

WAUNCEIRCH PRIMARY SCHOOL

Nurture Group



Autumn Planning

Boxall Statement	Target Group	Resources, strategies and Activities to be used
<p>A</p> <p>Gives purposeful Attention</p>	<p>Whole Group</p>	<p>Staff to use hand gestures and use non verbal communication. Attract child's attention by using their name before giving the instruction.</p> <p>Elklan training course I completed will be particularly useful when planning for this particular statement.</p> <p>Claire to brief all nurture staff about communication strategies.</p> <p>Use of our visual timetable to ensure that the children are aware of the structure of the afternoon.</p> <p>To complete short tasks that are achievable to the child i.e. name Writing, jigsaws etc.</p> <p>Use of house points, stickers and Headteachers awards to encourage the children.</p> <p>Play memory games i.e. Kim's game, Disney memory etc.</p>

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<p>B</p> <p>Participates constructively</p>	<p>Whole group</p>	<p>Make our own sensory area using fibre optic lamps, disco globe, torches etc to complete investigations i.e. how shadows are formed etc.</p> <p>Make a feely box containing a range of materials.</p> <p>Use of full length mirror - Encourage the child to sit in front of the mirror and look at his/herself. Encourage the child to express different emotions e.g. happy, sad, frightened etc.</p> <p>Puppets - Ask the children to act out different stories to encourage the use of different voices. Goldilocks and the 3 bears, 3 Billy goats gruff etc.</p> <p>Make family trees to enable the children to participate constructively during discussions about families.</p>

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C Connects up experiences	Deacon Arran Lewis Rebecca Jan Ben	<p>Use our "NEW" interactive whiteboard to provide additional opportunities for follow up work.</p> <p>Encourage self-rewarding independent activities e.g. building Lego models, painting a picture etc.</p> <p>To produce a "Healthy Eating" display. We will link this display to our cooking activity by producing foods which are particularly healthy. The children will be involved in the selection of work to go on display.</p> <p>We will choose a child each day to Share with the class what they have enjoyed doing that day.</p>

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D Shows insightful involvement	Ben Arran Jan Katie Rebecca Lewis Deacon	<p>We will read stories which will explore a range of feelings e.g. Owl babies, brand new baby etc.</p> <p>Circle time based on the feelings of animals and characters we read about in stories, leading onto "why we are special"</p> <p>Puppet work - The children work as a group to produce a puppet show for younger children based on a story we have read in class.</p> <p>Make a Smarties memento to display with the children feelings.</p>

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<p>E Engages cognitively with peers</p>	<p>Ben</p> <p>Katie</p> <p>Lewis</p> <p>Arran</p> <p>Brandon</p>	<p>We will play traditional playground games, parachute games, board games etc.</p> <p>To provide continuous opportunities for imaginary play, dressing up, home corner etc.</p> <p>Use games/play opportunities which are matched to developmental age, rather than chronological age. I.e. visits to Early Years Department.</p> <p>To ask the children to carry messages around different parts of the school.</p>

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<p>F</p> <p>Is emotionally secure</p>	<p>Ben</p> <p>Jan</p> <p>Arran</p> <p>Katie</p> <p>Rebecca</p> <p>Brandon</p> <p>Deacon</p>	<p>Ask the children to bring to school a toy which is special to him/her.</p> <p>Encourage the child to tell the rest of the class why the toy is so special.</p> <p>The children hopefully will then go on to talk about experiences connected with their toy i.e. Christmas/birthday etc</p> <p>Staff in Smarties to constantly give praise and show appreciation for an idea, a gesture or kind deed.</p> <p>Make an "I am special book" with the children to display.</p>

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<p>G</p> <p>Is biddable; accepts Constraints</p>	<p>Whole Group</p>	<p>To introduce "a warning system" prior to a change of activity e.g. use a rainmaker when it's time to tidy up, go out to play etc.</p> <p>To use the sand timer (a strategy that is already implemented in mainstream)</p> <p>Adult to reinforce immediately for compliance using physical gestures i.e. smile, nod, thumbs up etc.</p> <p>On a one to one adult to teach child specific skills e.g. how to carry a scissors correctly, how to carry a glass safely.</p> <p>We will use role play area to show care and safety in the home i.e. hot water, electrical dangers, personal hygiene etc.</p> <p>To continue to use bean bags, cushions and "hopefully" a new settee when the children are seated to encourage the children to sit appropriately.</p>

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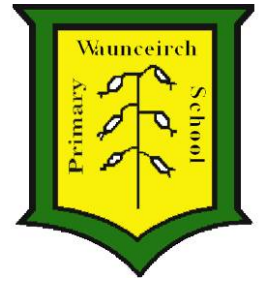


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<p>H</p> <p>Accommodates to others</p>	<p>Whole Group</p>	<p>Circle time activities - pass the hand shake, pass the smile etc.</p> <p>To continue to use our visual timetable, which is displayed in the home corner where children are registered.</p> <p>Hot seating - Ask one child to sit in "the special seat" and talk about somewhere they have been or something they have done, encouraging the rest of the group to ask questions.</p> <p>Use turn taking games. I.e. guess who, Ker plunk etc.</p> <p>At snack time we will encourage the helpers to ask the children appropriate questions e.g. would you like a drink? Which fruit do you like? etc.</p> <p>Encourage communication skills within the group with children and adults.</p>

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<p>I</p> <p>Responds constructively to others</p>	<p>Whole group</p>	<p>Discuss feelings during snack time when the children do not feel pressured.</p> <p>Play circle games using emotions:</p> <p>I am happy when.....</p> <p>I am angry when</p> <p>.....etc.</p> <p>When the children are comfortable to express their emotions we will be moving onto problem solving;</p> <p>What can we do to avoid feeling sad, angry etc?</p> <p>Set up a role play area (shop) and encourage children to participate constructively.</p>

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<p>J</p> <p>Maintains Internalised standards</p>	<p>Brandon</p> <p>Arran</p> <p>Ben</p> <p>Jan</p> <p>Katie</p> <p>Rebecca</p> <p>Deacon</p>	<p>Use simple language terms to explain rules clearly to the children when talking to them. If necessary, explain to the children individually so that they understand what is expected of them.</p> <p>Play group games with the children. The children will be put into situations where they will fail and will lose at some point i.e. Dominoes, jenga etc. The children's feelings will be acknowledged e.g. disappointment, angry, sad etc. We will use strategies to overcome these feelings e.g. playing the game again and letting the child see a different child win. Explain to the child the importance of trying our best and taking part.</p> <p>To make the children aware of Smarties rules and the consequences that may occur if rules are not followed.</p>

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<p>Q</p> <p>Disengaged</p>	<p>Whole Group</p>	<p>Pet shop visits/Gnoll Park/Local park/Supermarket/Bakers/train station.</p> <p>Miss Topper to bring own dog to school – Children will have the opportunity to nurture a pet i.e. feed him, take him for a walk, play with him, bathe him etc.</p> <p>Cooking Activity – weekly The children will be involved in all areas of this activity i.e. preparation and clearing away.</p> <p>Role Play corner – i.e. Home corner, bakers etc.</p> <p>Dressing up Encourage use of long mirror Use Smarties house points and rewards on completion of tasks e.g. Head teacher’s award, pupil of the week etc.</p> <p>Focus on child’s strengths One to one activities with child- model appropriate language skills (ELKLAN Training) encourage child to share his/her news/experiences.</p>

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<p>R</p> <p>Self-Negating</p>	<p>Whole group</p>	<p>Quiet area – Cushions, soft toys, listening centre, lamp, music / story sessions.</p> <p>Group cooking Activities</p> <p>Circle time – Appropriate topics</p> <p>TV/DVD – quiet time</p> <p>Use visual timetable of the day.</p> <p>Group activities – Cooking, Role play with an adult, visits etc.</p>

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<p>S</p> <p>Makes undifferentiated attachments</p>	<p>Brandon</p> <p>Arran</p> <p>Lewis</p> <p>Ben</p>	<p>Lots of 1 to 1 activities with children.</p> <p>Use of mirrors to describe the child's features and postures.</p> <p>Use family trees, kites and photographs to develop a sense of belonging to family/Smarties group.</p> <p>All staff to model appropriate reactions to praise and affection.</p> <p>Use of role play in the house, shop, dressing up etc.</p> <p>Encourage the children to develop friendships within the group.</p> <p>Complete a wall display by asking the children to make positive comments about his/her peers by noting comment on a leaf which is displayed on trees.</p>

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<p>T</p> <p>Shows inconsequential Behaviour</p>	<p>Whole Group</p>	<p>Sessions in Early Years Department – Use of sand and water play, role play area, small world play etc.</p> <p>Create an emotions wall – Look at the different types of emotions and ask the children to model those emotions. Ask the children questions e.g. How do we feel today? How do other children in the group feel? Why do we feel the way we do? etc.</p> <p>Smarties emotions book – As a group, make an emotions book and see if the children are able to recognise their own emotions and those of others.</p> <p>Circle time based on emotions</p>

<p style="text-align: center;">T</p> <p style="text-align: center;">Shows inconsequential Behaviour (continued)</p>	<p style="text-align: center;">Whole Group</p>	<p>Mirror games</p> <p>Use of sand timers to set targets</p> <p>Use construction to develop concentration</p> <p>Role play in the home corner</p> <p>Smarties rules – Ask the children to think of 5 appropriate rules and discuss the importance as to why we need rules and the consequences if rules are broken.</p> <p>Set tasks with guaranteed success i.e. making puppets, masks, family kites etc.</p> <p>Display as much of the children’s work as is possible – e.g. Use flowers and family kites to create a display all about the children and their families.</p> <p>Ask the children individually, using their family kites, to talk to the rest of the group about themselves.</p>
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<p style="text-align: center;">U</p> <p>Craves attachment, reassurance</p>		<p>The children in our present group had very low scores in this strand of the Boxall profile. Therefore, we have decided not to plan for this strand, unless a problem arises.</p>

<p style="text-align: center;">T</p> <p style="text-align: center;">Shows inconsequential Behaviour (continued)</p>	<p style="text-align: center;">Whole Group</p>	
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V Avoids/rejects attachments	Brandon Lewis Katie Rebecca Ben	<p>Use of puppets to encourage interactions.</p> <p>Use 'lift the flap' books.</p> <p>Encourage eye contact when talking to, and listening to, the child.</p> <p>Use of sand and water trays</p> <p>Play dough</p> <p>Emotions cards – made by class</p> <p>Painting – self portrait (Use mirror to do this)</p> <p>Encourage eye contact during news time, circle time and paired activities.</p>

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<p style="text-align: center;">W</p> <p>Has undeveloped/ Insecure sense of self</p>	<p>Whole group</p>	<p>One to one activities with an adult i.e. puzzles, board games etc</p> <p>Use Smarties house points to praise children, and reward good behaviour and work.</p> <p>Display clear visual reminder of rules.</p> <p>Role plays with an adult and verbalise that mistakes are part of learning. (i.e. adult makes a mistake and child discusses how to make better)</p> <p>Use computer to help child produce a quality piece of work for the child to be proud of. Print out 2 copies of work – one to display in classroom, and the other for the child to take home.</p>

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<p>X</p> <p>Shows negativism Towards self</p>	<p>Whole group</p>	<p>Smarties house points – The children earn their smarties points, which are then displayed in the classroom. These points are then transferred to their own house point chart in class.</p> <p>Quiet area within the class for time out.</p> <p>Daily helpers – 2 children to help around the classroom, at snack time and to ensure the classroom is tidy at the the end of the session.</p> <p>Social games – Guess Who? Ker plunk, Build a beetle, jigsaw puzzles etc.</p> <p>To give responsibility to the children- take them to a younger class in the school and encourage them to nurture the younger children.</p>

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Y Shows negativism towards others	Arran Katie Rebecca Brandon	<p>Social stories – Rory’s story, Rainbow fish, Cant shant wont etc.</p> <p>Encourage recognition and discussion of characters feelings in the selected stories.</p> <p>Circle time – At the beginning of each session each child has to say something positive about each member of the group.</p> <p>Use of mirrors to reflect emotions</p> <p>Use of woodland area for activities e.g. treasure hunts, den building, hide and seek etc. This will encourage collaborative group activities.</p> <p>Group puppet shows</p> <p>Display of emotions to help children understand the way in which another child is feeling.</p>

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<p>Z</p> <p>Wants, grabs, shows disregard For others</p>	<p>Whole group</p>	<p>Use of sand timers to set targets</p> <p>Play games initially on a one to one basis with an adult, slowly increasing number of players. Use of dialogue to praise nearby child for waiting his/her turn.</p> <p>Board games – Jenga, Twister, frustration, Lego etc</p> <p>Circle games – Farmers in his den, there was a Princess long ago, in and out the dusty bluebells etc.</p> <p style="color: red;">Playground observation Staff members to go out onto the playground to observe children’s behaviour outside the Smarties classroom.</p>