

P1 Teacher Transition Activities



Contents

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

Mouse Songs/Rhymes

Here is a Box

Here is a box (Make a fist)

Put on the lid (Make a lid with your other flat hand)

I wonder whatever inside is hid? (Peep inside) Why, it's a (mouse) without any doubt (Wiggle finger up through fist)

Open the box and let him jump out! (Jump the 'mouse' out of the box and make a squeaking sound)

Repeat with different creatures. Ask a group of children what is in their box. Take turns to recite the rhyme, each time with a different creature. Alternatively, when you say, "Why it's a...", make an animal sound and ask the children to guess what might be hidden. This will help children to listen carefully and match the sound to the animal.

Round and Round the Haystack

Round and round the haystack

Ran the little mouse

One step, two step

Into his little house!

You can use the finger mouse for this rhyme! Do actions as for 'Round and Round the Garden'. Circle a child's palm with the mouse, count the two steps, then run the mouse up the child's arm to tickle them. You can omit to say the word 'house' to see if the child can supply the word.

Mouse Mouse

*Mouse, mouse, in your house, would you like cheese for lunch?
Yes, I would, yes please, kind sir, mmmm,
munch, munch, munch!*

Ask the children to sit in a circle and walk their mice into the centre towards some imaginary cheese. When they reach the cheese they can make munching sounds!

Hickory Dickory Dock








*Hickory dickory dock
The mouse ran up the clock
The clock struck one (Clap!)
The mouse ran down
Hickory dickory dock*

*Hickory dickory dock
The mouse ran up the clock
The clock struck two (Clap! Clap!)
The mouse sneezed - atchoo!
Hickory dickory dock*




*Hickory dickory dock
The mouse ran up the clock
The clock struck three (Clap! Clap! Clap!)
The mouse went "Wheeeee...."
Hickory dickory dock*

Help children to make up more rhymes for the next numbers. Use a clock face as a prop, indicating the various times. Use this to help children to learn to read numbers and to appreciate that the passing of time can be represented on a clock.

Gruffalo Maths Scavenger Hunt

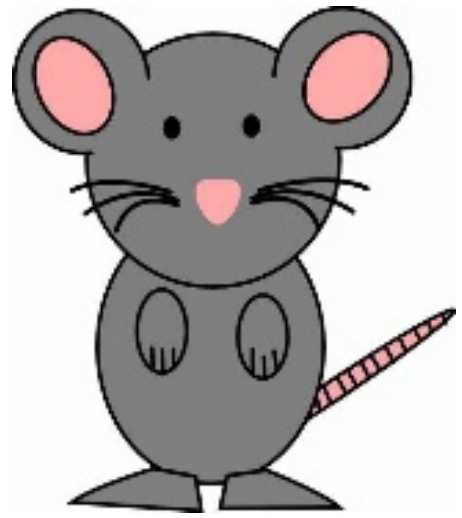
<u>Can you find?</u>	Tick
3 Pinecones 	
4 Stones 	
5 Sticks 	
2 Leaves 	
1 Mouse 	
2 Owls 	
5 Snakes 	
4 Foxes 	

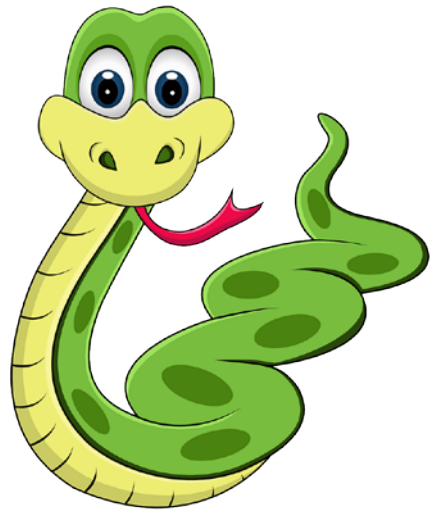
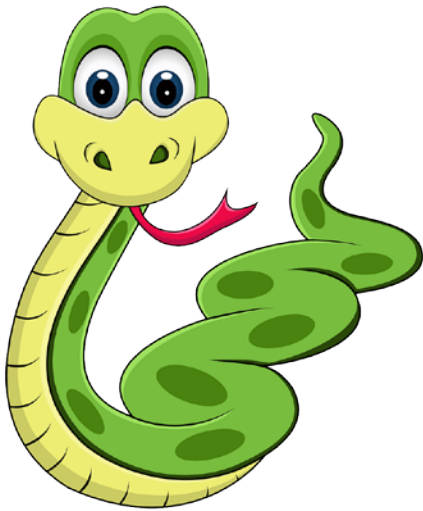
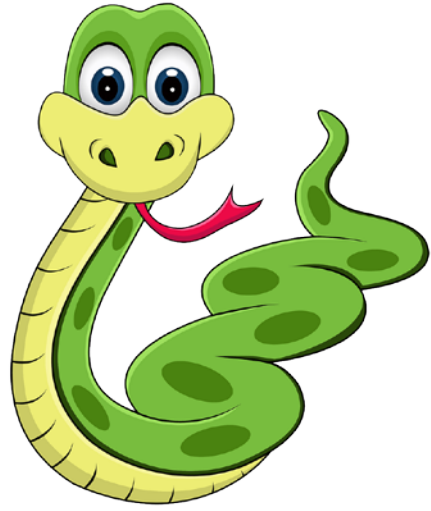
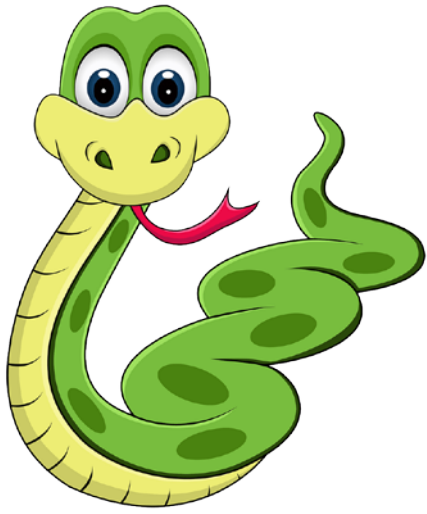
Gruffalo Maths Scavenger Hunt

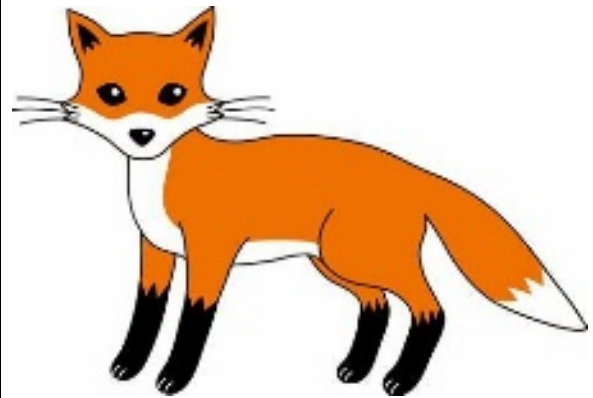
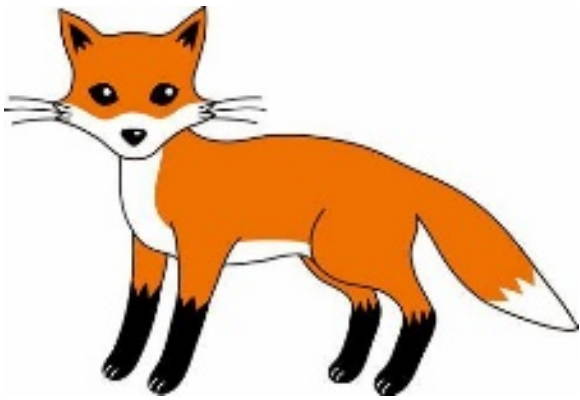
<u>How many can you find?</u>	Number / Tick
Pinecones 	
Stones 	
Sticks 	
Leaves 	
Mice 	
Owls 	
Snakes 	
Foxes 	

Appendix 4 – Numeracy task 3 – animal pictures

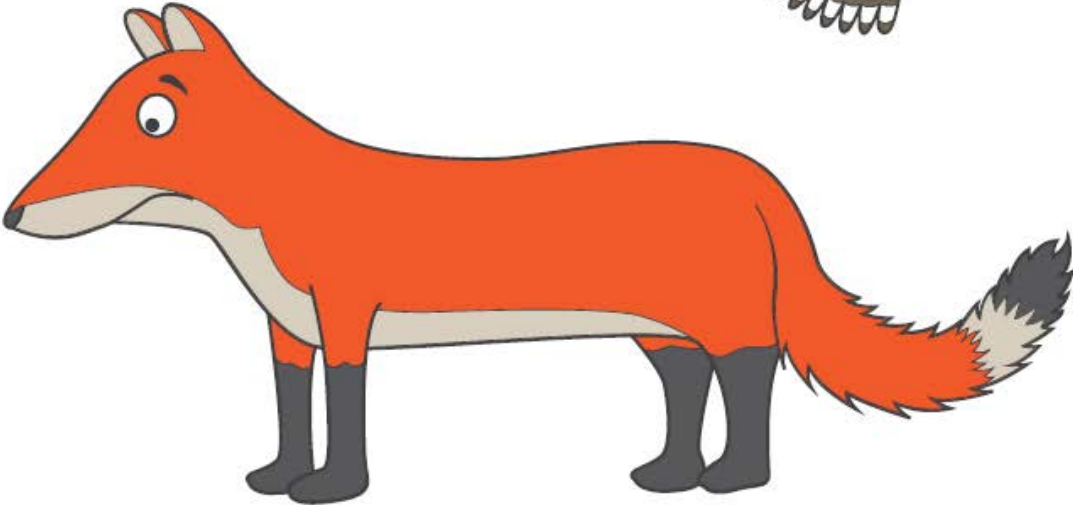
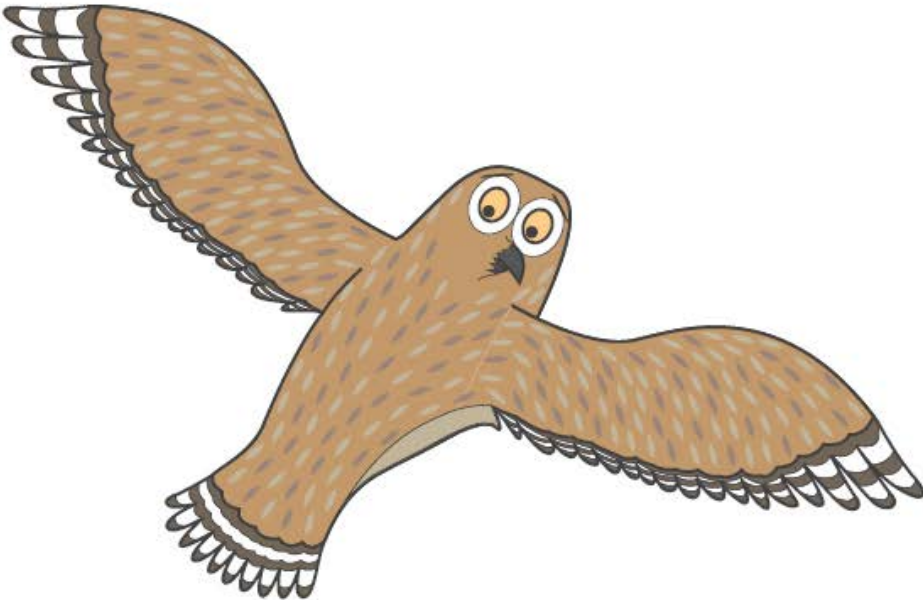
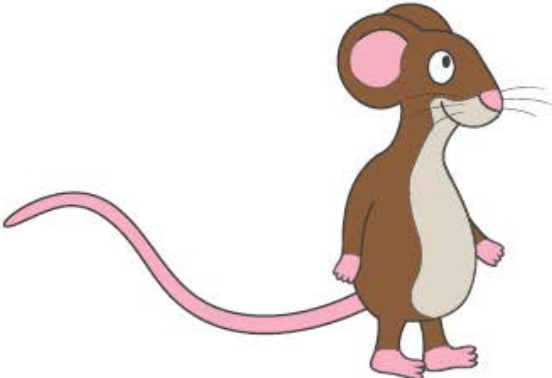


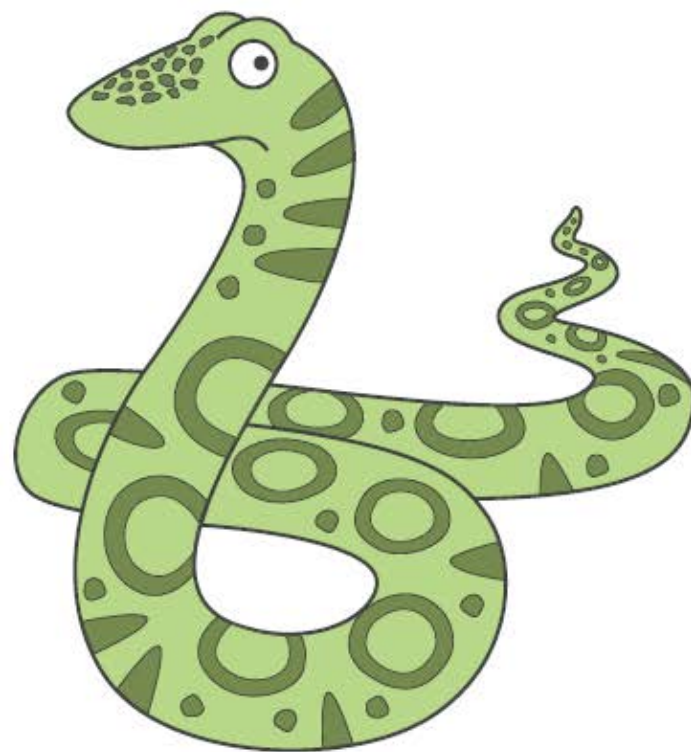


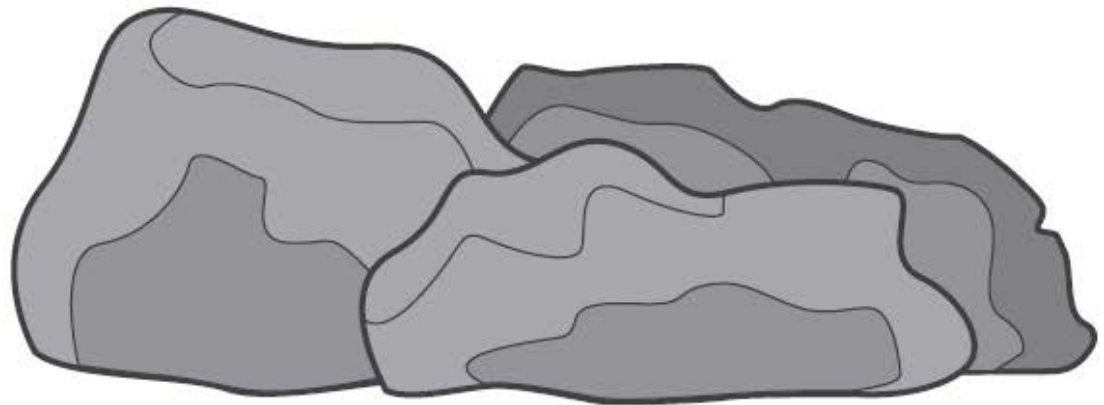
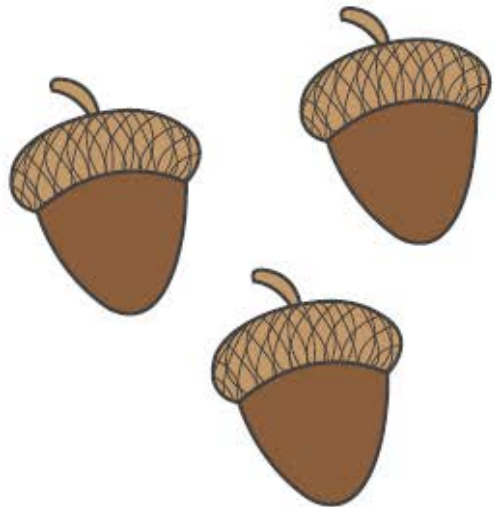
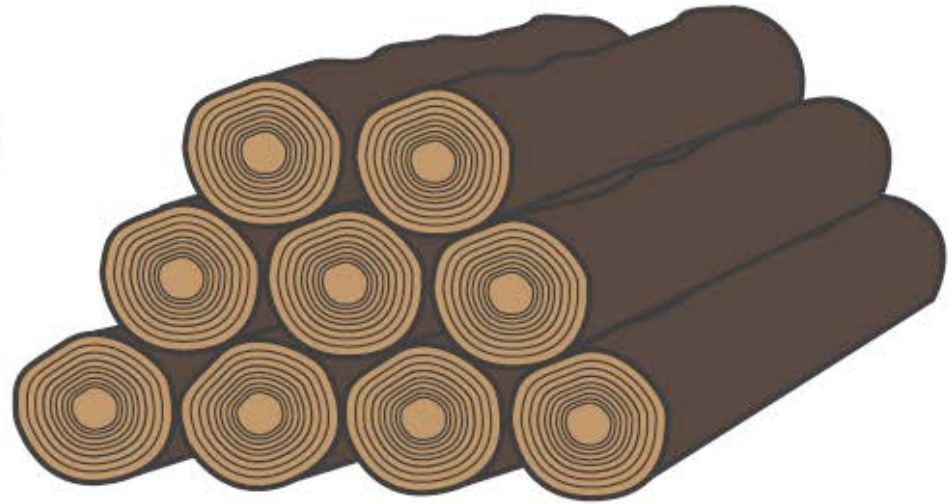
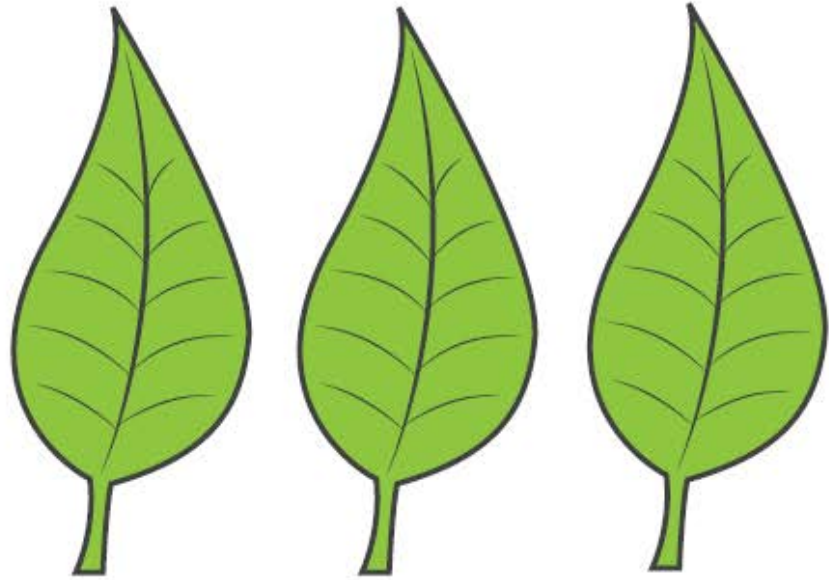




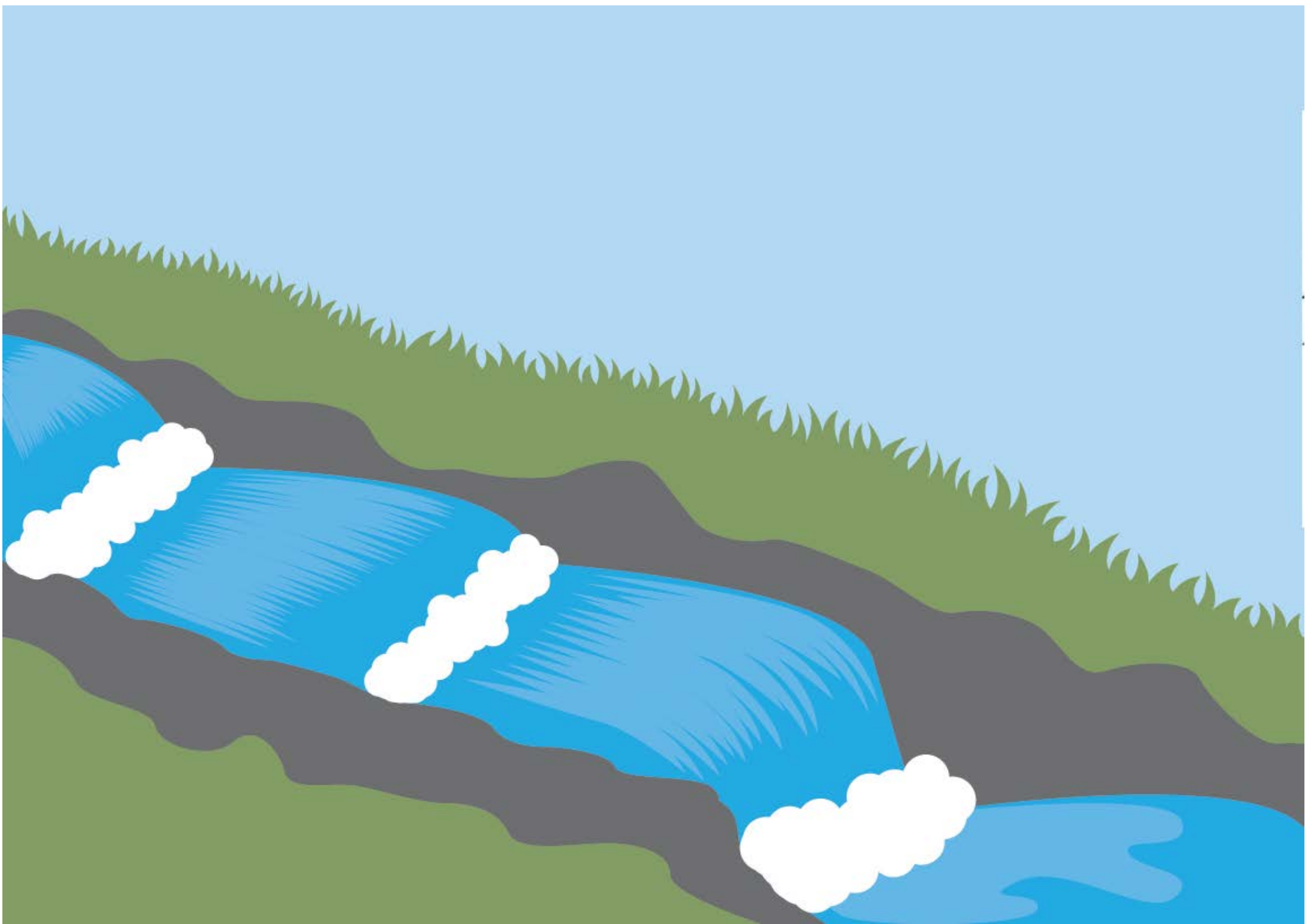
Appendix 5 – Social studies (The Mouse’s journey) – story cut outs













The Leuven Scale and how to use it

A child's wellbeing is intrinsically linked to levels of motivation to learn and their involvement with their environment. This project assesses engagement and wellbeing of children, the quality of provision and adult support offered in an early years setting. To be in a position to learn and be engaged fully in learning children need to be scoring 4 or 5 on the scale. They won't be in this area consistently but they need to be in this area for much of their time in a pre-five setting.

Objectives:

Personalised planning for children to ensure that all children have the opportunity to achieve a level of wellbeing and involvement (score of 4 or 5) necessary for being ready to learn.

To improve the quality of provision (experiences, relationships, challenge and risk) through self evaluation informed by LS wellbeing and involvement data.

Support Documents

1. How to use the Leuven Scale assessment
2. Leuven Scales
3. Leuven Scale Score Sheet
4. 10 point plan

When to use

It can be used for a variety of reasons. In fact it can be used to self evaluate any aspect of your setting you have concerns around.

- At settling in times
- Periods of change
- Concerns around a particular child
- Evaluation of the environment
- Evaluation of the group
- Evaluation of the pedagogy
- Evaluation of areas such as outdoors
- Evaluation of activities such as snack time, group time etc.

No single assessment will give a true picture of a child's levels. These will vary from minute to minute, hour by hour and day to day. This scale used over a period of time should show patterns of behaviour that can be analysed.

The period of time and the number of times per week is at the discretion of the people who know the children best. It can be used for a specific time, as an ongoing SE tool, for general or specific information.

Practical Guide

Adults take two minutes to observe each of the children in their group and use the Leuven Scale to score each child for level of wellbeing and Involvement and also where the observation took place (construction/role play etc). These minutes will be random and at a time that suits the practitioner.

At the end of each week the scores will be collated and children scoring below 4 will be discussed in relation to the ten point action plan. The environment areas children score in the 1-3 range should be examined to determine if there is a pattern emerging and certain areas need to be changed. Which areas are delivering good levels of involvement and which are not? This is an on-going process, particularly with some age groups as their interests and stage of development can change dramatically over the course of a few months. However, some areas are always engaging and others are rarely so. Also, it will help practitioners see which areas are rarely, if ever, used. Such areas obviously need to be changed as they are essentially a 'wasted space'.

The Leuven Scale can be used to consider group or whole class sessions. Again, assuming that we are aiming to deliver practice that will see most children at level 4 or 5, we can quickly start to see which sessions or events are appropriate and productive, in terms of engagement/involvement (and therefore progress). For example, if we are delivering an input on the carpet, then we should have the level descriptors in mind.

When children start to fidget and become distracted, this tells us that the session has become unproductive. It does not tell us that the children are 'misbehaving or that 'they can't concentrate' or that 'they have ADHD'. It tells us that what we are offering is not engaging and therefore is not supporting synapse formation and learning. Once we accept this, it is clear that group sessions for babies are rarely appropriate. Equally, group times that are longer than a few minutes are not appropriate for 3-year-olds. Assembly for P1 children is not going to deliver engagement and nor are lengthy phonic sessions for any age child.

These levels can be used to measure the effectiveness of focused tasks, snack time, circle time etc. In all these cases, the level of involvement is often very low, the adults and children can become quite stressed and the learning is minimal. It is, then, a very useful tool for practitioners to use as a way of assessing and then planning for change.

Every child in a setting should be able to play as they choose for as long as they are engaged with the following in place to place to support this:

- **A prioritisation of well-being** above all else, recognising that high well-being is critical in order for a child to feel secure, which in turn will allow them to become involved.
- **Consistent boundaries, expectations and routines** (within which each child can then relax and have the freedom that they need in order to learn effectively).
- **An enabling environment** (which is organised to meet the ever-changing needs and interests of each unique child).
- **Skillful, empathic adults** interacting appropriately to form warm relationships and to support each child in a way that respects them, preserves their autonomy and offers genuine interest and fascination.
- **Manageable systems of assessment and record keeping** (to satisfy any statutory requirements, without impeding the progress of the children, and while maintaining the well-being of the staff).

Leuven Scale 10 Action Point Plan

The Ten Action Points are an inventory of initiatives that favor the well-being and involvement of children in the nursery/classroom environment.

The Ten Action Points are:

1. Rearrange the environment in appealing corners or areas.
2. Check the content of the areas and make them more provocative and challenging.
3. Introduce new and unconventional materials and activities regularly.
4. Identify children's interests and offer activities that meet these.
5. Support activities by stimulating practitioner interactions.
6. Widen the possibilities for free initiative and support them with sound agreements.
7. Improve the quality of the relations amongst children and between children and teacher(s).
8. Introduce activities that help children to explore the world of behavior, feelings and values.
9. Identify children with emotional problems and work out sustaining interventions.
10. Identify children with developmental needs and work out interventions that engender involvement.

The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

