**NURTURE GROUP CURRICULUM PLAN**

**KEY STAGE 3/4**

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|  | **English** | **Maths** | **SALT**  | **Reading** | **Food Tech** | **Arts and Craft** | **Life Skills** |
| **Nurture****Group** | Assertive MentoringHorror WritingLetter Writing | Assertive MentoringNumberShapes, Space and MeasureData Handling | PhonicsMind-mapsBlending soundsContextual | 1:1 Independent ReadingHolesHarry PotterMillions | Varied menusHealthy EatingHygienePlanning and Preparation | Pop ArtPortraitsLandscapeThe Environment | Positive RelationshipsKeeping SafeMindfulnessLearning Styles |
| **Example of Tasks** | * Handwriting
* Big Write themed work (monthly)
* Weekly Grammar Hammer
* Prediction using timelines
* Class discussion on horror genre
* Use talk as a tool for clarifying ideas.
* Answer questions drawing on relevant evidence or reasons
* Plan, proofread and present a text with a purpose in mind
* Exploring writing and reading quotations
* How do we explore issues, events or problems from different perspectives?
* Can we connect our own and others’ ideas and experiences in inventive ways?
* To explore contextual images
* To be able to carry out independent research
 | * Fractions
* recognise and use relationships between operations,
* use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors,
* record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees

- order positive and negative integers, decimals and fractions; use the symbols =, ≠, <, > , ≤, ≥* operations, including formal written methods, to integers, decimals and simple fractions
* Practical approach
* explore the concepts of saving money
* how to they borrow sensibly
* evaluate their own attitude to money
* investigate what insurance is
* why it is important to have insurance
 | * Spelling
* correct spelling of – high frequency grammatical function words – common single morpheme content/lexical words
* Likely errors – inflected endings, e.g. past tense, plurals, adverbs – phonetic attempts at vowel digraphs
* Recount experiences and imagine possibilities, often connecting ideas
* Vary talk in simple ways to gain and hold the attention of the listener
* Make specific vocabulary choices and use non-verbal features that show awareness of different purposes and listeners
* Listen and respond to the speaker, making simple comments and suggestions
* Make helpful contributions when speaking in turn, in pairs and in small groups
* Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios
 | * Explore the book cover and blurb to make a prediction about the novel
* Complete language analysis Introduction to the novel – class discussion of novel, series, films, themes and characters.
* Class discussion of the themed question:
* Pupils complete comprehension questions
* Class discussion of Point Evidence Explanation
* Class reading of chapters
* make relevant notes when gathering ideas from texts
* identify and understand the main ideas, viewpoints, themes and purposes in a text
* make a personal response to a text and provide some textual reference in support
 | * Include a full list of the ingredients and equipment needed,
* Include details on the planned preparation and cooking methods, timings, and key safety and hygiene points.
* Give a clear description of how the dish will meet the specified requirements of the recipe and be well presented
* Show confidence and control over techniques when preparing and cooking the ingredients;
* Select and use relevant food preparation and cooking methods;
* show control over the timings and confident use of safe and hygienic practices
 | * analyse and comment on pop art sculptures and other ideas and approaches to representing shape, form and space
* compare sculpture ideas and approaches with their own
* make drawings of objects to record different viewpoints
* experiment with ways of representing familiar objects, and develop their ideas
* combine and manipulate painting techniques to make a still-life painting, exploring shape, form and space
* reflect on, adapt and refine their work to realise their own ideas and intentions to create a 3D sculpture based on their work.
 | * Horticulture Project
* Registration and Breakfast
* Social Time
* Activity Time
* Snack/Discussion Time
* explore how values shape our behaviour, and recognise our rights & responsibilities
* relationships
* understand the importance of communication in a relationship
* E-safety, a case study into the dangers of the internet and how to stay safe whilst browsing the web.
* learners to become self-reflective
* to be able to explore and identify different personality traits,
* learning styles
* multiple intelligence scale
* investigate the positive contributions of asylum seekers and refugees
* gain knowledge of the facts surrounding Asylum
* develop empathy with others
* understand how to sympathise with a person’s experience
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