

Nurture MTP Summer Term 1 2026

Focussed learning objectives taken from Boxall Profile

- Listens to others with interest
- Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations
- Contributes actively to the course of co-operative play with two or more other children and shows some variation in the roles they take
- Shows thoughtfulness for other people and offers way to help when someone is in need
- Identifies own achievements, feels proud and has a positive sense of worth
- Abides by the rules of an organised group game
- Shows genuine interest in another child's activity or news; looks or listens and gains from experience
- Being organised – getting materials and packing away
- Adapt ideas and suggestions when working as a group



Key areas based on the Principles of Nurture

Week 1
13.04.26

Week 2
20.04.26

Week 3
27.04.26

Week 4
4.05.26

Week 5
11.05.26

Week 6
18.05.26

WALT: Recognise positive qualities of ourselves and others
Champions Assembly – join in with the whole school online assembly in a smaller, calm setting
(Mon pm)

Amazing Me! – identify personal strengths about each member of Nurture and add them to the display
(Fri am)

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Wellbeing and self-esteem

	Daily end of the day reflection – rate the day and identify positive aspects	Daily end of the day reflection – rate the day and identify positive aspects	Daily end of the day reflection – rate the day and identify positive aspects	Daily end of the day reflection – rate the day and identify positive aspects	Daily end of the day reflection – rate the day and identify positive aspects	Daily end of the day reflection – rate the day and identify positive aspects
Speaking/ listening/ communication	<p>WALT: listen attentively and respond to others (oracy skills) Talking and communication games – apple pie (Tue pm)</p> <p>WALT: identify and share our interests Children take it in turns to share something based on the week’s topic – what did you do on holiday? (Mon am)</p>	<p>WALT: listen attentively and respond to others (oracy skills) Talking and communication games – Chinese whispers (Tue pm)</p> <p>WALT: identify and share our interests Children take it in turns to share something based on the week’s topic – who is in your family? (Mon am)</p>	<p>WALT: listen attentively and respond to others (oracy skills) Talking and communication games – wink murder (Tue pm)</p> <p>WALT: identify and share our interests Children take it in turns to share something based on the week’s topic – what is your favourite hobby? (Mon am)</p>	<p>WALT: listen attentively and respond to others (oracy skills) Talking and communication games – Simon Says (Tue pm)</p> <p>WALT: identify and share our interests Children take it in turns to share something based on the week’s topic – what item is special to you? (Mon am)</p>	<p>WALT: listen attentively and respond to others (oracy skills) Talking and communication games – Yes/No game (Tue pm)</p> <p>WALT: identify and share our interests Children take it in turns to share something based on the week’s topic – what special skills do you have? (Mon am)</p>	<p>WALT: listen attentively and respond to others (oracy skills) Talking and communication games – word association (Tue pm)</p> <p>WALT: identify and share our interests Children take it in turns to share something based on the week’s topic – what special skills do you have? (Mon am)</p>
Emotions and regulation	<p>WALT: develop problem solving strategies, perspectives from different viewpoints and empathy. Social stories focussing on emotions and reactions – personal space (Thurs pm)</p>	<p>WALT: develop problem solving strategies, perspectives from different viewpoints and empathy. Social stories focussing on emotions and reactions – Chinese whispers (Thurs pm)</p>	<p>WALT: develop problem solving strategies, perspectives from different viewpoints and empathy. Social stories focussing on emotions and reactions – playing games and breaking rules (Thurs pm)</p>	<p>WALT: develop problem solving strategies, perspectives from different viewpoints and empathy. Social stories focussing on emotions and reactions – losing in a game (Thurs pm)</p>	<p>WALT: develop problem solving strategies, perspectives from different viewpoints and empathy. Social stories focussing on emotions and reactions – being in control (Thurs pm)</p>	<p>WALT: develop problem solving strategies, perspectives from different viewpoints and empathy. Social stories focussing on emotions and reactions –peer pressure (Thurs pm)</p>

	<p>WALT: develop sensory regulation strategies Create and carry out sensory circuits, reflecting on how different actions make us feel (Thurs am)</p>	<p>WALT: develop sensory regulation strategies Create and carry out sensory circuits, reflecting on how different actions make us feel (Thurs am)</p>	<p>WALT: develop sensory regulation strategies Create and carry out sensory circuits, reflecting on how different actions make us feel (Thurs am)</p>	<p>WALT: develop sensory regulation strategies Create and carry out sensory circuits, reflecting on how different actions make us feel (Thurs am)</p>	<p>WALT: develop sensory regulation strategies Create and carry out sensory circuits, reflecting on how different actions make us feel (Thurs am)</p>	<p>WALT: develop sensory regulation strategies Create and carry out sensory circuits, reflecting on how different actions make us feel (Thurs am)</p>
All About Me	<p>WALT: reflect on our own learning Self-reflect on personal achievements of the week as well as moments of challenge. (Fri pm)</p> <p>WALT: identify and research an area of interest Research project – introduction to project. Children identify their area of interest and how they want to present it. (Tue am)</p>	<p>WALT: reflect on our own learning Self-reflect on personal achievements of the week as well as moments of challenge. (Fri pm)</p> <p>WALT: identify and research an area of interest Research project – begin researching areas of interest using books and ipads (Tue am)</p>	<p>WALT: reflect on our own learning Self-reflect on personal achievements of the week as well as moments of challenge. (Fri pm)</p> <p>WALT: identify and research an area of interest Research project – continue researching areas of interest using books and ipads (Tue am)</p>	<p>WALT: reflect on our own learning Self-reflect on personal achievements of the week as well as moments of challenge. (Fri pm)</p> <p>WALT: identify and research an area of interest Research project – create presentation (poster, speech, factfile) (Tue am)</p>	<p>WALT: reflect on our own learning Self-reflect on personal achievements of the week as well as moments of challenge. (Fri pm)</p> <p>WALT: identify and research an area of interest Research project – children present their facts to the group (Tue am)</p>	<p>WALT: reflect on our own learning Self-reflect on personal achievements of the week as well as moments of challenge. (Fri pm)</p> <p>WALT: identify and research an area of interest Research project – introduction to project. children present their facts to the group (Tue am)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teamwork and relationships</p>	<p>WALT: work collaboratively to complete a task Lego challenge – work in groups to build and complete the different models (Wed am)</p> <p>WALT: take turns and follow rules Play a range of board games and card games (Wed pm)</p>	<p>WALT: work collaboratively to complete a task Lego challenge – work in groups to build and complete the different models (Wed am)</p> <p>WALT: take turns and follow rules Play a range of board games and card games (Wed pm)</p>	<p>WALT: work collaboratively to complete a task Lego challenge – work in groups to build and complete the different models (Wed am)</p> <p>WALT: take turns and follow rules Play a range of board games and card games (Wed pm)</p>	<p>WALT: work collaboratively to complete a task Lego challenge – work in groups to build and complete the different models (Wed am)</p> <p>WALT: take turns and follow rules Play a range of board games and card games (Wed pm)</p>	<p>WALT: work collaboratively to complete a task Lego challenge – work in groups to build and complete the different models (Wed am)</p> <p>WALT: take turns and follow rules Play a range of board games and card games (Wed pm)</p>	<p>WALT: work collaboratively to complete a task Lego challenge – work in groups to build and complete the different models (Wed am)</p> <p>WALT: take turns and follow rules Play a range of board games and card games (Wed pm)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Life Skills</p>	<p>WALT: develop different life skills Gardening – discussions with school business manager about the next steps of the sensory garden at Cottages (Tue pm)</p>	<p>WALT: develop different life skills Road Safety – watch a video, take a quiz and play a game to learn about road safety (Tue pm)</p>	<p>WALT: develop different life skills Road safety – apply learning from last week by going for a walk to Central Avenue and practise crossing roads safely. (Tue pm)</p>	<p>WALT: develop different life skills Baking – follow a recipe to bake biscuits/cakes (Tue pm)</p>	<p>WALT: develop different life skills Gardening – carry out work on the sensory garden, following the plans made with the school business manager (Tue pm)</p>	<p>WALT: develop different life skills Gardening – carry out work on the sensory garden, following the plans made with the school business manager (Tue pm)</p>