

Rationale for planning of SNIP KS2 Social and Emotional Skills Programme

This planning was originally completed for a group of mixed aged KS2 children who attended for one afternoon session a week. The pupils had social and emotional difficulties resulting from lack of opportunity, attachment difficulties or inadequate social experience. Their level of emotional and social competency was identified by the Boxall Profile*. The programme was delivered by two teaching assistants in a nurturing environment that was home-like with soft seating and play/work areas. To produce and provide a framework for the intervention, a section from the QCA document *Supporting School Improvement: Emotional and Behavioural Development* was used that targeted emotional behaviours. This can be downloaded from www.snip-newsletter.co.uk

The programme includes:

Listening skills and motor integration. Although research shows the importance of listening in establishing school success, it is often not deliberately taught in the mainstream classroom. The attainment of this skill is focused upon in the programme. Motor integration is a feature of many interventions and is thought to promote learning by enhancing the brain's ability to multi-task. The rate of progress through the motor integration programme must be guided by the group's ability – it is therefore likely that many groups will need to spend sessions repeating and rehearsing sessions and not progress as quickly as may be suggested here. It is important that the SaES programme is fitted to groups' needs rather than the other way around.

Circle Time in order to enhance listening, co-operation and to support the development of empathy towards others.

Teaching focused upon increasing ability in the specific aim identified from the QCA audit. Research indicates that many pupils with emotional delay are unable to absorb information incidentally but must be deliberately taught these deficit skills.

Healthy eating. All snacks must conform to healthy eating guidelines e.g. low sugar, few additives and encourage experience of different textures and tastes. It is important to check for any recorded pupil allergies or intolerances before introducing food to pupils. If toast is chosen, provide a mixture of savoury and sweet toppings e.g. marmite, good quality jam, honey. Introduce fruits and raw vegetables. No one should be forced to eat anything – but do not habitually provide substitutes. Sharing food is an important aspect of the SaES programme.

Promotion of **vocabulary extension** to enhance ability to cope with the curriculum but places particular attention on emotional vocabulary.

Promotion of the use of **art/drama/music** and movement to increase active and participatory learning opportunities and experiences .

In addition:

All activities should be snappy to retain interest and attention, although there should be thinking time to reflect upon learning. Any spare time can be usefully spent in imaginative play, so providing dressing-up clothes, masks, play shops and play homes is important. As far as possible all activities must be supported by active interaction with adults, who will work towards extending play and making suggestions to enhance the learning experiences.

Staffing. The provided environment has unconditional valuing and respect for all at its centre, so careful selection of suitable staff is vital. You are seeking for a child-centred Mrs Softalover who is able to develop a relationship of trust and empathy with pupils who may often test them. Put-downs, public control by intimidation are totally rejected. Boundaries must be agreed by all and kept to, but worked towards by explanation, demonstration and reason – often there is no time for this individual approach in the

classroom. It is important to remember that many of these children are working at an emotional age possibly two thirds of their chronological age, so staff must respond to them at the level that they are at. Conflict should be avoided but when it occurs, techniques useful for younger children such as distraction, should be implemented to manage situations. Staff will need time to reflect upon strategies that result in the most positive outcome for all and for reassurance when things go wrong. Pupil behaviour and reactions will take time to change.

The activities selected are only vehicles to promote the development of trust and social skills, but at the same time measurable increase in learning abilities and motivation is vital if school success is to be a reality for vulnerable pupils. If one aspect of the programme takes too much time, devise ways of shortening it rather than leaving parts out altogether.

The books that have been used in devising this programme include:

- *Take Time* – Mary Nash Wortham and Jean Hunt (Robinswood Press)
- *Turn Your School Around* – Jenny Mosley (LDA)
- *First Stories for Thinking* – Robert Fisher – Nash Pollock Publishers
- *Please Mrs Butler* – Alan Alhberg (Puffin)
- Copies of *Beauty and the Beast*, *The Ugly Duckling*, *Aesop's fables*.
- **Boxall Profile* – A photocopyable assessment device available from www.awcebd.co.uk/publications/pub16.htm

It is recommended that schools wishing to implement this programme purchase copies of these publications.

Questions and answers

Can the Social and Emotional Skills programme just be delivered as it is?

It can, but it is unlikely that all groups of pupils will progress through items such as motor skill integration at the speed I have suggested. Most will need sessions that provide practise and consolidation and the opportunity to make progress in smaller steps.

Therefore I have included blank proformas that provide space for schools to produce a modified version of the programme and a proforma to record Boxall Profile results and indicate progress.

How does Ofsted feel about removing pupils from their classroom?

Depends on the specific Ofsted team but unless children are given the tools to allow them to access school success, simply placing them in a mainstream classroom is unlikely to help. The recognition given to emotional competency is increasing and this appreciates that unless pupils have certain underlying abilities, academic and social success is likely to be adversely affected. The deficit skills need deliberate teaching and Ofsted, as long as progress is monitored and demonstrated, seem to welcome this type of intervention as providing the “reasonable adjustments” suggested by the SEN and Disability Bill to allow access to the curriculum.

What about the parts of the National Curriculum missed by attendance to a Social and Emotional Skills group?

It is important that the teaching that takes place in the group is transferred to the whole school setting and the best way to do this is to ensure that all staff are aware of its aims and support them. This involves providing all-staff awareness/training of the group to gain commitment to support the teaching. There is an overlap between the Social Skills curriculum provided and the PHSE and creative curriculum suggested by the DfES so it is often more practical if the classes that pupils attend from, change their timetables to ensure that lessons pupils are missing are being replicated in the group i.e. art, PHSE.

This is easier than trying to organise the group to cover a range of areas missed by pupils from different classes and year groups. Of course, if it is only one year group/class that is being targeted then this becomes easier to plan for.

How much planning and recording is required?

All schools need to demonstrate that interventions put in place are adding value. The Boxall Profile is photocopyable should be completed by classroom teachers regarding pupils who indicate social skills and communication impairments (Takes a maximum of 5 minutes per child) This is scored to identify those with the greatest need (Perhaps another ten minutes per child). The programme is implemented with changes denoted by stick-its as necessary. Six months later the child is reassessed by the same class teacher in order to measure progress. Short term planning and the monitoring of individual pupils can be achieved through completion of the provided sheets.

What was the success rate with the original group?

The original group consisted of 18 mixed age KS2 children who met the criteria for significant need as decided by the SENCO. These were split into 3 x 6 pupils giving a spread of ages and avoiding more than two acting-out pupils in each group. Each group was supported by a two teaching assistants who were removed from class support of activities such as art and PE. Altogether five TAs were involved in supporting the three groups with the same staff always supporting the same group. Training of the whole staff was provided by the SENCO. The programme was implemented and results can be accessed in the proforma section of this document. Evaluation suggested that groups of six pupils was not enough to promote the social interaction necessary especially as absences could easily reduce this number.

The programme only covers a part of the QCA audit on emotional behaviours – what if we want to go further?

The second part of this programme will be placed on the SNIP website during the Easter holiday.

Will this programme improve the social and communication skills of pupils who indicate Autism?

This programme is not intended to meet the needs of pupils whose lack of social skills are due to neurological differences i.e. those who indicate autism spectrum or ADHD characteristics. For these pupils, teaching the deficit skills may not lead to measurable success as they do not necessarily have the requisite underlying development in place. However it should not be assumed that a diagnosis of AS or ADHD necessarily suggests that the pupil does not also have emotional and social difficulties exacerbated by lack of opportunity and therefore if this is the case, they may make some progress.

How have parents viewed this intervention?

Parents/Carers may have some concerns regarding their child's selection for this intervention and may feel it reflects upon their caring skills so must be involved from the beginning and provided with opportunities to discuss any concerns they may have. Parental permission should always be sought and they should be kept informed of progress. It is good practice to provide published information that answers questions parents/carers may have on the group and its aims.

Should pupils who are included in the group have an IEP?

This depends on your school SEN policy but in most cases the answer is probably yes as attendance at the group will provide support for the child that is in addition to the usual differentiated curriculum.

Timetable

- * Register and greeting – Affirmation. Greet each child and when taking the register say something positive about them relating to their work, achievement or appearance.
- * Discussion time – This will become *Circle Time* but one step at a time...make sure all are sitting at the same height and discuss group values. They must be positively worded and in the children's own language and might include things like; we will listen to each other without interrupting, we will be kind to each other, we will not say anything horrible to each other, we will help each another. When these have been agreed, they need to be written up, laminated and placed on the wall. Remind, model and rehearse agreed values each week
- * Motor Integration – Sitting in a circle start with one person doing one clap – then the next etc. When it gets back to the leader –2 claps etc – Move onto 1 clap 1 tap etc, 1 tap 1 stamp etc, Vary the order and complexity but stop when they start to fail.
- * Main activity – Ugly Duckling story can be downloaded from <http://www.pacificnet.net/~johnr/aesop/> – Large book may be best but don't always rely upon text: a video, a picture, role play or story telling varies the delivery.
- * Consolidation/recording activity - Celebrate and identify being similar – I am the same because....Discuss - examples may be; I like fish and chips – I have short hair - I live in a house - I like to go shopping – I like to play in the park – I hate cabbage — I have two arms and two legs – I have a Granny ... They could colour/paint a picture or cut out pictures from magazines that indicate how we are the same. When they are colouring/cutting/sticking their picture, make sure there is only enough crayons/felt/scissors/glue/pens so they have to share – participate with the activity and model behaviours and social conventions
- * Snack – Only good quality e.g high fruit content low sugar squash, same with jam. Do not make this a battleground – no one has to try anything, but should not be offered an alternative apart from water. Establish a rota to set out, wash up, put away – Discuss with group. Two pupils set the table – tablecloth place mats, plates, cups etc. When the toast is ready put the emphasis on accepted social norms. Everyone sit at the table. Plate of toast passed from one to another or an older pupil carries it around everyone taking the nearest piece. Get them to pass the jam to each other and the squash – remind everyone to say please and thank-you by modelling – do not embarrass them if they forget. This might some time at first
- * At first the children will need to be taught the games or they will simply avoid them so introduce them one at a time. Select a board game – floor ones are good so greater numbers can join in. All games must encourage interaction with a member of staff. At the end, after they have cleared away, allow them to play freely with construction toys or in the home corner.
- * Celebration of success – In a circle again – Identify one child in turn and decide one thing that each child likes about him. Complete this on a certificate and send home
- * Home school liaison – Talk about Sammy (a suitable soft toy) and put him in a bag with an attractive exercise book that explains in the front inside cover to parents/carers that the intention is to draw a picture of what they did together – watch tv –go out for a walk etc. As this progresses, some may want to write a few words or sentences. Ask parents to remind them to bring in back the next day and when the same group meet – share the news with the rest.



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Timetable

- * Register and greeting. Use affirmation. Greet each child and when taking the register say something positive about them relating to their work, achievement or appearance. "Hello James, I saw you helping your friend to complete his work yesterday –that was a kind thing to do."
- * Motor integration/listening – Choose a few instruments and ask the group to pretend to play them when they see/hear you – e.g. hit the drum, shake a bell, tap a tambourine. When they have got the idea ask them to do it with their eyes closed.
- * Discussion Time. Remind the group what the purpose of the group is and the values agreed last time. Try and encourage them all to join in – but don't force the issue. Look out and try and catch them putting the rules into practice and make sure they know you have noticed.
- * Read the Town Mouse and Country Mouse (Aesops Fables). Download from <http://www.pitt.edu/~dash/type0112.html> Encourage pupils to think about differences. Try and get round to them discovering we are all unique – there is no one else exactly the same as they are. When they are discussing remind them of the rules of good listening – look, listen and wait for their turn.
- * Make a finger puppet mouse. –felt cone for head with ears, nose, eyes and whiskers added.
- * Snack – three different fruits chopped into pieces so they can all have at least two choices each – describe the with words such as sweet, juicy, sour, etc Model table conventions by asking a child to pass things and thanking them. Establish and continue the rota – who sets out table, puts out cutlery and place mats, washes up etc.
- * Completing a jigsaw – work with them – look for straight sides etc. Start with jigsaws that have a reduced number of pieces (30-70) to ensure success.
- * Celebration of success – In a circle again – Identify a different child and decide one thing that each child in the group likes about him. Complete this on a certificate and send it home.
- * Sammy – Discuss the adventure Sammy had last week and choose someone else to take him home.



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Timetable

- * Register and greeting - ask the pupils to respond with the name of a flower
- * Motor integration/listening – Say a Nursery Rhyme – Jack and Jill....Get the children to clap it out. Try others e.g. Humpty Dumpty, Mary, Mary, Quite Contrary, Little Bo Peep, The Grand Old Duke of York, Ask the children to suggest some they are familiar with. For older pupils try short poems.
- * Discussion – Check that the children and staff are all sitting on the same level and are quiet when someone is talking. Introduce an object so the group know they must listen to the one who is holding it – a soft toy may be useful. Ask the pupils to remember one agreed value and then to think of a real example that they may have seen, done themselves or think it would be kind to do. Perhaps a value is “Be kind to one another” - ask them to think of an actual example to encourage the transferring of theory into practice.
- * Make the shortbread – Use measures rather than weighing and get all participants to contribute or share in the making. Use descriptive vocabulary such as more than, less than, soft, pliable – encourage and model responding with a complete sentence. Ensure that all the group understand that if everyone helps a bit – the end result is good. Bake enough shortbread for all to have a piece at snack time and for them to take one home – encourage them to share this piece.
- * Read the story of the Old Man of Ireland from *First Stories for Thinking* by Robert Fisher . Discuss some of the questions – encourage pupils to share their views and praise them for doing so. If this story unavailable use a different sharing story such as “A Valentine for Eeyore” from Winnie the Pooh.
- * Snack – shortbread and milk/water. Remind them of table manners – look out for anyone using table conventions and praise them for it.
- * Co-operative group game – Twister for example
- * Celebration of success
- * Sammy as before

Timetable

- * Register and greeting - ask the pupils to respond with the name of an insect
- * Action song such as *One finger, one thumb, keep moving, Head, shoulder, knees and toes* or *B-I-N-G-O* www.scoutsongs.com and www.bigeyedowl.co.uk
- * As before –check children and staff are all sitting on the same level and are quiet when someone else talks. Remind them of the holding object so they know they must listen to the one who is holding it. Discuss important things about Circle Time – listening to each other, no put downs, no-one has to say anything if they do not want to. Introductory game – Plenty in *Turn Your School Around* – Jenny Mosley (LDA) such as the *Mix 'Em Up* game p122
All children sit on chairs and face each other in a circle with one in the middle. The children are alternately labelled oranges or lemons. The child in the middle gives a command e.g. “orange” or “lemon” or “fruit salad.” The seated children respond by changing places. During the changeover the child in the middle tried to get a seat. “Fruit salad ” means all change seats. Encourage the pupils not to push others out of the way by praising those who move more carefully. To expand this there can be more fruit with more than one type being shouted out.
- * Read the story *The Stork and the Fox* (Aesops Fables) <http://www.pacificnet.net/~johnr/aesop/> . Have a tall bowl (vase) and a shallow dish to demonstrate the difficulties.
- * Make a simple pot with clay that does not need firing and leave to dry.
- * Snack – Toast and squash. By now table conventions should be becoming more automatic.
- * Teach them how to play a card game. If you are short of ideas try the website http://iaia.essortment.com/cardgamefor_rgsj.htm which describes a number of suitable card games for children.
- * Celebration of success – As before
- * Sammy – As before

Timetable

* Register and greeting

* Action song followed by stepping – This and many other exercises can be found in *Take Time* Mary Nash-Wortham and Jean Hunt – Robinswood Press. Briefly

Children stand in a circle with both feet together and adult says:-

One step forward

One step back

One step sideways

One step to the left

One step to the right etc.

Continue until you are certain the child understands words such as above, behind, below, underneath, turn, bend. When this established turn it into “Simon Says”

The children only obey the instruction when it is preceded by “Simon Says” So

“Simon says step forward” - Children obey, “Step back” – Children stand still.

* Circle Time – Boost Up and Put Downs from *Turn your School Around* – Jenny Mosley (LDA) p 123 Briefly an adult tells the story of “John’s Day”. Large cut out stars are given to some children and pebbles to others. Each time something nice happens to John a child puts a star in the centre, when something happens that is bad a stone is put in. The other children help by prompting. Adult asks the children how stars and stones affect people. Go round the circle “I don’t like it when....” then another round “I like it when...” Discussion of times when they have made somebody unhappy and how this could be avoided.

* Consolidation activity – Make a smiley face badge out of filo – children may need a shape to work on top of – bake in the oven – stick badge on the back with superglue (an adult activity!) and tell them to wear them so that anyone who is sad knows they will try and help them.

* Snack – Smiley biscuits such as Jammie Dodgers and squash

* Snakes and ladders – a useful games as it promotes familiarity with experiencing winning and losing but still having fun.

* Celebration of success – As before

* Sammy – As before

Timetable

- * Register and greeting – name of a feeling.

- * Action song (Hokey Cokey is ideal) then whole body control – from *Take Time* Mary Nash-Wortham and Jean Hunt p 46 Briefly: Before starting this lesson make sure that children know the difference between left and right. Get them to hold their left hand out in front with the palm away from them and they can see that the fingers and thumb form the letter L for left. Practice putting out left hand, left leg etc. Then ask children to lie in a space on the floor. Then an adult gives instructions for them to raise for a count of three, hold for three and then to drop for three their one arm, followed by one leg, head, right arm, right leg. When they are able to do one limb accurately move onto two right arm and right leg, left arm and leg. Repeat with eyes closed.

- * Discussion – **The Wind and the Sun** – www.pacificnet.net/~johnr/aesop Talk about disagreements and power. Move them on to times they have disagreed with others. Ask the children for their ideas on resolution – write down their suggestions on the board - Aim them towards
Accepting blame – Say “I” instead of “You” to show you are accepting blame – “I didn’t see you.” instead off “You were in my way!”
Understanding the situation from the other persons point of view. “I know that you did not mean to bump into me but you need to look where you are going.” If they did something on purpose try and think why that would be.
Saying sorry – it doesn’t mean you are weak - it means you are strong
Walking away and give yourself time to respond properly. If you have been hurt or you feel angry you might say something you feel sorry for later.
Thinking of a way to **put things right**
Four steps to resolving conflict: Admit, Understand, Say Sorry, Put it right.

- * Making a paper windmill.

- * Consolidating activity – Put the children in twos or threes to act out a conflict scenario with puppets – focus on the resolution.

- * Remind children to use these skills in the playground or classroom.

- * Celebration of success – As before

- * Sammy – As before

Timetable

- * Register and greeting -name of a bird

- * Action song to warm up followed by whole body control – from *Take Time* p 46. Practise same skills as previous week. Introduce music – e.g tambourine for the children to raise limbs to. As the pupils become more competent, try lifting diagonal limbs together and mix patterns.

- * Circle Time : Collect pictures or photographs of people expressing different emotions. Pass around the faces and ask the children to finish the sentences. “This person might be sad/happy/frightened because.....” After this have another round and ask the children to complete sentences such as “I feel happy when.....I feel angry when.....I feel sad when.....I feel frightened when....I feel surprised when....” Keep the responses brief and do not judge the children on their reply. – Just praise them for their contribution and move on.

- * Story – Guess the feeling of the characters in a shortened version of Beauty and the Beast.

- * Photograph the children demonstrating facial and body posture that indicates a range of feelings e.g. happy, sad, lonely, etc. A digital camera is best as the results are instant and mistakes are easily completed. Allow children to take at least one photograph of their own - perhaps putting them into pairs so they can take turns in being the “model” and the photographer. Remember that parental permission is needed to take photographs of children.

- * Snack – a sandwiches and squash.

- * Teach a playground game – depending on the playground this could be a big game that involves a number of children such as hopscotch or marbles or an individual game such as Jacks. There are hundreds of different games at the excellent website at <http://www.conwy11.u-net.com/> An example of a game from this website would be Cat and Mouse. Everyone sits in a circle, you need two bean bags of different colours (one the cat, the other the mouse), The cat starts on one side and the mouse on the other and they are passed around the circle with the cat trying to catch the mouse. They can both change direction

- *Celebration of Success – as before. Once everyone has been through this process, make a box where staff and children can place a note celebrating the achievement of any of the children in the group. It would be helpful if staff could be keyed in to look out for specific behaviours based on taught skills so liaising with school staff is important. It is vital that skills taught in the group are generalised to the rest of the pupils school and home lives. Postcards can be sent home celebrating success. The Primary Print People do some lovely ones 01204 531837 www.primaryprintpeople.co.uk.

- * By now the Sammy liaison book should be evolving into more than just pictures. Try and ensure that this bit is not squeezed out. Parental involvement is important.

Timetable

- * Register and greeting - name of a farm animal

- * Action song for warm up followed by whole body control – vertical. The child sits or stands and they are asked to touch with right hand; nose, left ear, back of neck, right foot, tummy, shoulder, ankle, chin, cheek, waist, hips, elbows. Then try with left hand. Finally try with eyes closed

- * Circle Time – Understanding feelings. *Turn Your School Around* - Jenny Mosely (LDA) p 141 Remind the group of the feelings they talked about last week. Ask the children one by one to pick a card. On the card is written a feeling that was expressed last week by a child – try and stick to school concerns . e.g. “I am sad when my friends won’t play with me.” The child who picks this card must try and say the sentence with feeling and then tries uses their imagination to describe why this is a real worry. Other children might then contribute ways of reducing the feeling. Use a mix of emotions – the aim is to encourage empathy with others feelings.

- * Creative labels to illustrate last weeks feelings photographs – Big letters that can be illustrated to highlight the emotion such as sad with tears running down the letters, happy filled in with smiling faces, frightened in black perhaps with red exclamation marks. Experiment with different materials – paints, felt pens, wax crayons, - different textures, sandpaper, corrugated paper, transparent paper, bubble wrap, foil. Use letters cut from magazines or formed on the word processor.

- * Snack – Mixture of fruit pieces and squash. Encourage pupils to try unusual fruit that have different textures. Use the opportunity to stimulate language.

- * Another playground game from the same website as last session - Chukie Chukie You need a large square painted on the floor. Four people stand in each corner and one in the middle. The one in the middle shouts Chukie Chukie and everyone runs to a different corner including the middle person. The one who does not get in goes to the middle and shouts ...etc.

- * Celebration of Success box - send postcards home.

- * Sammy – Time to consider developing a newsletter to inform parents of how things are going and invite them in.

Timetable

* Register and greeting name of a flower

* Figure of eight. Tracing over a figure of eight on the board – first with eyes open and then shut. Tracing them in the air – small and then large. Tracing them with non-dominant hand then both hands together (mirror image is easiest). Walking a figure of eight on the ground. Tracing a big figure of eight starting from middle, go above head, back to the middle, down below bent knees and back to the middle.

* Circle Time – Accepting blame – Poem *Blame* from Alan Ahlberg *Please Mrs Butler* A Puffin Book. Read it, share it, see if the older pupils might like to read it. Talk about accepting blame. Tell them a story about when you did not and how it made the outcome worse. What would have been a better response? Try and encourage them to make suggestions to write on the board using the same solutions as last session. e.g.

- Use “I” statements e.g. I am sorry, I thoughtI did not understand.
 - Try and see the situation from someone else’s point of view.
 - Try and put things right
- Role play a situation where one did something wrong – took something that did not belong to them, hurt someone and then tried to put the situation right.

* Batik – Take a piece of light coloured cloth and get the children to draw around a simple stencil of an animal with a white candle. Colour this in with the candle – rub hard. The thicker the layer of candle wax, the better. Place in the freezer and leave for at least an hour. Then before the children leave ask them to screw the cloth up before the adult immerses it in dye. Leave for prescribed time and then remove and dry. Remove wax by ironing, placing kitchen towelling above and below the material, with a warm iron.

* Snack – different flavoured crisps (preferably low fat) –Can they guess the flavours? Sugar free lemonade.

* Teach another playground game but select one that children can do alone or in pairs such as jacks or skipping.

* Celebration of success + postcard home.

* Sammy –As before

Timetable

- * Register and greeting name of a flower

- * Passing a bean bag. Sitting down in a space. Tossing a bean bag from one hand to the other. See how many times they can pass it back and forth until they drop it. Pass it back and forth in response to the beat of a tambourine. How about to the beats in a nursery rhyme? Pass from hand to hand, but walking this time in time to forward strides. Finally, try and pass it around the body – in front and then around the back.

- * Circle Time – “It Wasn’t Me” by Steve Turner (The day I fell down the toilet and other poems. Lion Publishers) or “It Was Not Me” by Alan Ahlberg in Please Mrs Butler. Read them – Why are they funny? What should the children in the poem have done? Ask the group to think of a time when they said it wasn’t them when it was...Demonstrate when you did the same to keep out of trouble. What would have been a better way?

- * Parachute games go really well with this aim – Parachutes are made of large pieces of brightly coloured material perhaps nine square metres in size. A parachute can be bought from LDA (01945 463 441 www.LDAlearning.com) for £34:95 and an accompanying book *Making Waves* written by Jenny Mosley and Helen Sonnet £9:95 but if you do not have access try two large nylon sheets sewn together or a local Toy library. Parachute games encourage working together, co-operation and listening. Useful activities to undertaken with children with a parachute can be downloaded from www.teachingideas.co.uk/pe/parachute/contents.htm An example of a game might be get the children to hold the edge of the parachute. On the count of three, have them lift it high into the air. Call out the names of a child who runs quickly into the middle as a “tent peg” players. Again on the count of three another child is chosen. Another game might be to call the names of two pupils who change places across the circle whilst the canopy is up in the air. Caution - Warn children to avoid running into each other

- * Snack – Toast and squash –try savoury toppings, marmite or cheese spread

- * Modelling with salt-doh. Begin by making salt doh –very easy and quick – 1 mug plain flour, one mug of salt, 1 tblspoon of oil – water to mix –start with half a mug – add colouring if required. Mix together. Knead until ready. Encourage them to play with rolling pins and shape cutters. When finished, it needs baking for 20 mins at 180 degrees.

- * Celebration of success + postcard home

- *Sammy

Timetable

- * Register and children respond to greeting with the name of a vegetable.
- * Action song – Passing the bean bag. Figure of eights – with bean bags – revise last weeks passing a bean bag from one hand to the other. Pass it back and forth in response to the beat of a tambourine. Pass from hand to hand, but walking this time, in time to forward strides. Pass it around the body – in front and then around the back. Extend to the figure of eight. Starting from the middle pass to the other hand over head. Back to middle – in other hand, behind bent legs, change hands back up to the middle.
- * Discussion Time – Read the poem *With his Mouth Full of Food* by *Shel Silverstein* in Oxford's *A Packet of Poems* by Jill Bennet to generate discussion re table conventions. Write down responses and decide on three that the pupils feel would be good to implement at the table when they share their snack e.g.
 - Washing hands before eating
 - Not talking with your mouth full
 - Asking for others to pass you something instead of stretching over to reach it.
 - Sharing things – taking the item of food nearest you etc.When decided write them out and put them near the table for rehearsal.
- * Painting salt-doh models – need PVA adhesive mixed with a little paint – this will dry to a shiny finish – May be an idea to mix it in a polystyrene/plastic egg box so the excess can be thrown away. May have to leave it to dry and collect it at the end of the week.
- * Vegetables – chunks of cucumber, carrot, celery, small tomatoes and squash.
- * Free choice of game.
- * Celebration of success + postcard home.
- * Sammy.

Pupils name	Developmental		Diagnostic	
Date	Jan 03	June 03	Jan 03	June 03
<u>Ge (g)</u>	47 *	60 ↑	71 *	104 ↓
Ca (g)	89		71 *	
<u>Le (g)</u>	55 *	62 ↑	118 *	111 ↑
<u>Al (b)</u>	66 *	72 ↑	105 *	80 ↑
<u>Da (b)</u>	56 *	81 ↑	29	33 ↓
<u>Ch (g)</u>	70 *	80 ↑	76 *	79 ↓
<u>Ka (g)</u>	72 *	74 ↑	36	41 ↓
<u>De (b)</u>	68 *	62 ↓	107 *	96 ↑
<u>Ch (g)</u>	73 *	90 ↑	72 *	29 ↑
Il (g)	84		11	
<u>Be (b)</u>	77 *	88 ↑	32	9 ↑
<u>Tr (b)</u>	70 *	83 ↑	50	18 ↑
Sa (g)	96		31	
<u>Ad (b)</u>	43 *	75 ↑	78 *	52 ↑
Sa (g)	130		16	
Ka (g)	104		37	
<u>Ja (b)</u>	61 *	76 ↑	87 *	44 ↑
<u>Sh (g)</u>	80 *	100 ↑	123 *	95 ↑
<u>Na (b)</u>	77 *	77	100 *	106 ↓
<u>Sa (g)</u>	75 *	74	41	37 ↑
Re (g)	100		26	
<u>Ca (b)</u>	94	88 ↓	78 *	86 ↓
<u>Ro (b)</u>	72 *	73	68	106 ↓
Ke (g)	84		41	
<u>Ad (b)</u>	54 *	84 ↑	81 *	92 ↓

Pupil selection based upon Boxall Profile score
 Below 80 (Developmental strand)
 Above 70 (Diagnostic strand)
Underlined names indicates selected pupils
Results after 12 x pm sessions
 ↑ indicates progress towards targets.
 ↓ indicates no progress towards targets
Bold indicates no longer meets group selection criteria.

