



Cherish, Nurture, Achieve

A Typical Afternoon in Becket Nurture Group ('The Nest')

The information below outlines the structure of the afternoon in Becket Nurture Group. It fulfils Nurture Group Network recommendations. The organisation of Nurture sessions is dependent upon:

- ✓ The needs of the children in the group at the time
- ✓ Fitting in with the whole school's organisation e.g. assemblies, trips, visitors, events

WHAT WE DO	WHY WE DO IT
<p>Lunchtime break – this is not formally a part of the Nurture timetable. However, the Nurture practitioner supervises throughout the lunchtime and keeps a special focus on the Nurture children</p>	<ul style="list-style-type: none"> - To support the children to build friendships with other children - To encourage the children to join in the activities available for all children e.g. skipping, scooters, football, playing on the Tom Bot, making Lego models etc. - To be a designated adult for the Nurture children to support them in any difficulties they may have during this less structured time of the day, which for some of our children can be very challenging on an emotional and/or sensory level
<p>Meet & Greet - Children are collected from their classes by the Nurture Group practitioner and welcomed into the Nurture Room ('The Nest') to begin their session.</p>	<ul style="list-style-type: none"> - To establish a routine at the start of the session - To assist the child's sense of belonging - To help the child feel special & cared for
<p>Cooking at the end of each half term</p>	<p>Cooking provides opportunities for the children to develop practical skills linked to:</p> <ul style="list-style-type: none"> - Numeracy e.g. weighing ingredients, fractions - Literacy e.g. following recipes - It also provides opportunities for children to taste foods & involve them in essential 'homely' activities which they may not have opportunity to do at home. - Develops an understanding of being healthy & of basic food hygiene.



Cherish, Nurture, Achieve

<p>Turn taking game</p>	<ul style="list-style-type: none"> - To encourage taking turns & sharing - To accept winning & losing - An aid to help develop concentration & memory - Some children in Nurture may have had little positive & consistent interaction with adults; playing constructively with someone is an important experience for them. At these times, the Nurture practitioner responds as a caring adult, not just as a teacher.
<p>Practical learning Session: include</p> <ul style="list-style-type: none"> ✚ Speaking & listening activities ✚ Learning through play – role play, puppet work ✚ Creative activities ✚ ‘Getting Classroom ready’ activities e.g. following instructions ✚ Outdoor Learning opportunities (weather permitting!) ✚ Basic Skills activities ✚ Circle Time activities ✚ ‘Brain Gym’ activities 	<ul style="list-style-type: none"> - The children have experience of functioning as part of a small group & are learning to be attentive & wait their turn. This enables them to practise the vital skills needed for successful learning in the large classroom situation & is so often the time when NG children can withdraw or be disruptive. - There is a mix of more formal table top activities, carpet activities & opportunities to work in paired/small group activities. - All activities promote kinaesthetic learning - Children have the opportunity to use the room & appropriate resources to develop their early learning skills - Develop skills through appropriate experiences all of which have an underlying personal, social, health and emotional development focus - Beginning or building on the process of group membership - A range of short activities are provided, as NG children often find it difficult to sustain work for any length of time - Interacting with adults & including them in their play/work activities - Building confidence & understanding of their world - To recognise the importance of treating equipment/resources carefully & appropriately - To help prepare the children for and to practise how to meet the expectations in their mainstream classroom



Cherish, Nurture, Achieve

	<ul style="list-style-type: none"> - Speaking & listening activities which seek to develop the child's receptive & expressive language skills. - Basic Skills practises those basic skills e.g. Alphabet Arc, reading/spelling common words, Time, Months, Days of week, Seasons, Counting in 1s, 2s, 5s, 10s etc, number before/after, air-writing, money activities which are so often not consolidated sufficiently in a busy curriculum - Outdoor learning opportunities take full opportunity of the school grounds and wildlife area and will involve activities such as mini beast hunting, pond dipping, gardening, playing on the large play equipment to develop coordination etc.
<p>Snack-time - The children all sit round the table with the adult to share snack & to reflect upon their day.</p>	<ul style="list-style-type: none"> - Sharing food assists in creating attachment & cementing loving & caring relationships - It is an ideal opportunity to sit down altogether & can be a new experience for some of our children, some of whom eat food 'on the hoof' - It engages the children in conversation with adults & their peers & provides opportunities to learn the skills related to making conversation e.g. eye contact, listening, waiting, showing interest - Social skills can be practised at snack-time - learning to wait, learning to share, how to use cutlery, appropriate table manners for example - An opportunity for the children to talk about their day, their worries etc & for the staff to sort out any difficulties & praise success
<p>Reward Time - when the children review how they have got on with their targets. They look at what they have achieved & what they can do to improve things</p>	<ul style="list-style-type: none"> - It is important to raise the self-esteem of our children & the review is always ended on a positive note even if they have not managed to meet their targets - A consistent approach is vital as some children will not have experienced this at home - Clear boundaries need to be consistently applied. - To reward the children for doing the right thing & to



Cherish, Nurture, Achieve

	<p>acknowledge & praise their successes.</p> <ul style="list-style-type: none"> - To encourage them for the next day.
<p>Review – The children reflect upon their day. We focus on their successes & how they can do even better tomorrow. The children play an active role in reflecting upon & evaluating their day. The children are also encouraged to give positive feedback to each other.</p>	<ul style="list-style-type: none"> - Opportunity to talk with the children about their successes - To support them constructively in things they need to work on. - Provide positive & constructive interaction with an adult - To raise a child’s self esteem
<p>End of the session – The Nurture practitioner takes the children back to their classes for the end of the day</p>	<ul style="list-style-type: none"> - So the transition from Nurture to class is managed and the children return to their class calm, ready and without anxiety - Both adults and children understand the importance of any transition and the children learn there is consistent & unconditional attention & care from the adults within the group. - To ensure the Nurture session finishes on a positive note & the children to know tomorrow is always a fresh start.
<p>Achievement Books: We gather around the table to end each session positively with feedback being written in home/school liaison books & rewards for using skills such as: completing work, taking turns, sharing, sitting, listening, working collaboratively etc</p>	<p>As has already been highlighted, some children in Nurture may have had little positive & consistent interaction with adults, so this form of constructive evaluation is vital for them</p>
<p>Each child has a special book called My Journal. This book is regularly updated with photographs of the child’s time in ‘The Nest’</p>	<ul style="list-style-type: none"> - ‘My Journal’ forms a vital part of any child’s time within NG - To develop a sense of worth & belonging to the group - To ensure the children have a record of their experience within NG - The children can then use their Journals as a ‘talking’ point to take back to their class to show their peers & teacher and talk about what they have done in Nurture



Cherish, Nurture, Achieve