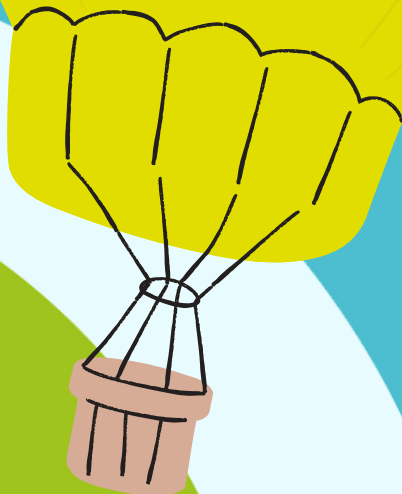


Getting Ready for Primary One

Helping you connect
with your new pupils



This resource is all about connecting

In Primary Behaviour Support & Provisions we are guided by the 6 Principles of Nurture. The sixth principle recognises the importance of transition in children's lives.

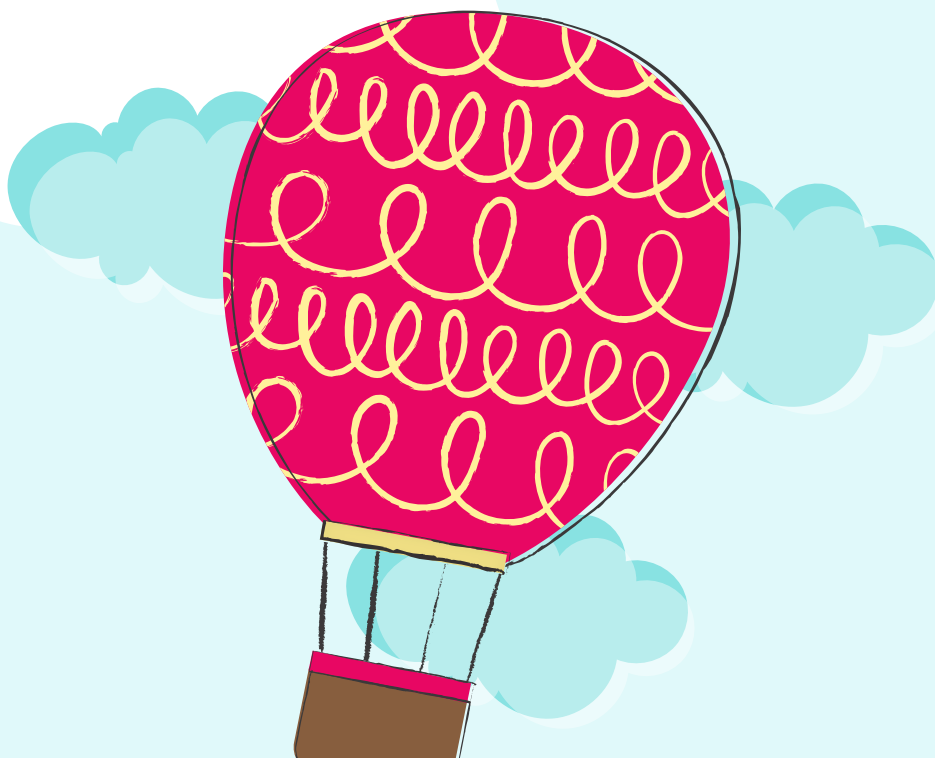
As a result of the current circumstances brought about by the lockdown, our preschool children have experienced additional transitions in the last year. They may have transitioned to a pre-school setting, transitioned to home schooling and now they are transitioning to Primary 1. Even small changes in routine can be overwhelming and unsettling for some children but experiencing good relationships is the best predictor for learning readiness.

This resource has a particular focus on providing ideas to build new positive relationships among the incoming P1 class, the staff in school and YOU.

Using this Resource

Use the templates included to create a simple guide to the school. Prioritise the sheet introducing the adults. The activities focused on nursery give you an opportunity to get to know your new pupils while allowing them to reflect on their nursery experience. This is important as it will allow them to process this in the context of moving on. Encourage them to begin engaging with school staff e.g. sending pics to the school email.

Share the strategies for supporting positive behaviour in a way which will reduce tension and nurture healthy attachments with all staff working with P1.



We can't wait to meet you!



My name is

It's my job to help you by

My favourite thing about P1 is



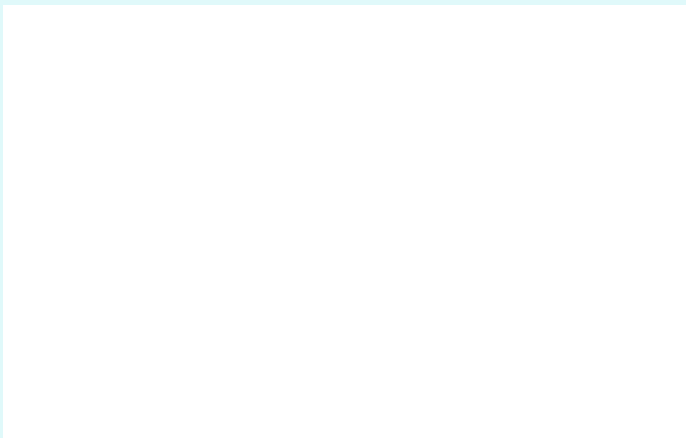
My name is

It's my job to help you by

My favourite thing about P1 is

This is the playground

Games we play outside are...



Place photo of
playground here

Place photo here

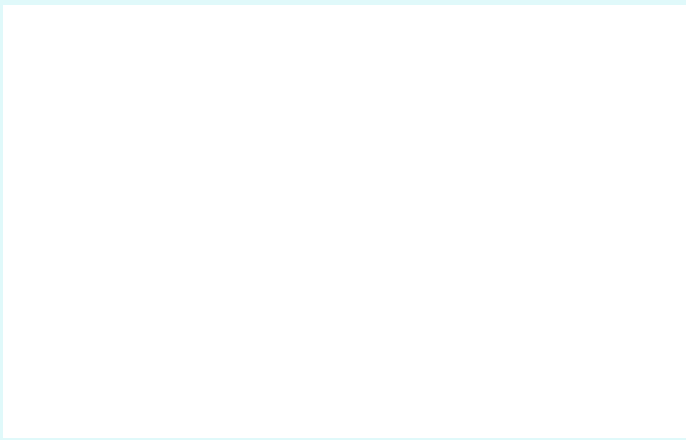
Place photo here

This is the door to the
playground

This is who you can ask if
you need help outside

This is your new classroom

Games we play inside are...



Place photo of
classroom here

Place photo here

This is where we sit
for a story

Place photo here

This is where we
wash our hands

Tell us about your nursery

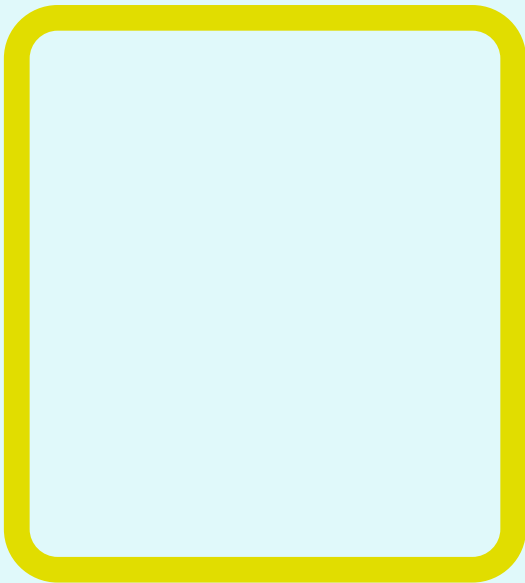
Draw a picture of the grown ups who helped you

A large, empty yellow rectangular frame with rounded corners, intended for a drawing. To the right of the frame, there is a white, stylized cloud graphic.

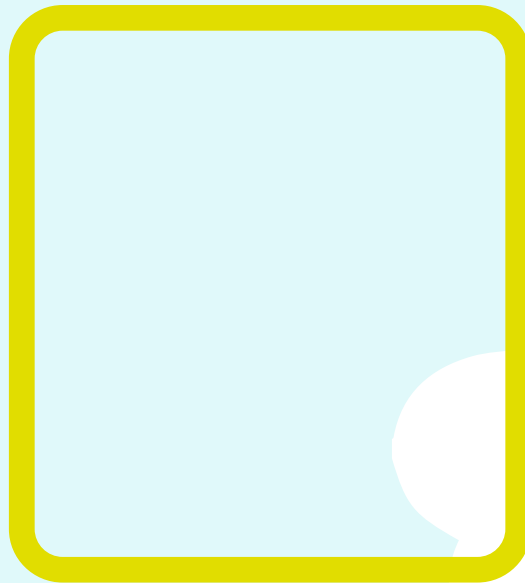
Draw a picture of your friends in nursery

A large, empty yellow rectangular frame with rounded corners, intended for a drawing. To the left of the frame, there is a white, stylized cloud graphic.

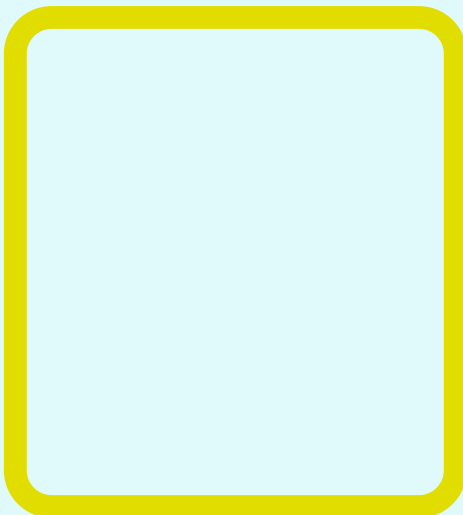
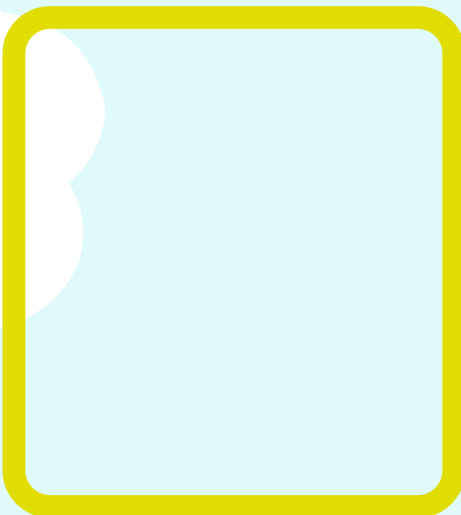
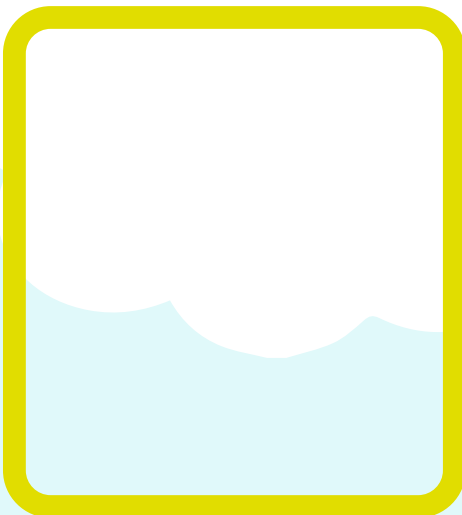
Tell us about your nursery



**What was your
favourite story in
nursery?**



**What was your
favourite snack in
nursery?**



What were your favourite toys in nursery?

Keep in touch!



School email address is...

Let us know what you are getting up to over the summer holidays.

Is there anything else you would like to know? Send us an email and ask!

Are you practising for P1? Send us pictures and let us see how.

Working with this P1 group

Your P1 group coming in this year will be different to all other years as they have all had less time in a pre-school setting. While there will be lots of changes to your usual routines and structures you will also need to consider that it has been 5 months since these children have been in an educational environment with their peers. The first principle of nurture is to accept children at their emotional/developmental level - not expected academic level. Use **PACE** as a helpful structure and prompt to build strategies and support around your new children.

Playfulness- express a sense of joy in your pupils' company

Have fun together - get involved in your pupils' play

Meet and greet each pupil as they enter each day - plan a class greeting such as air high

Goodbye routine - no matter what each day brings every child leaves on a positive

Build in extra opportunities for play based learning - focus on relationships and connection first

Acceptance- recognise and embrace where you are now

Accept your pupils where they are at – celebrate effort and the small wins each day

Acknowledge how your pupils feel even if the resulting behaviour is unacceptable

Self care – go easy on yourself, you have a lot of change to adjust to

Curiosity- be curious with your pupil when their behaviour is unacceptable

Wondering aloud

- I wonder if you are feeling angry because....
- I wonder if someone said something to upset her...
- Would it help if...

Empathy

Show your pupils you care about how they feel

Explore feelings and challenges through characters in stories and using puppets

Don't quickly look to "fix" a problem but reassure the other person that they don't have to deal with it alone

Reducing Tension

Safe outlets for stress- notice the part of the body that needs regulated

Kicking- go for sprints

Spitting - blow bubbles

Fidgety - pound some playdough

Use of limited choice- reduces feelings of demands

This or that- Would you like to use a pen or a pencil?

How to do it- Would you like to walk to the playground fast or slow?

How many- Would you like 1 or 2 sheets of paper for your drawing?

Who will help- Would you like Miss A or Mr B to help you?

What colour- Would you like the blue or red cup?

Express interest rather than praise or censure- avoids sense of conditional connection

Notice and Commentate (non intrusive)

- You are tidying up. That will help our caretaker.

- You are swinging on your chair

Self soothe - use during times you know are trickier

Provide a fidget toy or something to doodle while the child is listening to you (even in a smaller group or individual setting)

Modelling- demonstrations are more effective than talking about behaviours head on

If a child uses inappropriate language, conversationally repeat the phrase back to them using appropriate language. The child will feel listened to while being provided with an acceptable alternative.

Child- I *** hate this school

Adult- You hate this school right now

