



Nurture MTP Autumn Term 1 2025

	Week 1 01.09.25	Week 2 08.09.25	Week 3 15.09.25	Week 4 22.09.25	Week 5 29.09.25	Week 6 06.10.25	Week 7 13.10.25
Emotions and wellbeing	<p>WALT: identify emotions connected to change Discussion about the different emotions we may be feeling about starting school (Wed am)</p> <p>WALT: Recognise positive qualities of others The tree of compliments – a child is chosen each week and the group writes down their positive qualities (Fri pm)</p>	<p>WALT: identify emotions connected to change Group talk about how the first week back at school has gone. Looking at the positives and worries (Mon pm)</p> <p>WALT: Recognise positive qualities of others The tree of compliments – a child is chosen each week and the group writes down their positive qualities (Fri pm)</p>	<p>WALT: explore emotions and regulation strategies Explore the emotion of anxiety (using Inside Out) Identify causes and effects it has on us. Mind map coping strategies (Mon pm)</p> <p>WALT: Recognise positive qualities of others The tree of compliments – a child is chosen each week and the group writes down their positive qualities (Fri pm)</p>	<p>WALT: explore emotions and regulation strategies Children choose an emotion and design a character who could be part of the film 'Inside Out' (Mon pm)</p> <p>WALT: Recognise positive qualities of others The tree of compliments – a child is chosen each week and the group writes down their positive qualities (Fri pm)</p>	<p>WALT: explore emotions and regulation strategies Annotate emotion character design with triggers and impacts for that emotion (Mon pm)</p> <p>WALT: Recognise positive qualities of others The tree of compliments – a child is chosen each week and the group writes down their positive qualities (Fri pm)</p>	<p>WALT: explore emotions and regulation strategies Children make their emotion character out of clay (Mon pm)</p> <p>WALT: Recognise positive qualities of others The tree of compliments – a child is chosen each week and the group writes down their positive qualities (Fri pm)</p>	<p>WALT: explore emotions and regulation strategies Children act out a short scene in pairs with their emotion models to show triggers, impacts and regulation strategies (Mon pm)</p> <p>WALT: Recognise positive qualities of others The tree of compliments – a child is chosen each week and the group writes down their positive qualities (Fri pm)</p>

Speaking/listening/communication	<p>WALT: share ideas and listen to others (Wed pm and Thursday am)</p> <p>Discuss events that happened in the summer holidays.</p>	<p>WALT: listen attentively and respond to others (oracy skills) (Wed am)</p> <p>Talking and communication games – I went to the shops.</p> <p>WALT: identify and share our interests (Wed pm)</p> <p>Children take it in turns to bring in a favourite book to share.</p>	<p>WALT: listen attentively and respond to others (oracy skills) (Wed am)</p> <p>Talking and communication games – headbands</p> <p>WALT: identify and share our interests (Wed pm)</p> <p>Children take it in turns to bring in a favourite book to share.</p>	<p>WALT: listen attentively and respond to others (oracy skills) (Wed am)</p> <p>Talking and communication games – describe the picture</p> <p>WALT: identify and share our interests (Wed pm)</p> <p>Children take it in turns to bring in a favourite book to share.</p>	<p>WALT: listen attentively and respond to others (oracy skills) (Wed am)</p> <p>Story dice Collaborative story writing</p> <p>WALT: identify and share our interests (Wed pm)</p> <p>Children take it in turns to bring in a favourite book to share.</p>	<p>WALT: listen attentively and respond to others (oracy skills) (Wed am)</p> <p>Story dice Collaborative story writing</p> <p>WALT: identify and share our interests (Wed pm)</p> <p>Children take it in turns to bring in a favourite book to share.</p>	<p>WALT: listen attentively and respond to others (oracy skills) (Wed am)</p> <p>Story dice Collaborative story writing</p> <p>WALT: identify and share our interests (Wed pm)</p> <p>Children take it in turns to bring in a favourite book to share.</p>
Relationships	<p>WALT: collaborate with others</p> <p>Teambuilding games – outdoor learning (Thurs pm)</p>	<p>WALT: collaborate with others</p> <p>Teambuilding games – outdoor learning (Thurs pm)</p>	<p>WALT: collaborate with others</p> <p>Teambuilding games – outdoor learning (Thurs pm)</p>	<p>WALT: collaborate with others</p> <p>Teambuilding games – outdoor learning (Thurs pm)</p>	<p>WALT: collaborate with others</p> <p>Teambuilding games – outdoor learning (Thurs pm)</p>	<p>WALT: collaborate with others</p> <p>Teambuilding games – outdoor learning (Thurs pm)</p>	<p>WALT: collaborate with others</p> <p>Teambuilding games – outdoor learning (Thurs pm)</p>
All About Me	<p>WALT: share ideas and listen to others</p> <p>Discuss events that happened in the summer holidays. (Wed am & Thurs am)</p>	<p>WALT: Identify positives about ourselves</p> <p>Share positive stories from the weekend (Mon am)</p> <p>Create a 'Brilliant Me' Book. Front cover (Tue am)</p>	<p>WALT: Identify positives about ourselves</p> <p>Share positive stories from the weekend (Mon am)</p> <p>Create a 'Brilliant Me' Book. Lessons I am good at (Tue am)</p>	<p>WALT: Identify positives about ourselves</p> <p>Share positive stories from the weekend (Mon am)</p> <p>Create a 'Brilliant Me' Book. Hobbies and skills (Tue am)</p>	<p>WALT: Identify positives about ourselves</p> <p>Share positive stories from the weekend (Mon am)</p> <p>Create a 'Brilliant Me' Book. Personality traits (Tue am)</p>	<p>WALT: Identify positives about ourselves</p> <p>Share positive stories from the weekend (Mon am)</p> <p>Create a 'Brilliant Me' Book. Proud moments (Tue am)</p>	<p>WALT: Identify positives about ourselves</p> <p>Share positive stories from the weekend (Mon am)</p> <p>Create a 'Brilliant Me' Book. Random facts (Tue am)</p>

	<p>WALT: reflect on our own learning End of the week reflection activity (Fri am)</p>	<p>WALT: reflect on our own learning End of the week reflection activity (Fri am)</p>	<p>WALT: reflect on our own learning End of the week reflection activity (Fri am)</p>	<p>WALT: reflect on our own learning End of the week reflection activity (Fri am)</p>	<p>WALT: reflect on our own learning End of the week reflection activity (Fri am)</p>	<p>WALT: reflect on our own learning End of the week reflection activity (Fri am)</p>	<p>WALT: reflect on our own learning End of the week reflection activity (Fri am)</p>
Teamwork		<p>WALT: work constructively with others towards a common goal</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p>	<p>WALT: work constructively with others towards a common goal</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p>	<p>WALT: work constructively with others towards a common goal</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p>	<p>WALT: work constructively with others towards a common goal</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p>	<p>WALT: work constructively with others towards a common goal</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p>	<p>WALT: work constructively with others towards a common goal</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p>
Life Skills		<p>WALT: use practical skills to complete a DT project</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p> <p>WALT: increase our independence and use metacognitive skills to complete tasks Children decide on their own ways to complete mini-projects based on different themes (Thurs am)</p>	<p>WALT: use practical skills to complete a DT project</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p> <p>WALT: increase our independence and use metacognitive skills to complete tasks Children decide on their own ways to complete mini-projects based on different themes (Thurs am)</p>	<p>WALT: use practical skills to complete a DT project</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p> <p>WALT: increase our independence and use metacognitive skills to complete tasks Children decide on their own ways to complete mini-projects based on different themes (Thurs am)</p>	<p>WALT: use practical skills to complete a DT project</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p> <p>WALT: increase our independence and use metacognitive skills to complete tasks Children decide on their own ways to complete mini-projects based on different themes (Thurs am)</p>	<p>WALT: use practical skills to complete a DT project</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p> <p>WALT: increase our independence and use metacognitive skills to complete tasks Children decide on their own ways to complete mini-projects based on different themes (Thurs am)</p>	<p>WALT: use practical skills to complete a DT project</p> <p>Teamwork project Make a sensory pallet – touch and smell (Tue pm)</p> <p>WALT: increase our independence and use metacognitive skills to complete tasks Children decide on their own ways to complete mini-projects based on different themes (Thurs am)</p>

Ideas for each area

- Emotions (recognising emotions, coping strategies, triggers of different emotions – including transitions, being ready to learn, caring for ourselves, wellbeing activities)
- Speaking and listening/communication (taking turns, following instructions, conversation skills, active listening and responding, speaking clearly and confidently, developing vocabulary, sharing stories/reading)
- Relationships (what makes a good friend, how can I be a good friend, how to deal with conflict)
- All About Me (celebrating strengths, self-esteem, likes/dislikes, how do I learn best? What helps me? What prevents me from doing my best?)
- Team work (taking turns, collaborating, recognising others' strengths, trusting/allowing others to do their part, taking on different roles)