



## A Typical Morning in Meriden Nurture Group

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

- The needs of 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
<b>Meet and Greet</b> – Children are collected from their classes by the Nurture Group practitioner and welcomed into the Nurture Room to begin their session	<ul style="list-style-type: none"> <li>• To establish a routine at the start of the session</li> <li>• To assist the child's sense of belonging</li> <li>• To help the child feel special and cared for</li> </ul>
<b>Snack-time</b> - The children all sit around the table with the adults to share snack and to reflect upon their evening and morning at home before transition to school	<ul style="list-style-type: none"> <li>• Sharing food assists in creating attachment and cementing loving and caring relationships</li> <li>• It is an ideal opportunity to sit down altogether and can be a new experience for some of our children some of whom eat food 'on the hoof'</li> <li>• It engages the children in conversations with adults and their peers and provides opportunities to learn the skills related to making conversation e.g. eye contact, listening, waiting, showing interest</li> <li>• Social skills can be practised at snack-time – learning to wait, learning to share, how to use cutlery, appropriate table manners for example</li> <li>• An opportunity for children to talk about their day, their worries etc. and for the staff to sort out any difficulties and to praise any success</li> </ul>
<b>Turn taking game</b>	<ul style="list-style-type: none"> <li>• To encourage taking turns and sharing</li> <li>• To accept winning and losing</li> <li>• An aid to help develop concentration and memory</li> <li>• Some children in Nurture may have had little positive and consistent interaction with adults; playing constructively with someone is an important exercise for them. At these times the Nurture practitioner responds as a caring adult, not just as a teacher</li> </ul>

<p><b>Practical learning Session:</b> include</p> <ul style="list-style-type: none"> <li>✓ Speaking and listening activities</li> <li>✓ Learning through play – role play, puppet work</li> <li>✓ Creative activities</li> <li>✓ 'Getting Classroom ready' activities such as following instructions</li> <li>✓ Outdoor Learning opportunities (weather permitting!)</li> <li>✓ Basic Skills activities</li> <li>✓ Circle Time activities</li> <li>✓ 'Brain Gym' activities</li> </ul>	<ul style="list-style-type: none"> <li>• The children have experience of functioning as part of a small group and are learning to be attentive and wait their turn. This enables them to practise the vital skills needed for successful learning in the large classroom situation and is softer the time when Nurture Group children can withdraw or be disruptive</li> <li>• There is a mix of more formal table top activities, carpet activities and opportunities to work in paired/small group activities</li> <li>• All activities promote kinaesthetic learning</li> <li>• Children have the opportunity to use the room and appropriate resources to develop their early learning skills</li> <li>• Develop skills through appropriate experiences of all which have an underlying personal, social, health and emotional development focus</li> <li>• Beginning or building on the process of group membership</li> <li>• A range of short activities are provided, as Nurture Group children often find it difficult to sustain work for any period of time</li> <li>• Interacting with adults and including them in their play/work activities</li> <li>• Building confidence and understanding of their world</li> <li>• To recognise the importance of treating equipment and resources carefully and appropriately</li> <li>• To help prepare the children for and to practise how to meet expectations in their mainstream classroom</li> <li>• Speaking and listening activities which seek to develop the child's receptive and expressive language skills</li> <li>• Basic Skills practises those basic skills e.g. Alphabet Arc, reading/spelling common words, Time, Months, Days of the Week, Seasons, counting in 1s,2s and 5s, 10s etc. number before/after, air writing money activities which are often not sufficiently consolidated in a busy curriculum</li> <li>• 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 Trim Trail to develop co-ordination</li> <li>•</li> </ul>
<p><b>Relationship Based Play</b> – for the children to experience fun activities that focus on building trusting relationships</p>	<ul style="list-style-type: none"> <li>• Develop a warm and friendly relationship between practitioners and the child</li> <li>• Accepts the child as she or he is</li> <li>• Establishes a feeling of permission in the relationship so that the child feels free to express his or her feelings completely</li> <li>• The practitioner is alert to recognise the feelings the child is expressing and reflects these feelings back in such a manner that the child gains insight into his/her behaviour</li> </ul>

<p><b>Cooking</b></p>	<ul style="list-style-type: none"> <li>• Cooking provides opportunities for the children to develop practical skills linked to: <ul style="list-style-type: none"> <li>-Numeracy e.g. weighing ingredients, fractions</li> <li>-English e.g. following recipes</li> </ul> </li> <li>-It also provides opportunities for children to taste foods and involve them in essential 'homely' activities which they may not have had the opportunity to do at home</li> <li>-Develops an understanding of being healthy and basic food hygiene</li> </ul>
<p><b>Reward Time</b> – when the children review how they have got on with their targets. They look at what they have done well and what they have achieved and what they can do to improve things</p>	<ul style="list-style-type: none"> <li>• It is important to raise the self-esteem of our children and the review is always ended on a positive note even if they have not always managed to meet their targets</li> <li>• A consistent approach is vital as some children will not have experienced this at home</li> <li>• Clear boundaries need to be consistently applied</li> <li>• To reward the children for doing the right thing and to acknowledge and praise their successes</li> <li>• To encourage them for the day ahead</li> </ul>
<p><b>Achievement Books</b> – We gather around the table to end each session positively with feedback being written in the home/school book and 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 and consistent interaction with adults so this form of constructive evaluation is vital for them</p>
<p>Each morning child has a special book called <b>My Journal</b>. This book is updated with photos and work from the child's time in Nurture Group</p>	<ul style="list-style-type: none"> <li>• My Journal records time spent in the group</li> <li>• To develop a sense of worth and belonging to the group</li> <li>• To ensure the children have a record of their experience within Nurture Group</li> <li>• The children can then use their Journals as a 'talking ' point to take back to class and show their peers and teacher and talk about what they have done in Nurture</li> </ul>
<p>Lunchtime break – this is not formally part of the Nurture timetable. However, the Nurture practitioner supervises the group from 12:45 to 13:15</p>	<ul style="list-style-type: none"> <li>• To support the children to build friendships with other children</li> <li>• To provide support for children who find the unstructured part of dinnertime difficult to cope with</li> <li>• To provide a safe environment for those children who can be challenging on an emotional level or a sensory level</li> </ul>