



Woodlane High School

achieving success in a nurturing environment

Curriculum Policy: Nurture Resource

Updated: September 2023

Next Update: September 2024

Du Cane Road London W12 0TN

Tel: 0208 743 5668 | **Fax:** 0208 743 9138

Headteacher: Claire Maynard | **E-mail:** admin@woodlane.lbhf.sch.uk

Web: www.woodlane.lbhf.sch.uk

Rationale – What is the evidence base for selected strategies and curriculum choices?

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

Irresistible Invitation to Learn

Pupils attending the Nurture Resource at Woodlane may come to school with a range of barriers to learning, such as: difficulties with focus and attention, specific learning difficulties and/or previous negative educational experiences. Therefore, it is the job of Nurture teachers to provide our pupils with what Gina Davies, designer of the Attention Autism approach, calls an “Irresistible Invitation to Learn”. Although the Nurture curriculum is not taught through the Attention Autism approach, the key principles are a vital part of what we provide:

1. To engage attention
2. To improve joint attention
3. To develop shared enjoyment in group activities
4. To increase attention in adult-led activities
5. To encourage spontaneous interaction in a natural group setting
6. To increase non-verbal and verbal communication through commenting
7. To build a wealth and depth of vocabulary
8. To have fun!

(Middletown Centre for Autism)

Rix et al. (2009) stated that “*Active student engagement is critical to academic success.*” We ensure pupils are actively engaged through: exciting and memorable teaching, individualised activities, engaging and practical resources that provide for all learning styles, adult modelling and engagement, the explicit teaching of social skills and group interaction, and providing a range of communication aids. Rix et al. (2009) found that effective teaching included viewing social interaction as an important way of developing the *academic and social skills* of pupils with SEN.

Individualised Teaching of Reading and Writing

The majority of pupils who attend the Nurture Resource are working well below their chronological age in reading (decoding and/or comprehension) and writing. Our pupils are all individuals with individual needs, and the teaching of reading and writing is not a ‘one size fits all’.

Although in primary mainstream education phonics is currently recommended as the sole method for learning to read and spell, McMurray, 2020, 2021 found that *“When systematic synthetic phonics is used as the only method to teach reading, it does not work for up to 25% of children”* including most children with dyslexia and other specific learning difficulties. The British Dyslexia Association (BDA) strongly recommend that phonics is used alongside a range of approaches. The Downs Syndrome Association, in their training ‘Implementing Reading Strategies’, also states that pupils with Downs Syndrome are likely to learn to read through strategies other than phonics, such as whole-word approaches.

In the Nurture Resource, some pupils find success with phonics, some with orthographic strategies including whole-word recognition, and many with a combination of the two. Pupils are assessed at entry to Nurture in their phonics and whole-word knowledge, so that staff are able to quickly build on individuals’ skills and support them in their gaps in order to make progress. Reading books are provided at an instructional level for pupils, and there are both phonetically plausible books and books with repetitive vocabulary available depending on what works for an individual.

Difficulties in decoding, spelling and handwriting means that pupils can sometimes come to the Nurture Resource as reluctant readers and writers. We aim to challenge this by providing engaging, high quality, highly visual texts that we share as a class, in order to provide opportunities for comprehension and enjoyment. When asked to compose their own writing, pupils are able to do this through a range of methods, such as dictation or video recording, so they are not held back from the pleasure of composition because of difficulties with the physical act of writing.

The Centre for Literacy in Primary Education (CLPE) provide guidance for reading and writing for pleasure, and their principles are embedded in the Nurture Curriculum:

READING FOR PLEASURE WHAT WE KNOW WORKS

1. Developing an ethos and an environment that excites, enthuses, inspires and values
2. High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter
3. A read aloud programme
4. Teachers who are knowledgeable about children’s literature
5. Creating a community of readers with opportunities to share responses and opinions
6. Planning for talking about books and stories, providing structures within which to do this
7. Understanding the importance of illustration in reading both in terms of creating a text and responding to a text
8. Using drama and role-play to help children to understand and access texts
9. Working with authors and author/illustrators to understand the process of creating books
10. Using literature beyond the literacy lesson – cross-curricular planning with quality literature as the starting point

WRITING IN PRIMARY SCHOOLS WHAT WE KNOW WORKS

1. Understand the role reading plays in developing writers and the value of being immersed in high quality literature
2. Ensure children have experience of a breadth of texts including those that are visual and digital
3. Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader
4. Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes
5. Understand and model the craft and process of writing authentically
6. Support children to identify as writers and to develop their own authentic voice
7. Give children time and space to develop their own ideas in writing
8. Use creative teaching approaches that build imagination and give time for oral rehearsal
9. Ensure the teaching of phonics, grammar and spelling is embedded in context
10. Celebrate writing through authentic publication and presentation across platforms

(Centre for Literacy in Primary Education 2018)

Repetition, Retention and Recall

The Word Aware vocabulary programme (Stephen Parsons and Anna Branagan 2016) states that children need 12 meaningful encounters with a word before they really know it, and for pupils with learning difficulties this can be closer to 25 or more. In the Nurture Provision, we aim to provide as many meaningful language encounters for our pupils as possible. Word Aware recommends the use of the STAR approach for learning new language, which we use in the Nurture Resource:

Select (the teacher and SaLT carefully select the vocabulary to be taught)

Teach (explicitly, using a variety of kinaesthetic strategies)

Activate (using the vocabulary in a range of contexts)

Review (ensuring the vocabulary is retained over time)

Another way we provide meaningful language encounters in the Nurture Resource is through our cross-curricular teaching and learning, where pupils are taught all subjects under a half-termly theme or 'topic', allowing the pupils to generalise and draw links more easily between subjects. McLeskey et al (2017) state that for pupils with SEND: *"High-quality teaching includes teaching pupils to generalise new knowledge and skills to different contexts and to maintain these over time"* and that *"Students learn to use new knowledge and skills in places and situations other than the original learning environment and maintain their use in the absence of ongoing instruction."*

The Nurture Curriculum is designed to build and expand on previous skills and subject knowledge over an academic year and over a pupil's time at Woodlane. It also plans for lots of opportunities for repetition in order to fully embed knowledge, increasing the likelihood that pupils retain and recall information.

Intent – What is Woodlane aiming to achieve through its Nurture Resource curriculum?

- To provide an outstanding education, which is personalised to the specific learning needs of each pupil in the Nurture Resource.
- To provide a calm, learning-focused environment, which is safe, caring and nurturing, in a small group with a high adult child ratio.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and independence and develop pupils' ability to self-regulate.
- To ensure Woodlane values are at the heart of learning.
- To develop pupils' essential life skills, developing their knowledge and the 'cultural capital' they need to succeed in life (personal development).
- To promote physical and emotional well-being.
- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.

Implementation – How is the Woodlane Nurture Resource curriculum delivered?

Curriculum Delivery

- Pupils in the Nurture Resource have full access to a broad and balanced curriculum which is carefully differentiated to meet pupils' individual learning needs and styles. The Nurture Resource curriculum is designed to be challenging and appropriate to each pupil's stage of development.
- In the Nurture Resource, pupils are taught a broad and balanced curriculum, covering the following subjects: English, maths, science, art, PCSHE, food technology, geography, history, Spanish, PE, RE and computing.
- Additionally, pupils in the Nurture Resource have timetabled sessions for music, drama (speech and language) and vocational studies (life skills).
- The subjects are taught through 25+ hours contact time a week. Each Nurture Class is taught the majority of subjects by their class teacher.
- Pupils are taught all subjects under a half-termly theme or 'topic', allowing the pupils to generalise and draw links more easily between subjects.

- A combination of phonics teaching and whole-word learning is used to teach reading and writing in the Nurture Resource, meaning that pupils can build upon their individual strengths to make progress in their literacy skills.
- The Nurture Resource has close links with support agency partnerships, e.g. speech and language therapists and occupational therapists, meaning that opportunities to meet individual language and OT targets can be fully integrated into the curriculum, as well as in designated drama and vocational studies sessions.
- The Nurture Resource curriculum is designed to build and expand on previous skills and subject knowledge. The curriculum also plans for lots of opportunities for repetition in order to fully embed knowledge, increasing the likelihood that pupils retain and recall information.
- The Zones of Regulation are used to support pupils to regulate their behaviour, thus removing barriers to learning and ensuring pupils can succeed.
- Nurture Resource pupils are fully included in the wider life of the school, taking part in regular whole school theme days throughout the academic year, and having the opportunity to attend extra-curricular activities at lunch time and after school. Each year, a member of each Nurture Class is voted to be a member of our School Council.

Teaching and Learning

- The curriculum is differentiated broadly into three levels of challenge: 'all', 'most' and 'some'. Further differentiation and personalisation is implemented as appropriate.
- Homework is provided on paper on a standardised format, and uploaded onto the school website. It is differentiated as above to provide the appropriate level of challenge.
- Written communication between Nurture Resource staff and parents/carers is provided through a daily 'report'. The report uses Communicate in Print symbols in order to support pupils to discuss their day's learning with their parent/carer.
- Woodlane offers various parent-pupil workshops throughout the year to enable parents to best support their child and work in partnership with the school.
- In the Nurture Resource we have a 3-tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from their Nurture Class teacher and will include adaptations to match learning needs:

- ✓ Daily English and maths teaching, with numeracy and literacy skills embedded across the curriculum
- ✓ Access to a broad and balanced curriculum of 12+ subjects
- ✓ A high ratio of adults to pupils
- ✓ A maximum of 10 pupils in the class

- ✓ Engaging and multi-sensory lessons
- ✓ Dyslexia-friendly teaching resources
- ✓ Communicate in Print symbols used for resources, to support understanding
- ✓ A positive behaviour management system guided by the Zones of Regulation, supporting pupils to regulate themselves effectively
- ✓ Integrated speech, language and communication support, under the guidance of a speech and language therapist
- ✓ Integrated OT support, under the guidance of an occupational therapist

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Interventions may include:

- ✓ Specific targeted interventions run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum
- ✓ Individual or small group interventions designed in collaboration with SaLT or OT
- ✓ Individual targets set twice annually from EHCPs and opportunities made in class to regularly work on these targets
- ✓ Additional support for individual pupils as required around specific areas e.g. behaviour or transitions

Specialist – it may be necessary to seek advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Each pupil collates a Pupil Achievement Book, where they showcase their best work and demonstrate progress over time in a variety of subjects.
- The Nurture Resource teachers analyse data from a range of sources to effectively evaluate each pupil's performance, and plan for further improvement.
- The Woodlane bespoke Flight Path is used to track the progress of individual pupils and determine expected outcomes from different starting points. This ensures that all pupils are challenged.
- Our Assessment Map highlights the range of qualifications available and how these can be compared to one another.

- KS4 pupils in the Nurture Resource have the opportunity to gain a variety of qualifications and certifications, including, but not limited to: ASDAN, Unit Award Scheme (Maths, English, Science, Humanities, Food Technology, Vocational Skills), Entry Level and potentially GCSE Art and Design.
- A range of summative assessment procedures are used in the Nurture Resource to assess progress and attainment. For example, pupils may access whole-school reading or maths assessments, as well as more individualised phonics or sight-word assessments.
- Additionally, adults in the Nurture Resource are consistently formatively assessing pupils and adapting teaching accordingly so that all pupils are supported and challenged.

Impact – *What difference is the Nurture Resource curriculum making on pupils?*

- In the Nurture Resource, the vast majority of pupils meet or exceed their expected progress, based on their starting points.
- The spiritual, moral, social and cultural development of pupils is outstanding.
- Lack of confidence can often be a barrier to learning, and one that we aim to overcome in the Nurture Resource by ensuring pupils believe that they can succeed.
- The Zones of Regulation are used in the Nurture Resource to help to develop outstanding behaviour for learning and increase pupils' ability to self-regulate.
- The very large majority of pupils are on track to meet or exceed their expected outcomes in Year 11.
- When pupils transition from Woodlane in Year 11, they will have gained qualifications and certifications appropriate for their stage of development. Courses that pupils take will always consider the needs of the individual, be tailored towards building independence and functional skills, and will be designed to support an effective transition to a post-16 provision.
- Pupils are well-prepared for the next stage of their education. No Woodlane pupil has left Woodlane Not in Education, Employment or Training (NEET) in the last 6 years.



| Nurture | Autumn A | Autumn B | Spring C | Spring D | Summer E | Summer F |
|-----------------------|--|--|--|--|---|---|
| Topic(s) | Magic and Mystery | Animals and Survival | World of work | Healthy Lifestyle | Get Moving - Transport | Rainforest |
| Texts | Black Hole – Literacy Shed The Magic Paintbrush – Traditional Meg and Mog - Jan Pienkowski Spells – Emily Gravett | Dear Zoo – Eric Carle Doing the Animal Bop – Jan Ormerod You're Called What? – Kes Gray | The ABCs of What I Can Be – Caitlyn McDonagh Izzy Gizmo – Pip Jones What Do Grown Ups Do All Day? | My Monster and Me – Nadya Hussain Move – Lolly Hopwood From Head to Toe – Eric Carle The Frog Olympics – Brian Moses | Journey by Aaron Becker Naughty Bus – Jan and Jerry Oke | Toki Ride of Passage (Literacy Shed) The Great Kapok Tree – Lynne Cherry Slowly Slowly went the Sloth – Eric Carle |
| Literacy | Reading comprehension Imaginative narrative Cause and Effect Prediction and story endings | Reading comprehension Exploring animal adjectives Narrative Exploring movement verbs Non-fiction strange animals | Reading comprehension Alphabetical order What I want to be... Imaginative narrative | Reading comprehension Writing about feelings Verbs and movement Non-fiction: guide to health | Reading comprehension Recount writing Fantasy narrative Timetables | Reading comprehension Non-fiction: Saving the Rainforest Asking questions Rainforest fact-file |
| Maths | Number and place value Capacity Making groups and sharing | Addition Data handling 2D shape | Number and Place Value Addition Money | Subtraction Fractions Weight | Number and Place Value Position and Direction Length Time and timetables | Addition and subtraction Making groups and sharing 3D shape |
| Science | C: Changing materials | B Animals and Survival | P Electricity | B Humans and life Processes | P Forces | B Habitat Study |
| History/ Geography | History: Cause and Consequence | Geography: Habitats, Weather and Climate | History: British History - Jobs | Geography: UK - Our place in the world | History: Transport timelines | Geography: Habitat Study |
| Art | Exploring 'magic' art techniques | Animals in their Habitats | Collage | Still Life - Food | Art on the Underground | The Amazon and the Yanomami |
| RE | Religious Stories | Celebrations and Festivals | People who help us | Special Meals | Journeys and pilgrimage | Places of Worship |
| PSCHE | Zones of Regulation Mental Wellbeing | Consent and privacy | Work and Volunteering | Health and First Aid | What's in the News? | Problem solving |
| Food | Change of States | Making choices | At the Cafe | Nutrition | Following Recipes | South American food |
| Spanish | Greetings Weather | | Hobbies | | Transport | |
| Computing | Health and e-Safety Logging in | Typing skills | Images | Text | Proof-reading and Editing | Communication |
| PE | Games and ball skills | Gymnastics | Dance | Net and wall games | Athletics/ Swimming | Athletics/ Swimming |



| Nurture | Autumn A | Autumn B | Spring C | Spring D | Summer E | Summer F |
|-----------------------|---|---|--|---|--|--|
| Topic(s) | All About Me | Treasure | Reach for the Moon | Heroes | I can sing a Rainbow | Song and Dance |
| Texts | Would You Rather – John Burningham Funny Bones – Alan Ahlberg I Love My Hair – Natasia Anastasia Tarpley | Pirate Song – When I Was One Stone Girl Bone Girl – Laurence Anholt | Beegu – Alexis Deacon Whatever Next – Jill Murphy Look Up – Nathan Bryon | My Mum is a Super Mum – Angela McAllister 10 Little Superheroes – Mike Brownlow Supertato | The Day the Crayons Quit – Drew Daywalt Mix it Up – Herve Tullet | Dogs Don't Do Ballet – Anna Kemp Tamara – literacy shed video Once Upon a Rhythm – James Carter |
| Literacy | Reading comprehension Making choices Labelling diagrams Retelling through drama Narrative story writing | Reading comprehension Rhyming words Poetry writing Labelling treasure map Diary writing | Reading comprehension Retelling through drama Linking reading to experience Exploring adjectives Narrative story writing | Reading comprehension Descriptive writing Dialogue and speech bubbles Adventure Comics | Reading comprehension Letter writing Labelling colours Instructions linked to text Exploring verbs | Reading comprehension Song/poetry writing Linking reading to experience Narrative story writing |
| Maths | Number and place value Making groups and sharing Finding one more | Subtraction Money Position and direction | Addition and subtraction 2D shape Patterns | Addition Multiplication and Doubling Length and weight | Number and place value Fractions Capacity and Temperature | Number and place value Addition and Subtraction 3D shape |
| Science | B: My body and my senses | C: Rocks and fossils B: Evolution | P: Earth, the moon and the planets | P: Forces and magnets | C: Weather P: Light and colour | P: Sound |
| History/ Geography | History: Myself now and in the past Events in the past | Geography: Mapwork Direction and position | Geography: Maps and globes The earth from space | History: Heroes from the past (Mary Seacole, Amelia Earhart) | Geography: Seasons and the weather | History: Musicians from the past |
| Art | Self portraits | Clay jewellery | Junk modelling | Comic book art | Colour mixing | Kandinsky abstract Colour and Sound |
| RE | Special people | Special artefacts: Christianity | Creation stories | Right and Wrong | Colours and faith | Responding to religious music |
| PSCHE | Zones of regulation Keeping safe | People we trust | Helping the environment | Volunteering and responsible activity | Friendships | Feelings |
| Food | Exploring our senses Black History Month | Food from around the world | Healthy eating | Bake Off | Fruits and vegetables and where they come from | Party food |
| Spanish | Greetings Si y no | | Food | | Colours | |
| Computing | Health and e-Safety Logging in | Typing skills | Images | Text | Proof-reading and Editing | Communication |
| PE | Games and ball skills | Gymnastics | Dance | Net and wall games | Athletics/ Swimming | Athletics/ Swimming |



| Nurture | Autumn A | Autumn B | Spring C | Spring D | Summer E | Summer F |
|-----------------------|---|--|---|--|--|--|
| Topic(s) | Toys and Games | Growing and Changing | What's it Made of? | How Does Your Garden Grow? | London Life | Beside the Seaside |
| Texts | Spot's (Noisy) Toy Box – Eric Hill Toy Adverts Toy Story (Film clips) | Titch – Pat Hutchins Window – Jeannie Baker | True Story of the 3 Little Pigs – Jon Scieszka 3 Billy Goats Gruff Mr Gumpy's Outing – John B | Olivers Vegetables/Fruit Salad – Vivien French Errol's Garden – Gillian Hibbs Tiny Seed – Eric Carle | Paddington's London The Queen's Hat – Steve Anthony A Walk in London – Salvatore Rubbino | Billy's Bucket – Kes Gray Clem and Crab – Fiona Lumbers Winnie by the Seaside – Valerie Thomas |
| Literacy | Reading comprehension Lift-the-flap books Shopping list TV/Magazine adverts Adventure story | Reading comprehension Non-fiction growing up Information writing – autumn animals Labelling photographs | Reading comprehension Traditional/modern fairy tales Labelled diagrams Letters to characters | Reading comprehension Shopping Lists Descriptive Language Narrative Scientific explanation | Reading comprehension Prepositions Recount an experience Letter to the Queen Tourism leaflet | Reading comprehension Imaginative writing Seaside activity verbs Drama retelling Postcards |
| Maths | Number and place value Finding one more and less Addition | Addition Temperature Time | Number and place value Subtraction Pattern Fractions | Subtraction Length 2D shape | Number and place value Position and direction Money | Making groups and sharing Capacity 3D Shape |
| Science | P: Forces and movement | B: Growing and changing | C: Everyday Materials and their uses | B: Growing Plants | B: Local Habitats | C: States of Matter |
| History/ Geography | History: Toys in the past | Geography: Long- and short-term changes | History: How have objects changed over time? | Geography: Plants in the setting and beyond | Geography: Local area study | Geography: Contrasting Area |
| Art | Puppet Theatre | Photography | Mixed Media | Plants and flowers | The Urban Landscape | Pop Up Seaside Recycled Art |
| RE | Rules and sharing | Rites of passage | Special artefacts: Hinduism | Buddhism | Community Cohesion | Speaking in Stories – Parables of Jesus |
| PSCHE | Zones of Regulation Respectful Relationships | Growing and changing Puberty | Internet Safety | Volunteering and responsible activity | Money and Shopping | Critical Thinking Choices and Opinions |
| Food | Sandwiches | Heating and Cooling | Exploring utensils | How to get our 5 a day | Shops and Shopping | Picnic Food |
| Spanish | Greetings Classroom commands | | Numbers | | Spanish Cafe | |
| Computing | Health and e-Safety Logging in | Typing skills | Images | Text | Proof-reading and Editing | Communication |
| PE | Games and ball skills | Gymnastics | Dance | Net and wall games | Athletics/ Swimming | Athletics/ Swimming |

KS4 Nurture Class Curriculum Map


2022-2023



Woodlane High School

achieving success in a nurturing environment

| 1 Further education and/or employment | | 2 Being independent | | 3 Being part of the community | 4. Being as healthy as possible | |
|---------------------------------------|--|---|--|--|---|--|
| Nurture | Autumn A | Autumn B | Spring C | Spring D | Summer E | Summer F |
| Topic(s) | (3) I Choose (Activities) | (3) People who help us | (1) World of work | (2) Money Matters | (4) Healthy Lifestyle | (2) Personal project/ Transition |
| Literacy | Narratives with Morals (UAS) | Heroes in Fiction and Non-Fiction (UAS) | Instructions and Explanation: Plants and Gardening | Film Studies and Narrative: Disney Fairy Tales (UAS) | Information ASDAN Communication 1A6 ASDAN Health Wellbeing 7A2 | Presentation ASDAN Communication 1B2 |
| | Instructions ASDAN Communication 1A1, 5 | Letters and Emails ASDAN Communication 1A9 | Job Applications (Y11) ASDAN World of work 8A3, 6 | | | Storybook for Young Child ASDAN Communication 1B3 |
| Maths | Number and Place Value | Addition | Subtraction | Money (UAS) | Number and Place Value (UAS) | Solving Real-Life Problems using maths |
| | Position and Direction | Fractions | 2D shape | Grouping/Multiplication | 3D shape | |
| | Survey Likes/Dislikes | Weight | Sharing/Division | Length | Survey Fruit/Veg ASDAN Health Wellbeing 7A5 | |
| Science | C: Everyday Materials and Design ASDAN Science and Tech 9A3, 5 | P: Electricity | B: Plants and Gardening (UAS) ASDAN Environment 5B2 | P: The Earth and Space (UAS) | B: The Human Body (UAS) | Creative Thinking ASDAN Science and Tech 9A1, 9 |
| History/ Geography | History: Fashion | History: WW1 and Remembrance (UAS) | Geography: Plants and their Habitats | Geography: Earthquakes and Volcanoes (UAS) | History: Medicine through Time | Significant People |
| Art | Follow Y10 and Y11 art schemes | | | | | |
| RE | Making Moral Decisions | People of Faith ASDAN Beliefs Values 12A1, 3 | All About Islam ASDAN Beliefs Values 12B3 | Charity and Religion | Personal Wellbeing | Inspirational Figures ASDAN Beliefs Values 12A3 |
| PSCHE | Activities and Choices ASDAN Community 2A7 ASDAN Health Wellbeing 7A3, 4 | Organisations that Help ASDAN Community 2A1, 2 | The Workplace (Y11) ASDAN World of work 8A1, 2, 7, 8, 9 SRE and Keeping Safe | Money Management Fundraising ASDAN Community 2B3 | Health and Prevention First Aid ASDAN Health Wellbeing 7A7 ASDAN Ind. Living 4A9 | Change and Transition |
| Food | Making Choices | Breakfast (UAS) | Working at the Café (UAS) | Shopping and Budgeting | Health and Safety ASDAN Ind. Living 4A2, 7 | Masterchef |
| Spanish | Greetings School | | Food | Earth and Space | | Phrase Book ASDAN Wider World 10A1 |
| Computing | Internet Safety ASDAN Science and Tech 9A7 | IT Pathways | | | | |
| PE | Games and ball skills | Gymnastics | Dance | Net and wall games | Athletics/ Swimming | Athletics/ Swimming |

| Nurture Class Curriculum Map | | 2023-2024 | | |  Woodlane High School achieving success in a nurturing environment | |
|---------------------------------------|--|---|--|---|---|--|
| 1 Further education and/or employment | | 2 Being independent | | 3 Being part of the community | 4. Being as healthy as possible | |
| Nurture | Autumn A | Autumn B | Spring C | Spring D | Summer E | Summer F |
| Topic(s) | (3) Relationships | (3) My community | (1) World of work | (2) Travel and transport | (4) Sport and Leisure | (2) Personal project/ Transition |
| Literacy | Debate and Persuasion ASDAN Communication 1A4 | Advertising (UAS) ASDAN Communication 1A8 ASDAN Community 2A3, 6 | Information: Animal Care Discussion: Zoos Job Applications (Y11) ASDAN World of work 8A3, 6 | Letters and Postcards (UAS) ASDAN Wider World 10A2, 5 | Information ASDAN Sport and Leisure 3A8, 9 ASDAN Wider World 10A7 | Presentation ASDAN Communication 1B2 |
| | Narrative | | | Recount | Biography | Storybook for Young Child ASDAN Communication 1B3 |
| Maths | Number and Place Value | Addition | Subtraction | Grouping/Multiplication | Number and Place Value | Solving Real-Life Problems using maths |
| | Sharing/Division | 2D and 3D Shape (UAS) | Capacity (UAS) | Position and Direction | Survey Activities ASDAN Sport and Leisure 3B4 ASDAN Science and Tech 9A4 | |
| | Fractions (UAS) | Temperature | Money | Time (UAS) | Length | |
| Science | C: Changing Materials (UAS) | B: Local Wildlife Study ASDAN Environment 5A1, 4, 5 | B: Animals and Animal Care (UAS) | P: Forces | C: Fossils and Dinosaurs | Creative Thinking ASDAN Science and Tech 9A1, 9 |
| History/ Geography | The UK | History: Roman London | Geography: Habitats | Geography: Plan a Trip ASDAN Communication 1A7 ASDAN Wider World 10B5 | History: ...of the Olympics | Significant People |
| Art | Follow Y10 and Y11 art schemes | | | | | |
| RE | Human Rights ASDAN Beliefs Values 12A4 | Winter Festivals (UAS) | Places of Worship ASDAN Beliefs Values 12A2 | Religious Pilgrimage | All About Judaism ASDAN Beliefs Values 12B3 | Inspirational Figures ASDAN Beliefs Values 12A3 |
| PSCHE | Drugs, Alcohol and Tobacco | Volunteering ASDAN Community 2A5 Recycling ASDAN Ind. Living 4A6 | The Workplace (Y11) ASDAN World of work 8A1, 2, 7, 8, 9 SRE and Keeping Safe | Road Safety ASDAN Environment 5A3 | Physical Health and Fitness ASDAN Sport and Leisure 3A1, 2, 3, 4, 5, 6 | Change and Transition |
| Food | Great British Menu | Celebration ASDAN Communication 1A3 ASDAN Ind. Living 4A10 | Working at the Supermarket | Cooking from Around the World (UAS) | Lunch | Masterchef |
| Spanish | Greetings Family and Festivals | | Animals | | Hobbies | Phrase Book ASDAN Wider World 10A1 |
| Computing | Internet Safety ASDAN Science and Tech 9A8 | IT Pathways | | | | |
| PE | Games and ball skills | Gymnastics | Dance | Net and wall games | Athletics/ Swimming | Athletics/ Swimming |



| Nurture | Autumn A | Autumn B | Spring C | Spring D | Summer E | Summer F |
|--|--|---|---|--|---|----------|
| Literacy 5+ Units | Narratives with Morals 72991 RESPONDING TO AESOP'S FABLES | Heroes in Fiction and Non-Fiction 110967 Superheroes 114202 Real Life Heroes, the Emergency Services | | Fantasy Narrative 116459 Responding to a Disney Film 116458 Planning and Writing a Disney Story | | |
| | | Adverts 71005 ENGLISH: RESPONDING TO ADVERTISEMENTS | | Letters and Postcards 75543 Communicating Information by Letter or Postcard | | |
| Maths 5+ Units | | | | Money 111704 Maths: Money Unit 1 | Number and Place Value 15000 Maths: Properties of Number | |
| | Fractions 111666 MATHS: PRACTICAL USE OF FRACTIONS | 2D and 3D Shape 117138 PROPERTIES OF SHAPE 112591 MATHS: APPLYING KNOWLEDGE OF SHAPE | Capacity 112042 MATHS: CAPACITY | Time 108644 Maths: The Calendar and Time | | |
| Science 5+ Units | | | Plants and Gardening 116011 INTRODUCTION TO GARDENING (UNIT 1) 116014 INTRODUCTION TO GARDENING (UNIT 2) | Introduction to Space 115762 INTRODUCTION TO EARTH AND SPACE | The Human Body 116693 Introduction: Understanding a balanced diet | |
| | Changing Materials 75646 DISSOLVING, SEPARATING AND CHANGING MATERIALS | | Animal Care 90569 PET CARE: LOOKING AFTER A SMALL CAGED ANIMAL | | | |
| Humanities (RE, History, Geography) 3+ Units | | History: War and Remembrance 116613 HISTORY: WAR AND REMEMBRANCE | | Geography: Earthquakes and Volcanoes 108691 GEOGRAPHY: MAKING A MODEL OF A VOLCANO | | |
| | | Winter Festivals 113048 FESTIVALS OF LIGHT | | | | |
| Food 3+ Units | | Breakfast 88347 COOKING AND NUTRITION (UNIT 8): HEALTHY BREAKFASTS | Café 115780 CAFE KITCHEN: MAKING FRESH FRUIT SALADS | | | |
| | | | | Cooking from Around the World 115787 Cooking Dishes from Around the World with Support | | |