discussing word meanings, linking them to words already known • Checking the text makes sense 	<ul style="list-style-type: none"> • Ask questions to invite child to consider duration of events • Invite children to read page numbers; what will the next page number be? What if I skipped a page? • Use fractions to reference how far into the book we have read; we are half way through 	<p>English Adjective, verb, adverb, noun, proper noun, description, scene, character, plot, prediction, direct/indirect speech, punctuation, grammar, opinion, discussion, brainstorm, mind map, word bank, comparison, inference, recall, retell, figurative language, metaphor, simile, onomatopoeia, formal/ informal, standard English</p>	<ul style="list-style-type: none"> • Set-up an inviting ‘calm/reading corner’ with blanket, cushions and a selection of books. • Around the reading space place questions to for the children to answer • Retell a story to your friend • Sequence a known story using pictures to create a story board

	<ul style="list-style-type: none"> • Allowing the children to choose stories • Encouraging the children to read aloud using decoding skills • Word categories • Speaking and listening • Asking questions • Expressing opinion • Inference • Recall • Exploring a range of texts 	<ul style="list-style-type: none"> • Ask number questions, how many butterflies can you see on this page? • Encourage counting in multiples • Include books with Roman Numerals • Ask the children what season/month they think the story was based in and why. Comment on how many months in year, days in the week 	<p>Maths</p> <ul style="list-style-type: none"> • Weeks, months, days, quickly, slowly, faster, half, quarter, three quarters, Roman numerals, how many more/how many less, predict, estimate, duration. 	<ul style="list-style-type: none"> • Label characters and scenes (wordbank) • Treasure hunt key words from focus book and sort into categories • Write a book review (scaffloded) • Writers Corner to encourage free choice of writing (provide models and scaffolding)
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