




Nurture– Long Term planning

‘We fix our eyes not on what is seen but on what is unseen, since what is seen is temporary but what is unseen is eternal’ [2 Corinthians 4:18](#)

As a school we understand that behaviour is a form of communication which gives us an insight into the world in which children live. Our hope is that we **see** the child as a whole not just their behaviour and that we can support them with an engaging and nurturing curriculum delivered in a way that meets their needs. We follow the ‘six principles of Nurture’ and children work towards targets set by ‘Boxall profiles’. C

Big Question	How can we be positive members of our school and wider community?					
Mission statement	Our goal is to assess learning alongside SEMH needs then give the necessary help to remove any barriers and equip the children with the skills necessary to move to the next stage of their education in order to be successful and happy in life.					
Prayer	Father in heaven, hear our prayer, Keep me in your love and care, Be my guide in all I do, Bless all those who love me too,			Thank you for the World so sweet, Thank you for the food we eat, Thank you for the birds that sing, Thank you God for everything, Amen		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	It’s good to be me	Location, location, location	Let it shine	Muck, mess and mixtures	Nurture, grow flourish	We’ve got this!
Question	What is it like to be me?	What can we be proud of in brilliant Bradford?	What is true treasure?	How can I make change?	What is needed for growth?	How can I manage change?

<p>Texts</p>						
<p>Vocabulary</p>	<p>Kind, joyous, thankful, cheerful, courageous, optimistic, impulsive, calm, good, pleased, surprised, content, relaxed, Sensitive, concerned, fascinated, intrigued, nosy, eager, anxious, inspired, determined, excited, enthusiastic, brave, loved, challenged, irritated, enraged, annoyed, upset, resentful, provoked, disappointed, ashamed, guilty, miserable, upset, uncertain, alone, frustrated, terrified, nervous, offended, humiliated, confident,</p>	<p>Location, Local, community, district, proud, influential, wood, forest, map, development, family, habitat.</p>	<p>Treasure, Shiny, Sparkle, iridescent, circuit, battery, bulb, wires, crocodile clip, internal,</p>	<p>Dry, Furry, Hard Prickly, Rough, Slimy, Slippery, Smooth Soft, Spiky, Sticky, Wet, mixture, change, most, least, prediction, liquid, solid, paste</p>		<p>Change, excited, worry, anxious, development, maturity, prepared, challenge, control, unknown, repel attract, poles, magnetism, magnetised, north, south, compass, magnetic,</p>
<p>Hook</p>	<p>Pin boards – What is important to us. Use photos from home, favourite football team scarf, cards given, certificates...Involve parents with the task. Staff do it too.</p>	<p>Visit to the locality, park, local woods, Saltire or another place in Bfd.</p>	<p>Treasure hunt around school grounds</p>	<p>Messy mixture morning</p>	<p>Getting out in the garden, inviting parents to help make our garden.</p>	<p>Sports day</p>

English (individual work set by the class teacher)	OUTCOME – NARRATIVE (Comic strip)		Poetry Story writing	Lists Recipes Narrative (animation)	Instructions	Non-fiction - recount
Maths (following the whole school Maths LTP – individual work set by the class teacher)	Place Value Addition and subtraction	Place Value	Multiplication and division	Fractions	Place value, statistics and shape	Measures
Art/DT	Self portraits Photography of themselves Art with parts of the body – finger painting, blow painting, painting with feet. Handprints in clay	Artist study – Hockney Sketch local area Children create their own version of his pieces 	3D models using recycled materials Shiny material collage	Mixed media pictures Sensory play Make an outdoor kitchen	Using different media to design and make planters. Wood work	Making a wall hanging different fabrics– 'memories of the year' Thank you cards
Science	Diet and digestion	Animals and their habitats	Electricity	Sensory play Properties and changes Corn flour, oil, shaving foam Test liquids – Which makes the best bubbles...	Animals and humans movement and growth	Magnets
Geography	Locality– Own homes, immediate locality	Topography of Britain – hills, mountains river – map skills	Britain – an Island nation Continents and countries.	Volcanoes	Human geography – use of natural resources – water.	



	extending to Saltaire and wider Bfd Local habitats and then wider habitats	Types of Settlement Land use	Food/flags/culture/beliefs/climate/dress		The water cycle	
History	Personal/family history. Time line Heroes of Bfd – Margaret McMillan. David Hockney		Focus on impact of immigration and diversity in Bradford and another island nation		Changes in Britain from the Stone age to the Iron Age.	
RE	2a Creation – Humans What do Christians learn from the creation story?	2a 4 What type of World did Jesus want? Local	2a 1 Animals Good Friday, salvation)	2a 5 Kingdom of God Lords prayer	2a 4 What type of World did Jesus want? World	Sikhism Islam Buddhism
PE	Individual skills - Gymnastics/ dance/ aerobics	Athletics	Table tennis and tennis	Ball skills -Basket ball	Team games – cricket, rounders	Gymnastics/ dance/ aerobics