

WB	Monday/Tuesday/ Wednesday/Thursday
9:00 am	Nurture staff pick up the children from their classes.
9:05 am	Children arrive at the nurture room. They sign in with the feeling's jars. Then they sit in the living room area ready to start the session.
9:05 am	<p>Welcome time</p> <p>WALT</p> <ul style="list-style-type: none"> • To listen with interest when someone is speaking. (Boxall Target) • To listen to someone else's new without intruding or taking over. (Boxall Target) <p>WILF</p> <ul style="list-style-type: none"> • I can sit and look at someone when they are speaking? • I can sit and listen when it is someone else turn to speak? • I can wait until it is my turn to speak? <p>In this part of the session I am looking for good use of eye contact, good listening skills, not intruding on other children's news, good participation, and confidence to have a go at asking or answering a question.</p> <ul style="list-style-type: none"> • Everyone say good morning to everyone. KS1 children will sing the hello everyone song. • We will introduce any new member to the group and go through the routines. • Before we begin to tell our news for the day we will quickly recap on our speaking and listening conventions. • Then we will use the nurturing talk flower to talk about what we did last night or what they have done this morning. One at a time the children will tell the group what they have been doing last night or yesterday in class. • After this we will fill in the date and weather chart.
9:05 am	<p>Breakfast</p> <p>Helping hands are chosen</p> <p>WALT</p> <ul style="list-style-type: none"> • To follow some simple instructions. (Boxall Targets) • To listen with interest when the teacher explains something to them. (Boxall Targets) • To organise and assemble equipment need and clear it away. (Boxall Targets) <p>WILF</p> <ul style="list-style-type: none"> • I can follow simple instruction? • I can listen with interest? <p>Once the helping hands have been picked the children will go off with Mrs. Lowery and complete tasks of making breakfast for everyone.</p> <p>Breakfast/Afternoon tea tasks</p> <ul style="list-style-type: none"> • Counting how many people • Counting plates, spoons, cups etc. • Choosing who will sit where • Setting the table (put out place mats , bowls , spoons etc)

	<ul style="list-style-type: none"> • Making food (Pouring cereal, making toast , sandwiches etc) • Pouring juice • Letting everyone that breakfast is ready • Clearing table • Washing up • Putting everything away item • Cleaning table • Object identification • Prepositional language • Conversation skills
9:30am	<p>Breakfast time - Everyone sits down for breakfast.</p> <p>WALT</p> <ul style="list-style-type: none"> • To engage in conversation with another child. (Boxall targets) <p>WILF</p> <ul style="list-style-type: none"> • I can sit at the table and eat my breakfast sensible? • I can talk to another person sat at the table in a friendly manner <p>During breakfast time, the nurture staff will be looking for good conversation skills, good table manners, to be able to sit around a table and eat breakfast, to be able to wait at the table whilst everyone else finishes.</p> <p><u>Activities that could be built upon during breakfast time (Both boxall and curriculum learning)</u></p> <p>There will also be a vase of flowers on the table in the hope that the children will notice them and we can start to chat about the colour, size, smell, why they are there, where we have got them from etc.</p> <p>We also use the equipment and displays around us to create to valuable learning experiences - what shapes can you see, how many letter are in you name ,can you recognise any letters/word/numbers on the displays, introduce key English work like nouns can we spot any, verbs what are we doing at the table, adjective what to the nouns feel , touch smell like. All of this work can be introduced whilst sitting at the table. Maths how many people are sat at the table if we add one more/One less how many altogether.</p>
	<p>Memory Game -pairs game until everyone is back together from the toilet and brushing teeth</p>
9:50 am	<p>Relaxation time - relax kids/ mindfulness minutes</p> <p>The children will re-group in the living room area. They will find a relaxing place to sit. They will sit and listen to a story off the relax kids CD.</p> <p>During this time, we will be looking for children who can sit still and relax their bodies.</p> <p>After relaxation we sometime use the relax kids star cards to find out what kind of star, we are today or practice the different breathing activities the children have been taught.</p> <p>Introduce the feeling box - I will explain to the children that every day we are going to look</p>

	at a photograph and describe and talk about how they are feeling. The children will be encouraged to orally said a sentence about the picture for example The girl is happy.
10:00 am	<p>Story time - The same stories that are being taught in the classes</p> <p>WALT</p> <ul style="list-style-type: none"> • To respond to stories about animals and people with appropriate feelings. • To recall information of relevance to something I hear or read about and make a constructive link. (Boxall Profile Targets) <p>WILF</p> <ul style="list-style-type: none"> • I can identify the issues in the story? • I can express my thoughts about this story. • I can predict what will happen next? • I can identify how the characters are feeling in the story? <p>During story time, the children will identify the title, author, illustrator and the ISBN number of the story we are reading. We will also look at the illustrations on the front cover to see if it gives us any clues to what this story is about. Individual readers done throughout story time</p>
10:15 am	Physical break - daily mile , counting exercises
10:20am	<p>Group activity English</p> <p>Boxall profile targets</p> <p>WALT</p> <ul style="list-style-type: none"> • To work in a group with other children (Boxall targets) • To listen with interest when the teacher is talking. (Boxall targets) • To make appropriate use of the equipment provided by the class teacher, without the need for continuing direct support. • To take part in a teacher centered group activity. (Boxall Profile) • To complete a task without needing continuing direct support. (Boxall Profile) <p>WILF</p> <ul style="list-style-type: none"> • I can sit on a chair • I can sit around a table with a group of children • I can look at the teacher when she is speaking • I can listen to the information/instructions • I can take part in the group activity • I can I complete a task by myself • I can put my hand up and ask for help when it is need • I can show pride and enthusiasm in my work/activity <p>See attached sheet</p>
	<p>Physical Break Dice Game</p> <p>Roll the dice and whatever number is roll look which exercise you will do.</p>

10:50am	<p>Group activity Boxall profile targets WALT</p> <ul style="list-style-type: none"> • To work in a group with other children (Boxall targets) • To listen with interest when the teacher is talking. (Boxall targets) • To make appropriate use of the equipment provided by the class teacher, without the need for continuing direct support. • To take part in a teacher centered group activity. (Boxall Profile) • To complete a task without needing continuing direct support. (Boxall Profile) <p>WILF</p> <ul style="list-style-type: none"> • I can sit on a chair • I can sit around a table with a group of children • I can look at the teacher when she is speaking • I can listen to the information/instructions • I can take part in the group activity • I can I complete a task by myself • I can put my hand up and ask for help when it is need • I can show pride and enthusiasm in my work/activity <p>Maths Session <u>See attached sheets</u></p>
11:15 am	<p>Free choice - Here am looking for good co-operation, sharing skills, getting on together, who takes lead, who plays with what and do they make use of the equipment.</p> <p>WALT</p> <ul style="list-style-type: none"> • Make appropriate and purposeful use of material/toys/ equipment provided without needing continuing direct support. • Organize and assemble materials I need and clear them away. <p>WILF</p> <ul style="list-style-type: none"> • I can play together with 1 or more children? • I can share equipment with other children? • I can put everything away at the end of the free choice time? • I can be friendly to others? <p>Activities out See continuous provision</p>
11:30 am	<p>Goodbye time WALT</p> <ul style="list-style-type: none"> • To identify something, I am good at. <p>WILF</p> <ul style="list-style-type: none"> • I can say something I have enjoyed and learnt? • I can say something I have been good at this session?
11:40 am	<p>Circle time - the children will say "whilst we have been together, I have learnt and enjoyed". On a post it the children will write down what they have been good at and on the way out stick it on the 'I am good at flower.'</p>

	<p>Super star award and well-done award is given out. Children to be back in their classroom for 11:45am in time for their dinner. Children to go back to class ready for dinner time</p>
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