**Nurture Pathway 2024-2025**

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| **Whole School Cycle 3 NURTURE PATHWAY** | | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** | |
|  | | Pirates | Climate Change | People Who Help Us | | Earth, Space and Beyond | | Asia | Sporting Events | |
|  | **Topic Text Focus** | **EY:**  **Fiction:** Portside Pirates  **KS1/2:**  **Fiction:** Molly Rogers Pirate Girl  **Fiction:** The Pirates Next Door    **KS2/3:**  **Fiction:** Meet the Pirates  **Fiction:**  The Pirate Mums  **KS4-5:**  **Fiction:** Blackbeard’s Treasure **Fiction:**  Billy and the Pirates | **EY:**  **Non-Fiction:** What a waste Jess French  **KS1/2:**  **Fiction:** Somebody Swallowed Stanley  **Poetry:** The Lorax Dr Zeuss    **KS2/3:**  **Narrative**: Dear Eart**h**  **Non-Fiction**:  Blue Planet 2: Leisa Stuart  **KS4-5:**  **Narrative:** Buddies Rainforest Rescue  **Non-Fiction:** No one is too small to make a difference Greta Thunberg | **EY:**  **Fiction:** You can’t call an elephant in an emergency!  **KS1/2:**  **Fiction:** Real Superheroes! Julia Seal  **Fiction:** Super Duper You!    **KS2/3:**  **Fiction:** A Superhero like you!  **Fiction:** Be more dog!  **KS4-5:**  **Fiction:** Life savers: Spend a day with 12 real life emergency service heroes  **Non-Fiction:** Stand up, Stand out! (NF) | | **EY:**  **Fiction:** The dinosaur that pooped a planet!  **KS1/2:**  **Narrative:** Astro Girl  **Narrative:** Field Trip to the Moon  **KS2/3:**  **Fiction:** A place for Plut**o**  **Fiction:** Look up!  **KS4-5:**  **Fiction:** Jupiter the Gassy Giant  **Non-Fiction:** Armstrong: The adventurous journey of a mouse on the moon | | **EY:**  **Non-Fiction:** Lunar New Year  **KS1/2:**  **Factual Narrative:** Goodnight India  **Fiction:** The Magic Paintbrush  **KS2/3:**  **Fiction:** Kai and the Monkey King  **Non-Fiction**: Incredible India  **KS4-5:**  **Fiction:** Cinnamon  **Film:** Kung Fu Panda | **EY:**  **Fiction:** The Frog Olympics  **KS1/2:**  **Biography:** Ready, Steady, Mo!  **Non-Fiction:** Look inside Football    **KS2/3:**  **Non-Fiction:** Splash!  **Non-Fiction: Women in Sport**  **KS4-5:**  **Biography:** On your marks, get set, Gold!   **Narrative:** The dog that saved the World (cup) | |
| Each term our classes will have two literacy/text focus that develop our students access to literacy, understanding of the world and creates cross curricular links between their sessions. The stories link directly to the topic and are sequenced to ensure there is coverage of non-fiction, fiction, and topical issues. | | | | | | | | |
| All students will access shared reading once a day. This develops our student’s exposure to texts and language, their language processing and specific listening focus and attention targets. | | | | | | | | |
| **Communication**  **skills** | Communication Methods used across the Nurture pathway are: PECS, communication boards, eye gaze, TASSELS, verbal communication, Makaton signs, symbols, AAC Devices and written word. | | | | | | | | |
| **Circle Time** | **Circle time is used as an opportunity for students to begin their morning or afternoon. It is a time to target key areas of SMSC and British Values through current events, emotional regulation and recall of key knowledge such as dates, time and basic shapes and number. This session is tailored to the individual needs of the class and works on recall, speaking and listening, real world information and teamwork skills.** | | | | | | | | |
| **Attention Autism** | **To develop communication skills, listening and attention skills. Pupils accesss up to 4 stages of engagement.**  Stage 1: S**election of visual and/or auditory highly engaging items.** *(3 items shown over a maximum of 5 minutes)*  Stage 2: **sustaining attention** - a set structure or activity that goes on for a longer period and the students are **invited to participate**.  Stage 3: shifting attention; a longer activity, in which the student is encouraged to engage in turn taking with their peers.  Stage 4: Individual workstation task | | | | | | | | |
|  | **Jolly English** | Jolly English is an English language course that has been carefully developed and sequenced for pre-phonics pupils who have little or no knowledge of English. Join Inky Mouse and her friends, Snake and Bee, as they discover new words and phrases using songs, games, chants and stories that bring the course to life and develop children’s English language. Jolly English is used as a pre-requisite to Jolly Phonics and when pupils show they are making good progress in Jolly English they then begin pure phonics teaching. | | | | | | | | |
|  | **Phonics** | Students are taught the initial 42 sounds from beginning to end across the year. This is repeated every year until students can read most words from all Sets on the Stanton Vale phonics assessment.  The sessions are:  Monday- Introduce the sound  Tuesday: Reading  Thursday: Writing  Friday: Applying their knowledge out of context. | | | | | | | | |
|  | **See and Learn** | Where pupils have accessed Phonics and Jolly English and have made little to no progress against sound recall, blending or tricky word recall students for 18 months and have a diagnosis of Downes Syndrome. Pupils access the see and learn program to develop functional reading taught in a clear sequence, using research-based assessment, word practice and comprehension test. | | | | | | | | |
|  | **English Nurture 1** | Exposure to photographs, pictures, and symbols  Sensory story of key text for age group.  Squiggle while you Wiggle with music focus linked to topic.  Writing simple words linked to the text.  Comprehension and Inference Blank Level 1  Verbal character description, story recall and comprehension skills.  Focus on language acquisition and simple writing linked to the below: | | | | | | | | |
|  | **Writing to entertain:** Recognising and Writing adjectives. | **Writing to inform:** Recognising and writing nouns and verbs. | **Writing to inform:** Recognising and writing non-fiction labels. | | **Writing to entertain:** Writing adjectives to describe. | | **Writing to entertain:** Story Telling | **Writing to inform:** Writing factual sentences. | |
| **English Nurture 2** | Exposure to photographs, pictures, and symbols  Sensory story/Makaton story of key text for age group.  Story sequencing, recall and retelling.  Squiggle will you Wiggle with music linked to the story/topic.  Writing short captions about the story.  Comprehension and Inference Blank Level 1-2.  Drawing pictures linked to text. | | | | | | | | |
|  |  | **Writing to entertain:** Writing a character description  **Writing to inform:** Constructing a diary. | **Writing to Persuade:** Making a Poster **Writing to entertain:**   Writing rhyming couplets. | **Writing to inform:** Writing Thank You letters.  **Writing to inform:** Writing a job advert. | | **Writing to entertain:** Writing sentences that describe setting.  **Writing to inform:** Writing a recount. | | **Writing to entertain:** Writing and telling a story   **Writing to entertain:** Writing from a perspective. | **Writing to inform:** Writing a review  **Writing to inform:** Writing a fact file. | |
| **My Thinking** | **Mathematics – Number Focus** | Number and place value  Addition and subtraction | Number and place value  Addition and subtraction | Number and place value | | Number and place value  Addition and subtraction | | Number and place value  Multiplication and division  Fractions and decimals | Number and place value | |
| **Mathematics – Subject Focus** | Capacity and volume  Introduce money | Money  Position and direction | Length and height  Multiplication and division with sharing | | Statistics  Properties of shape | | Time | Time  Mass and Weight  Statistics | |
| **Science  Nurture 1** | Materials and their jobs | Extremes | Moving and Growing | | Solar System | | Switches, Buzzers and Buttons | What humans need to live well | |
| **Science  Nurture 2** | Changing Materials (Every Day Materials) | Environmental Science (Green Plants) | Bones and Teeth | | Solar System and the way it moves | | Making and testing circuits | Bodies, body parts and senses | |
| **Computing** | Where pupils are unable to access computing content from the national curriculum. Cause and effect games and activities are used in a variety of ways to build awareness of technology and understanding of using technology to help our pupils to communicate, express themselves and build independence. | | | | | | | | |
| **Computing**  **Nurture 1 Discreet teaching topics** | Privacy and Security | Moving a robot | Digital music exploration | | Grouping, collecting and recording information | | Digital skills exploration | Cause and effect programming | |
| **Computing**  **Nurture 2 Discreet teaching topics** | Privacy and Security | Robot algorithms | Creating digital music | | Data and Information – Collecting and representing data | | Digital Writing | Early animation and programming | |
| **RE** | Which Places are Special and Why? | Who is a Hindu? | Why is Jesus’ inspiring to some people? | | What does it mean to belong to a faith community? | | What is special about our world? | Who is Muslim?  Unit 2 | |
| **History**  **Nurture 1** |  |  | Nurturing Nurses | | Travel | |  | Life in Ancient Greece | |
| **History**  **Nurture 2** |  |  | War and Remembrance | | Travel and Transport | |  | Ancient Greece | |
| **Geography**  **Nurture 1** | Map Exploration | Extreme Weather |  | |  | | Lets go to China! |  | |
|  | **Geography  Nurture 2** | Magical Mapping | Extreme Earth |  | |  | | Lets go to China! |  | |
| **My Engagement** | **Physical Education  Nurture 1** | Games | Dance | Invasion | | Striking and Fielding | | Net and Wall | Athletics | |
| **Physical Education  Nurture 2** | Invasion | Throwing and catching | Gymnastics | | Net and Wall | | Target Games | Athletics | |
| **Swimming** | Discovery Duckling levels 1-4, Duckling levels 1-4, learning to swim levels 1-7, Water safety levels 1-3, DCC Advance aquatic awards | | | | | | | | |
| **Creative Arts  Nurture 1** | MUSIC  Different instruments and sounds | MUSIC  Genres | | DESIGN AND TECHNOLOGY  Junk Modelling | | MUSIC  Recognizing a beat | MUSIC  Emotions through music | | DESIGN AND TECHNOLOGY  Boat making |
| **Creative Arts  Nurture 1** | DESIGN AND TECHNOLOGY  Pirate Hats | ART Making clay models | | ART  Drawing skills | | ART  Colour and Colour Mixing | DESIGN AND TECHNOLOGY Fruits and vegetables | | ART  Self portraits |
| **Creative Arts  Nurture 2** | MUSIC  Sea Shanties | MUSIC  Hans Zimmer | | DESIGN AND TECHNOLOGY  Towers | | MUSIC  David Bowie | MUSIC  Performing arts from around the world | | DESIGN AND TECHNOLOGY  Moving story books |
| **Creative Arts  Nurture 2** | DESIGN AND TECHNOLOGY  Paddy’s pirate lunchbox | ART Anthony Gormley | | ART  Observational Drawing | | ART  Wassily Kandinsky | DESIGN AND TECHNOLOGY  Stir Fry planning and making | | ART  Hockney |
| **My World** | **PSHE Including SRE**  **PRIMARY**  **UNDER REVIEW** | Playing and Working together SA3 People who are special to us SA4 | Differences WWLI 1  Different Types of Relationships CG4 | Trust SSS3 | | Identifying different feelings MF1 Managing Strong Feelings MF2 | | Jobs WWLI | Taking Care of ourselves SS1 | |
| **PSHE Including SRE**  **SECONDARY**  **UNDER REVIEW** | Taking Care of the Environment WWLI 4 | Medicinal Drugs HL6  Drugs, Alcohol, Tobacco HL7 | Things we are good at SA1  Kind and Unkind behaviors SA2  Playing and Working together SA3  People who are special to us SA4 | | Romantic Feelings and Sexual Attraction MF3  Different types of relationship CG4  Long Term Relationships and Parenthood CG5 | | Keeping Safe SSS2  Emergency Situations SSS5 | Jobs WWLI 2  Money WWLI 6 | |
| **Independent Living**  **Stage 1** | Personal Safety and social behaviours | | Hobbies and positive access to the community | | | | Travel safety and awareness | | |
|  | **Independent Living Stage 2** | Personal Safety | Shopping and budgeting (including some cooking) | Home Management, Cooking and Laundry | | Friendships and Relationships | | Positive Social Behavior | Time Management and Travel and Travel Safety | |