

P1 Teacher Transition Activities



Foreword

As we prepare to enter a new school year in a very different way to what we would normally expect there will be many things to consider in your classroom to ensure the children's wellbeing is at the heart of what we do.

Children returning to school and going into a new stage will find a lot of changes when they return, however for our wee ones coming straight from ELC settings into a P1 classroom, the changes are even greater and are likely to be significant and often challenging.

Most children and families have engaged with the Argyll and Bute P1 Transition Facebook page where they have shared their wonderful learning and experiences around the popular book by Julia Donaldson 'The Gruffalo'. Most children however have had no 'physical' transition and therefore may be completely unfamiliar with the building, staff and general feel of what school is like.

It is vital that we carefully plan and prepare for the introduction of our wee ones starting school this year to really settle them in, get to know them and ensure their wellbeing is our main focus.

Some things to consider prior to the children starting may include:

- Using google meet/classroom to provide online transition experiences for children e.g tour of school, story session, activity/game, sports day etc
- Using google meet/classroom to provide live online Q & A sessions/information sessions for parents
- Organise community events e.g. online quiz, garden/window displays, photograph competitions etc
- Consider 'meeting' with the children's ELC key worker to learn more about each child and their family/needs

Some things to consider when the children start may include:

- Invite the children to bring photos from their ELC or home learning experiences to share with their new teacher/peers - these could be displayed to allow children to link 'the old with the new'
- Continue with the Gruffalo themed outdoor transition activities - see the P1 Teacher Transition Activities pack, which is available on SALI Early Years page, for further resources to support P1 teachers in continuing with this theme
- Dedicate **time** and **space** to observe children playing with one another to get to know their personalities, knowledge, skills and abilities

- **Outdoor learning** opportunities should be utilised everyday and as often as possible
- Ensure the classroom is as **play based** as much as possible to allow for play based learning opportunities where planning is responsive to the children and child led
 - See the 'Play Pedagogy Toolkit' and 'Realising the Ambition: Being Me' (particularly section 4 and 6) for further information/guidance on setting up and implementing play based classrooms
 - <https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/#>
 - <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>
- You may wish to consider having the following areas set up in your room:
 - Story/cosy space
 - Construction/block play
 - Creative space
 - Home/role play area
 - Investigative play
- Use the **PATHS** (Promoting Alternative Thinking Strategies) programme to facilitate the development of self-regulation, emotional awareness and interpersonal problem-solving skills
- Use the 'Words Up' programme developed by Highland Speech and Language Therapy team to improve children's early language development
 - <https://highlandliteracy.com/words-up-key-messages/>
- Continue to use the Emerging Literacy tools and resources to deliver a developmental approach to planning and assessing children's literacy skills
 - <https://highlandliteracy.com/where-to-begin/>
- There will be no expectation for P1 assessments etc to be carried out at the beginning - allowing children the time and space to settle in properly will be of the utmost importance to ensure wellbeing is as high as it can be. This will support mental health going forward.

Other things which could be considered in helping us to ensure children feel happy, safe and secure when starting school include:

- **The Leuven Scales of wellbeing and involvement** can be used to gauge where children are in terms of their wellbeing and how involved they are in an activity/play
 - See Appendix 6 for further information about the Leuven Scales

- **The 6 nurturing principles** is a useful reminder when thinking about children's wellbeing when starting P1. They include:
 - Learning is understood developmentally
 - Environment offers a safe base
 - Nurture is important for wellbeing
 - Language is a vital means of communication
 - All behaviour is communication
 - Transitions are important in children's lives
 - <https://blogs.glowscotland.org.uk/ab/sali/files/2016/12/LG-Nurture.pdf>
 - <https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture>

The activities below all cover a variety of curricular areas, and are stand alone, but can be used together to create a coherent and play based session.

Cheryl Caldwell

Based on the book The Gruffalo By Julia Donaldson and illustrated by Axel Scheffler

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Appendices - see separate document

Appendix 1- Mouse Songs

Appendix 2 - Numeracy task 'scavenger hunt' - record sheet 1

Appendix 3 - Numeracy task 'scavenger hunt' - record sheet 2

Appendix 4 - Numeracy task 'scavenger hunt' - animal pictures

Appendix 5 - Social studies (The Mouse's journey - story cut outs)

Appendix 6 - Leuven Scales of Wellbeing and Involvement



Activity:

Read the story outdoors

- Tell the story outdoors.
- Talk about the senses used by the mouse in the story.
- Ask children if they had a super sense what that would be and why.
- Explore the forest environment. What can we all smell, hear, see and touch



RESOURCES:

- Story book

CfE

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a

Exploring



In groups of two. Try to find:
Something that smells good
Something that looks good
Something that feels good
Bring them back and tell us all about them.

Building

In groups of two. Try to find
5 things the mouse might eat.
Bring them back and tell us why the mouse might like them

Reinforcing

Find something in the forest that the mouse might find only using one of his senses.

See, Smell, Touch, Taste (please don't try to taste anything) and Hear

Bring them back and tell us about how the mouse might find these things. What sound does it make, describe how it smells, etc.



Apply (Benchmark)

- Engages with texts read to them.
- Asks and answers questions about events and ideas in a text.
- Answers questions to help predict what will happen next.
- Contributes to discussions about events, characters and ideas relevant to the text.
- Shares thoughts and feelings about stories and other texts in different ways

Activity:

Songs and Rhymes

- Action songs and rhymes related to the mouse (See attached Mouse Song sheet). Please add any other songs that children enjoy.
- These should be introduced regularly to support auditory memory and should be active where possible by activities such as singing while marching through the forest or hand actions while singing.



RESOURCES:

- Song sheet (see Appendix for the mouse song sheet)

CfE

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.

*LIT 0-01a / LIT 0-11a /
LIT 0-20a*

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

LIT 0-10a

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

LIT 0-01b / LIT 0-11b

Exploring

Listen to and joins in when ready with songs/rhymes and any actions

Building

Listen to and join in when ready with songs/rhymes and any actions.

Can take part in auditory closure activities (leave the last word of a line out and gesture to a child to fill it in)

Reinforcing

Listen to and join in when ready with songs/rhymes and any actions

Can children lead the song once they know it?

Can children make up a different word to rhyme or make up a non-sense rhyme?

Apply (Benchmark)

- Hears and says patterns in words.
- Hears and says rhyming words and generates rhyme from a given word.
- Participates actively in songs, rhymes and stories.
- Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.

Activity:

Story Map

- Children re-tell the story outdoors.
- Using a stick or stone to represent a new character, can children alone or in groups of two imagine a new character the mouse might meet in the forest?
- Using a large sheet of paper (A3 or piece of wall paper). Create a story map with all children drawing a little bit of the story and using their items to create the story, adding in all the new characters.



RESOURCES:

- Pencils/pens
- A3 paper

CfE

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c

I listen or watch for useful or interesting information and I use this to make choices or learn new things.

LIT 0-04a

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

LIT 0-19a

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

LIT 0-19a LIT 0-01b / LIT 0-11b

Exploring

In groups of two. Think of an animal the mouse might meet where they are outdoors and choose an item that would represent that character.

Tell the group all about this animal

It doesn't have to look like the animal allowing all children's imagination to create their own image of the animal

Building

In groups of two.

Think of an animal that might walk through a forest in Scotland that they might have seen who might meet a mouse and choose an item outdoors that would represent that character.

Tell the group all about this animal.

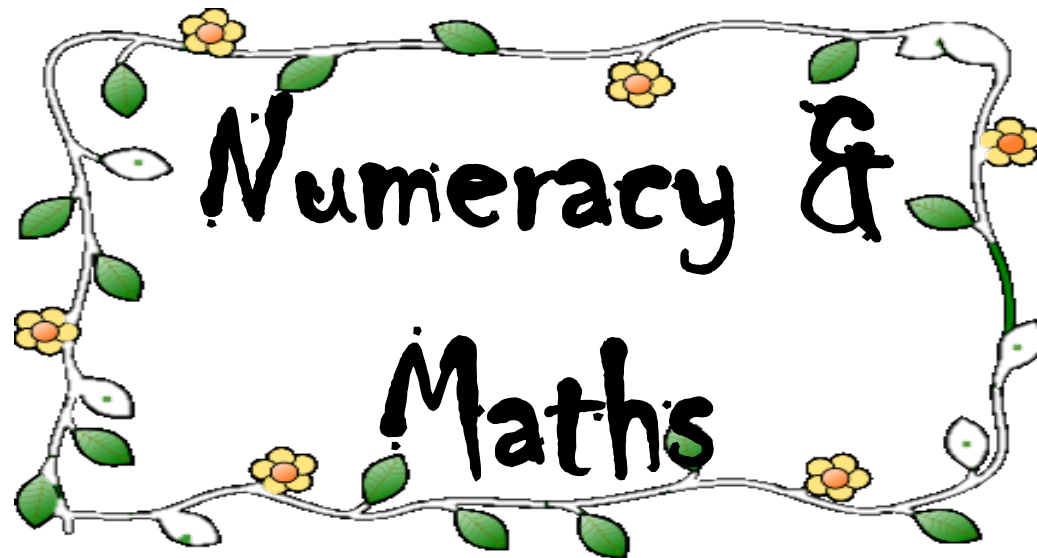
Reinforcing

Think of an imaginary animal that might meet a mouse in a forest.

Find an item to represent this imaginary animal and tell the group all about it.

Apply (Benchmark)

- Engages with texts read to them. Follows and gives simple instructions.
- Shares ideas with a wider audience, for example, group or class.
- Recounts experiences, stories and events in a logical sequence for different purposes.
- Communicates and shares stories in different ways, for example, in imaginative play.

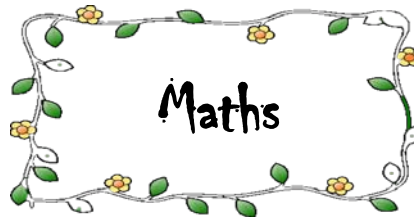


Numeracy &
Maths

Activity:
'Baby Gruffalo's'

Pattern/measure/data handling task

- Children can collect 'Baby Gruffalo's' from the outdoor environment. These could be pinecones, sticks, stones, conkers, shells etc.
- Children could paint/decorate the items or keep them natural and then use them to match/sort, measure/order/ compare, or create patterns.



RESOURCES:

- ☑ Gruffalo Story
- ☑ A tub/box to gather items
- ☑ Scales
- ☑ Paint etc (if decorating items)

CfE

Information handling

I can match and sort using my own and others' criteria, **MNU 0-20b**

Measure

I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.

MNU 0-11a

Pattern and relationships

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. **MTH 0-13a**

Exploring

Bring them back:

Can you sort your items into two groups? Or do any of them match?

Can you put your items in order of size?

Can you notice any patterns on your items?

Building

Bring them back:

Can you sort them into little stones/big stones etc?

Could you tell us about the size of your items?

Can you put them in order?

Can you make a pattern like this one? Can you make your own pattern with your items?

Reinforcing

Bring them back

How can you sort your items? Can you sort your items into more than 2 groups?

Can you measure how long or how heavy the items are? How did you measure them? Which was the longest, heaviest etc.

Can you make a pattern with your items and tell us about it? Can you make a different pattern?

Apply (Benchmark)

- Use knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways.
- Describes common objects using appropriate measurement language, including tall, heavy and empty.
- Compares and describes lengths, heights, mass and capacities using everyday language, including longer, shorter, taller, heavier, lighter, more and less.
- Estimates, then measures, the length, height, mass and capacity of familiar objects using a range of appropriate non-standard units.
- Copies, continues and creates simple patterns involving objects, shapes and numbers.

Activity:
Scavenger Hunt

Set up a scavenger hunt outside for the children.

- Depending on your outdoor environment - It could be that the children are asked to find items in the natural environment AND/OR it could be that they are looking for items that you have already placed in the outdoor environment e.g. pictures of animals, trees etc.
- Children may tell/show you how many they found and tick it on their list. Some children may be able to record the numeral.
- This task is adaptable so please use it to suit your environment and setting. Please use/adapt the resources provided as necessary.



CfE

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-02a

RESOURCES:

- ✓ Gruffalo Story
- ✓ A scavenger hunt checklist
- ✓ Pictures of animals (if necessary)
- ✓ Pencils
- ✓ Clipboard

Exploring

The children's checklist may include:

- Find 2 pinecones
- Find 5 leaves
- Find 4 stones
- Find 3 sticks
- How many pinecones, leaves, stones, sticks, mice (pictures) etc can you find?

Building

The children's checklist may include:

- Find 7 pinecones
- Find 8 leaves
- Find 9 stones
- Find 10 sticks
- How many pinecones, leaves, stones, sticks, mice (pictures) etc can you find?

Can you show me how you counted them?

Reinforcing

The children's checklist may include:

- Find 10 pinecones
- Find 11 leaves
- Find 12 stones
- Find 13 sticks
- How many pinecones, leaves, stones, sticks, mice (pictures) etc can you find?
- What did you find the most/least of?

Can you show me/explain how you counted them?

Apply (Benchmark)

- Uses one-to-one correspondence to count a given number of objects to at least 20.
- When counting objects, understands that the number name of the last object counted is the name given to the total number of objects in the group.

Activity:
Hide and Seek

- Talk about how creatures in the woods keep safe
- Some sleep during the day (nocturnal)
- Some sleep during the night (diurnal) camouflage
- Staying very still
- **Play hide and seek**



RESOURCES:

- none

CfE

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-02a

Exploring

One child covers their eyes and counts forward to ten

The others hide

The counter finds the others

Building

One child covers their eyes and counts forward to twenty or backwards from 10

The others hide

The counter finds the others

Reinforcing

One child covers their eyes and counts forward to thirty or backwards from twenty

The others hide

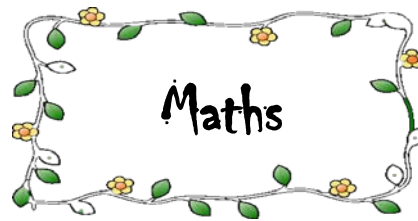
The counter finds the others

Apply (Benchmark)

- Recalls the number sequence forward and backward, from zero to at least 30, from any given number.

Activity:
Shape animals

- Children can create different characters from the Gruffalo story or create a new character using 2D or 3D shapes. This could be done outdoors or indoors.
- A range of sizes of 2D shapes could be cut from paper, card. 2D and 3D shapes could also be found in the outdoor environment e.g. stones, leaves, sticks etc.



RESOURCES:

- Gruffalo Story
- 2D (and 3D if you wish) shapes of various sizes
- Glue sticks (if sticking together)
- Chalk (to add extras if necessary)

CfE

I enjoy investigating objects and shapes and can sort, describe and be creative with them.

MTH 0-16a



Exploring

Can you tell us about the character you have made?

What did you use to make it?

Building

Can you tell us about the character you have made?

What shapes make up your character? (children should be able to name some of them)

What do the shapes look like that you used? (round, curved, straight etc)

Reinforcing

Can you tell us about the character you have made?

Can you name the shapes you have used to make your character?

Can you tell us about the edges/faces of the shapes you have used? (flat, curved, round, straight, can roll, can stack etc)

What shapes have you used the most/least etc?

Apply (Benchmark)

- Recognises, describes and sorts common 2D shapes and 3D objects according to various criteria, for example, straight, round, flat and curved.



Health and Wellbeing



Activity: **Compliments**

- General discussion around how we are all individuals and we are all good at different things and like different things and that makes us all unique and special. Why being kind is important.
- In twos, outdoors, each child thinks of
 - o One thing their partner is good at
 - o One thing they really like about their partner
- The person will then tell the group what they said about their partner and the teacher will write it down and give it to the child to take home.

RESOURCES:

- Paper and pens

CfE

I recognise that we have similarities and differences but are all unique.

HWB 0-47a

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.

HWB 0-23a

Exploring

Think of something they like about their partner with a little support.

Building

Be able to identify things they like about their partner and

Joins in the discussion around what it means to be kind to each other.

Reinforcing

Be able to identify a number of things they like about their partner.

Joins in the discussion around what it means to be kind

Can have ideas around why being kind is important

Apply (Benchmark)

➤ Identifies and expresses some emotions appropriately, for example, happy/sad and understands how they can affect behaviour.

➤ Is aware of ideas, thoughts and feelings of others.

Health and Wellbeing



Activity:

Create a dinner for the Gruffalo

- Decide what the menu and how many courses.
- How hungry will he be?
- Scavenge outdoors to make a delicious meal for the Gruffalo using things children find to represent a delicious meal.

RESOURCES:

- none

CfE

I know that people need different kinds of food to keep them healthy.

HWB 0-32a

I enjoy exploring and working with foods in different contexts.

HWB 0-04a

Exploring

Create a delicious one course dinner for the Gruffalo and share with the group what the meal consists of.

Building

Create a delicious one course dinner for the Gruffalo and share with the group what the meal consists of.

Share with the group why the Gruffalo would like this dinner

Reinforcing

Create a delicious one course dinner for the Gruffalo and share with the group what the meal consists of.

Share with the group why the Gruffalo would like this dinner

What size is the Gruffalo's tummy. Would this meal be enough or do you think he might need even more food. Discuss another course if it's appropriate.

Apply (Benchmark)

➤ Demonstrates simple food preparation techniques, for example, peeling, slicing, mixing, spreading.

➤ Uses the words lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy.

Activity:

Obstacle course

- Discuss and plan an obstacle course.
- Outdoors build the course.
- Allow time for children to become familiar with it.
- Children who wish to could be timed and then try to beat their personal best.
- Children who want challenged could discuss how to make it a little harder.



RESOURCES:

- Timer
- Paper and pens

CfE

*I am developing my movement skills through practice and energetic play. **HWB O-22a***

*I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB O-21a***

Exploring

Be part of the team planning the obstacle course.

In twos, take one part of the course and build it.

Then choose another obstacle to build

Building

Be part of the team planning the obstacle course.

In twos, take one part of the course and build it.

Then choose another obstacle to build.

Think of how you could make one obstacle a little more challenging but still comfortable for the whole group

Reinforcing

Be part of the team planning the obstacle course.

In twos, take one part of the course and build it.

Then choose another obstacle to build.

Think of how you could make one obstacle a little more challenging but still comfortable for the whole group.

How can you introduce risk safely in your course.

Apply (Benchmark)

- Is developing postural control when performing physical actions.
- Moves at different speeds - slowly, steadily and quickly.
- Shares with others and shows consideration during energetic play.
- Is aware of ideas, thoughts and feelings of others.
- Takes turns with others to use equipment safely.



Activities:

Circle time sessions outdoors

- Include circle time sessions at least once a week to build relationships, confidence, share feelings and improve overall wellbeing
- Start out with a circle time game of your choice
- Ask questions about the Gruffalo linked to feelings and encourage the children to share their own feelings
- Finish the session with another game
- (You may wish to use wipeable outdoor cushions for the children to sit on)

RESOURCES:

- ☑ Gruffalo Story
- ☑ Wipeable outdoor cushions
- ☑ Listening ears

CfE

I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 0-02a**

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 0-03a**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a**

General questions:

- Would you rather be a snake or mouse etc...?
- Who's your favourite character...?
- What is your favourite animal...?
- Tell me more about...e.g. why the fox has red fur...
- What might the fox like to eat...?
- What is your favourite food...?
- Where might the mouse live...?
- Where would you love to live...?
- What do you like to do in the woods...?
- What do you like/not like about the woods/beach...?
- Etc etc

Feelings questions:

- Ask how different characters feel at different parts of the story... and encourage children to share when they have felt happy/scared/sad/angry etc
- Ask what the characters might do to make them feel better... e.g. tell an adult, play with a friend etc
- How do we know how the characters are feeling...? Discuss facial expressions/body language etc...
- How can we help someone who is feeling sad/upset/angry etc...?
- Etc etc

Games:

- Retell the story round the circle - change to a new 'storyteller' when the teacher claps his/her hands
- 'Gruffalo bowl' (same idea as the fruit bowl game but use Gruffalo characters instead)
- 'Gruffalo, Gruffalo, Mouse' (same as Duck Duck Goose)
- 'I went on a Gruffalo adventure and put my... in my bag' game
- 'I spy with my little eye...'
- 'Pass the rhythm' - copy patterns of clapping/tapping etc
- 'Act the emotion' - show a picture to a child and they act the emotion whilst the others guess what it is
- 'Pass the smile' - start with teacher and pass a smile or other emotion round the circle one person at a time (similar to 'chinese whispers')

CfE - continued

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 0-05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 0-06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0-07a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 0-08a**

Outdoor activities:

Mindfulness, Yoga and Relaxation



CfE

*I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB 0-21a***

*I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 0-06a***

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 0-07a***

RESOURCES:

- ☑ Gruffalo Story
- ☑ Toys for 'toy breathing'
- ☑ Gruffalo yoga cards

Activity 1

- Toy breathing - good for younger children.
- Get them to lie on their backs and balance a toy on their tummy - a Duplo block works well.
- Talk the children through breathing slowly in and out, pointing out the toy goes up when they breathe in deeply, and down as they breathe out.
- Can they make the toy go even higher and even lower next time?

Activity 2

- Use the 'Gruffalo yoga cards' to practise yoga outside
- The children may have already practised the movements as part of the P1 transition facebook group
- The children may invent some of their own yoga movements for everyone to try

Activity 3

- Tense and release muscle relaxation.
- Start at the feet, gently tightening the muscles and then releasing them.
- Continue to repeat this for all the muscles up the body to the face and head.
- Focus on slow, calm breathing throughout the activity.

Benchmarks

- Shows awareness of personal space (i.e. where body ends and space begins).
- Shows awareness of body parts and body positions when performing a range of different movements.
- Shows control of personal space and body parts when moving.
- Holds balance in various shapes and maintains balance when moving.
- Focuses on task and pays attention to stimuli, for example, instructions from a practitioner.



Social Studies

Activity:
Treasure Hunt

- The teacher will hide an object outside.
- With the group she will draw a treasure map of the area with an X to mark the spot. The children will follow the map to find the object.
- Each child will be given an object to hide. They will draw a map and the rest of the group finds the treasure.



RESOURCES:

- Objects to hide
- Paper
- Pens

CfE

I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

SOC 0-07a

I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.

SOC 0-09a

Exploring

I will work as a team to find the treasure by following the map.

In pairs hide an object and then draw a map together. Can the rest of the group follow your map to find your hidden treasure?

Building

I will work as a team to find the treasure by following the map.

Individually hide an object and draw a map. Can the rest of the group find your object by following your map?

Reinforcing

I will work as a team to find the treasure by following the map.

Individually hide an object where it is high up. Draw a map explaining that the object is high up.

Can the rest of the group follow your map to find the object?

Apply (Benchmark)

➤ Draws a simple map, or shares a relevant experience of the route of a straight forward journey, and the method of transport which was used.

➤ Identifies simple features of the local environment, for example, hill, river, road, railway



Activity:
Pond dip

- Go to water, preferably still water such as a pond.
- Each child takes a turn of scooping the net and taking it to the surface to see what they have found.
- Have a plastic tub handy with water in it for creatures who need the water to live.
- Discuss the amazing features of each creature and their place in the eco system.
- Discuss how every creature has a reason to be here and how we should respect all living things

RESOURCES:

- ☑ Boat resources; foil, drinks cartons, food cartons, shells etc,
- ☑ Scissors
- ☑ Paints and pens if you want to decorate boats

CfE

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.

SOC 0-08a

I have observed living things in the environment over time and am becoming aware of how they depend on each other.

SCN 0-01a

Exploring

Take a turn of dipping the pond.
Discuss what you have found in terms of size, colour and how it moves.

Building

Take a turn of dipping the pond.
Discuss what you have found in terms of size, colour, how it moves and if you think it will grow into something or if it is a fully grown creature.

Reinforcing

Take a turn of dipping the pond.
Discuss what you have found in terms of size, colour, how it moves and if you think it will grow into something or if it is a fully grown creature.
Discuss if you think it is happy to be taken from it's pond to be looked at.
Discuss what a very simple eco system in a pond looks like.

Apply (Benchmark)

- Talks about something they have done to care for the environment.
- Describes characteristics of living things and how they depend on each other, for example, animals which depend on plants for food.

Activity:
The Mouse's Journey

- Set up the outdoor space with the characters from the story laid out in their habitat as they were in the story - be as creative as you wish setting this up.
- In small groups, support the children in moving the Bee-Bots to meet each of the characters in order.
- The Gruffalo Story Cut-Outs may be useful for the props.
- Children may describe verbally or draw a simple map to demonstrate the Mouse's journey in meeting each character.
- This task could lead to children exploring their own journeys to school and beyond.



RESOURCES:

- ☑ Gruffalo Story
- ☑ Bee bots
- ☑ Gruffalo story cut outs
- ☑ Paper/pencils

CfE

I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a

Exploring

Ask children to describe how they could get to each animal.

Children may begin to use positional language in their description e.g. in front of, behind, after etc.

Children to explore using their bee bot to reach each animal.

Building

Ask children to describe what route they could take to get to each animal - some may begin to draw their route.

Children may use some positional language in their description e.g. in front of, behind, over, under etc.

Support children to use their bee bot to go to each animal.

Ask children to use their imagination to think of different methods of transport the animals might have used throughout the story e.g. kayak across the river etc.

Reinforcing

Ask children to describe and draw a simple map to show the route they could take to reach each animal.

Children may use increasing positional language in their description e.g. in front of, behind, over, under, through, between, left, right etc.

Children will be increasingly independent in using their bee bot to reach each animal in order from the story.

Children can use their imagination to suggest different methods of transport which the animals might have used throughout the story.

Apply (Benchmark)

- Draws a simple map, or shares a relevant experience of the route of a straightforward journey, and the method of transport which was used.



Expressive Arts



Activity:

Drama- The Gruffalo

- Re-tell the story.
- Give each child a part. If you need to, give the role of "prompt" to a child who remembers the story well.
- The child will make a mask of their character.
- Act out the story

RESOURCES:

- paper
- scissors
- pens/paint
- String or twig to hold or fasten the mask

CfE

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a

I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a

Exploring

In a group re tell the Gruffalo story through acting it out.

Take a small part in the story with support from the prompt.

Building

In a group re tell the Gruffalo story through acting it out.

Take a part in the story with some confidence

Reinforcing

In a group re tell the Gruffalo story through acting it out.

Take a part in the story and help to bring the story to life with expression and movement.

Take a support, leadership role by supporting the group to re tell the story

Apply (Benchmark)

- Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale.
- Communicates ideas and feelings using aspects of voice, such as volume, expression and clarity.
- Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture.
- Communicates ideas and feelings using movement to show happy, sad, surprised, angry, scared.



Activity:

Transient art Gruffalo characters

- Children use various loose parts, natural or otherwise, to create a character from the story or one of their own.
- Children could use a clipboard, old photo frame or a taped area on the ground on which to create their characters.
- Loose parts may include: buttons, shells, beads, sweetie wrappers, string/wool, bottle lids, corks, lollysticks, stones, pinecones, sticks, leaves, etc

RESOURCES:

- Gruffalo Story
- A selection of loose parts
- Clipboard, photo frame, tape

CfE

I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a

I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a

Exploring

What character have you made?
Can you tell us about it?

Children may be able to talk about lines, shapes and colours in their picture.

Building

What character have you made?
Can you describe what you have used to make it?

Children may be able to talk about lines, shape, colours and patterns in their picture.

What do you like/dislike about your picture?

Reinforcing

What character have you made?
Can you explain why you chose those loose parts to make it?

Children may be able to talk about lines, shape, colours, patterns and textures in their picture.

What do you like/dislike about your picture?

What do you like about ___'s picture?

Apply (Benchmark)

- Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest.
- Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.
- Shares views and listens appropriately to the views of others on their own or others' work.
- When creating images and objects to express ideas, thoughts and feelings: uses a variety of available materials and technology



Activity:

Forest 'Splat Painting' scene

- In pairs or individually:
- Step 1: Tape some large sheets of paper to the ground. Fill old socks or tights with dried beans or rice and tie a knot to keep them secure.
- Step 2: Paint or stick on strips of paper to create tree trunks
- Step 3: Dip the socks/tights into different forest colours and 'paint' on the leaves.
- Step 4: Allow to dry and use the forest scene for small world/role play



Exploring

Children may begin to demonstrate some control over their 'painting' to imitate the forest.

They may talk about the colour and shapes of their painting.

Building

Children may demonstrate increasing control over the colours they are using and the shapes they are creating with the 'painting tools'.

They may talk about the colour, shape and lines on their painting to imitate trees etc.

Reinforcing

Children may demonstrate good control and accuracy with their 'painting tools' to create different shapes.

They may talk about colours (and mixing colours), shapes, lines, and patterns on their painting to imitate trees etc.

CfE

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

EXA 0-02a

I can create a range of visual information through observing and recording from my experiences across the curriculum.

EXA 0-04a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a

Apply (Benchmark)

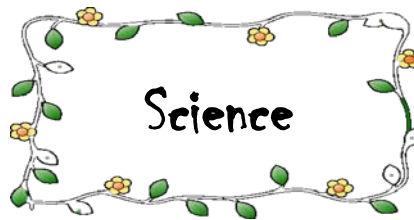
- Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest.
- Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.



Activity:

Grow a plant

- Talk about what plants need to be able to grow (sunlight, water, warmth)
- Ask children what plants they could grow and if they are growing any at home
- Demonstrate what to do and individually or in pairs children should plant their own seeds
- Children responsible for caring for plants



RESOURCES:

- Gruffalo Story
- Seeds
- Small plant pots
- Soil

CfE

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. SCN 0-03a

Exploring

Children may be able to:

Name some things that are needed to grow a plant

Observe and tell us about what happens to the plant as it grows

Help to look after their own plant

Building

Children may be able to:

Name the things that are needed to grow a healthy plant

Observe and describe what happens to a plant as it grows

Describe what they need to do to look after a plant

Look after their own plant noticing what it might need to stay healthy

Reinforcing

Children may be able to:

Name all things that are needed to grow a healthy plant

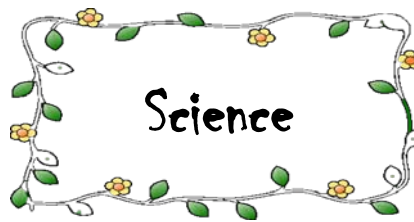
Observe and discuss what plants need as they grow and what they need to do to look after a plant

Describe how plants grow from a seed to a plant

Look after their own plant noticing what it might need to continue growing and stay healthy

Apply (Benchmark)

- Explores, observes and discusses basic needs of plants and what they need to grow including water, heat, sunlight and soil.
- Demonstrates understanding of how plants grow from seeds.



Activity:

Make phones

- Try a Chinese (loud) Whispers game maintaining social distance. Use something short like "the Gruffalo's coming" and end with something like "the little mouse is very clever". Can the last person in the chain repeat what the first person said?
- Use paper cups and string to make phones. Make sure the string is taught. Can children hear better?
- Is it just as effective going round a corner?

RESOURCES:

- String
- Scissors
- Paper cups

CfE

I can talk about science stories to develop my understanding of science and the world around me.

SCN 0-20a

I can identify my senses and use them to explore the world around me.

SCN 0-12a

HWB 0-47b

Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.

SCN 0-15a

Exploring

In groups of two. Make paper cups phones.

Choose a length of string that is as high as one of the children x4. From their feet up to their head and back down again twice.

Lay the string out and talk quietly to each other.

How hard is it to hear each other.

Make the phones and try again. Is it better?

Building

In groups of two. Make paper cups phones.

Measure a length of string that is 12 steps (talk about a dozen)

Lay the string out and talk quietly to each other.

How hard is it to hear each other.

Make the phones and try again. Is it better?

Reinforcing

In groups of two. Make paper cups phones.

Measure a length of string that is 4 metres

Lay the string out and talk quietly to each other.

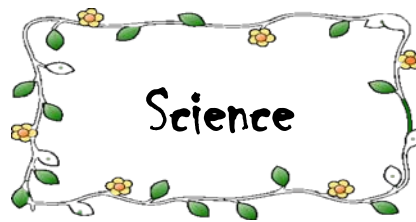
How hard is it to hear each other.

Make the phones and try again. Is it better?

Why does the string help?

Apply (Benchmark)

- Talks about the science they encounter in their everyday experiences.
- Explores and sorts materials into different groups depending on their properties.
- Justifies the selection of appropriate materials for different uses based on their physical properties.
- Identifies specific parts of the body related to each of the senses.



Activity:

Exploring sound outdoors

- Listen and identify different sounds outside e.g. trees blowing, traffic passing
- Find objects/things in the outdoor environment that make different sounds
- Consider how you can make it sound louder and quieter



RESOURCES:

- ☑ Gruffalo Story
- ☑ Listening ears
- ☑ Additional objects to make sounds with e.g. drum stick, pencil, paintbrush etc

CfE

Through play, I have explored a variety of ways of making sounds. **SCN 0-11a**



Exploring

Children may be able to:

Name a few things that they can hear outside

Make some sounds using different objects in their environment

Explore making loud and quiet sounds

Building

Children may be able to:

Identify some of the sounds they can hear outside

Make different sounds using objects in their environment

Try using different methods to change the sound an object makes e.g. by rubbing, tapping, moving

Explore how the sound can be made louder or quieter

Reinforcing

Children may be able to:

Identify the sounds they can hear outside

Make different sounds using a range of objects in their environment

Try using different methods to change the sound an object makes e.g. by rubbing, tapping, moving

Find different ways to change the volume of the sound e.g. louder or quieter, and describe what they did to change it

Apply (Benchmark)

- Predicts, then investigates, ways to make sounds louder and quieter.
- Identifies different sources of sound.





Activity:

Den building

- Individually children will design on paper, a den for the mouse and decide what materials they will need.
- They will build the den for the mouse.
- Together as a group they will design and make a den for the Gruffalo that they can all squeeze into.

RESOURCES:

- Paper
- Pencils/pens
- String
- Material (old sheets/curtain etc)

CfE

I explore ways to design and construct models.

TCH 0-09a

I explore everyday materials in the creation of pictures/models/concepts.

TCH 0-10a

I explore a variety of products covering a range of engineering disciplines.

TCH 0-12a

Exploring

Individually will design and create a den for the little mouse.

As part of the group be part of the design process in building a larger den for the Gruffalo.

Help build the big den and squeeze inside.

Can your teacher fit in too?

Building

Individually will design and create a den for the little mouse.

As part of the group be part of the design process in building a larger den for the Gruffalo.

Discuss your ideas.

Help build the big den and squeeze inside.

Can your teacher fit in too?

Reinforcing

Individually will design and create a den for the little mouse.

As part of the group be part of the design process in building a larger den for the Gruffalo.

Discuss your ideas and help problem solve.

Help build the big den and squeeze inside.

Can your teacher fit in too?

Apply (Benchmark)

- Builds models using different materials eg. junk modelling, wooden blocks
- Uses tools and materials (paper, card, wood, plastic) to create models.
- Describes materials by touch for example sticky, soft, fluffy, hard rough, wet, heavy, light.
- Uses a range of materials when creating a pictures/models /concepts e.g. den building
- Identifies when a material is suitable or not for specific function or task e.g. den building



Activity:

Make a boat for the mouse

- The children are asked to go and find an item that represents a mouse (approximately the same size and weight as a mouse might be appreciating that there bigger and smaller mice).
- Offering a variety of materials allow children to create a boat for the mouse to go from one side of the water to the other (a stream or water tray).
- Discuss sinking/floating/heavy/light and stable/unstable

RESOURCES:

- ☑ Boat resources; foil, drinks cartons, food cartons, shells etc,
- ☑ Scissors
- ☑ Paints and pens if you want to decorate boats

CfE

I can share my thoughts with others to help further develop ideas and solve problems.

TCH 0-04c

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects.

SCN 0-07a

Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.

SCN 0-15c

Exploring

Find a stone, stick, or anything that you think reminds you of a mouse

Choose an item/material that you think would make the best boat for your mouse.

Test to see if it floats.

Test to see if it holds the weight of your mouse.

How can you move the boat from one side to the other?

Building

Find a stone, stick, or anything that you think reminds you of a mouse. Can you find a heavy mouse and a light mouse?

Choose an item/material that you think would make the best boat for your mouse.

Test to see if it floats.

Test to see if it holds the weight of each mouse and both together.

How can you move the boat from one side to the other?

Reinforcing

Find a stone, stick, or anything that you think reminds you of a mouse. Find a mouse family

Choose an item/material that you think would make the best boat for your mouse.

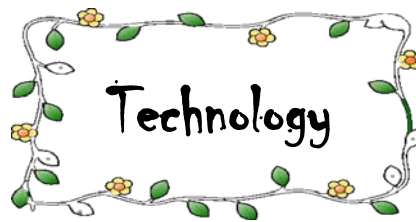
Test to see if it floats.

Test to see if it holds the weight of your mouse family.

How can you move the boat from one side to the other?

Apply (Benchmark)

- Understands what can be reduced, re-used and recycled.
- Selects an appropriate solution.
- Explores and identifies at least two ideas by using given resources to solve the problem.
- Justifies the selection of appropriate materials for different uses based on their physical properties.



Activity:

Build a Gruffalo character's home

- Children can use junk materials and/or natural materials found outdoors, to construct one of the Gruffalo character's homes.
- Children should collect and bring in resources for junk modelling from home, if possible.
- Discuss the children's plans/ideas with them before starting the project.

RESOURCES:

- ☑ Gruffalo Story
- ☑ A selection of junk materials and/or natural resources from outside
- ☑ Tape, scissors, glue

CfE

I explore ways to design and construct models. TCH 0-09a

I explore everyday materials in the creation of pictures /models/concepts TCH 0-10a

Exploring

Children may begin to describe/talk about what they are constructing.

They may need support putting materials together and making choices about what materials to use.

Building

Children may describe what they are constructing and may give reasons why they chose specific materials/tools to help them.

Children will become more independent in solving problems and making decisions about materials that would be suitable/not suitable and be increasingly able to put pieces together.

Reinforcing

Children may explain what they are constructing in detail with reasons as to why they have used specific materials/ tools and why they have constructed it in the way that they have.

Children will be mostly independent in their decision making and skills to work together and construct their model using suitable materials. They may explain why some materials would not be suitable.

Apply (Benchmark)

- Builds models using different materials eg. junk modelling, wooden blocks
- Describes materials by touch for example sticky, squidgy, soft, fluffy, hard, rough, wet, heavy, light
- Uses a range of materials when creating a pictures/models/concepts eg.....
- Identifies when a material is suitable or not for specific function or task eg...