**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 Mentoring  Horror Writing  Letter Writing | Assertive Mentoring  Number  Shapes, Space and Measure  Data Handling | Phonics  Mind-maps  Blending sounds  Contextual | 1:1 Independent Reading  Holes  Harry Potter  Millions | Varied menus  Healthy Eating  Hygiene  Planning and Preparation | Pop Art  Portraits  Landscape  The Environment | Positive Relationships  Keeping Safe  Mindfulness  Learning 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 |