



Key Stage 1 to Key Stage 2 Transition Programme

Supporting vulnerable pupils through transition

Year 2 Resources

Education Inclusion Support Service April 2020

Adapted from AfC Year 6 Transfer Unit

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Initial transition questionnaire for parents or carers Year 2

We are collating information from pupils, parent and carers with regard to the transition process to Key Stage 2. We would be very grateful if you could complete this and return to the school as soon as possible.

Thank you

	Strongly Agree	Agree	Disagree	Strongly Disagree
Do you feel your child will be ready for Key Stage 2 at the end of Year 2?				
Academically				
Socially				
Emotionally				
In terms of organisation and independence				
In your opinion as parents and carers, will the following preparation activities be useful?				
Year 2 pupils and parents meeting with Key Stage 2 staff in advance				
Specific transition lessons through the summer term in Year 2				
Children meeting Key Stage 2 staff whilst in Year 2				
Year 2 and Year 3 staff meeting to share information about your child during the summer term				
Transition Journal recording questions, aspirations and concerns about the move				
Pupil 'passport'				
Visits to KEY STAGE 2				
Social story to use in summer holidays				

What else may be useful to aid transition?

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Is there anything else Key Stage 1 could do to prepare the children further for their transition?

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Thank you for taking the time to give us your feedback.

Session 1: Thinking about Key Stage 2

Purpose

For pupils to begin thinking about Key Stage 2 and taking charge of the process of transition.

Activity 1: Setting up the group – 5 minutes

Preparation

List of pupils in cohort – in groups corresponding to their class allocation in Year 3 if known.

Workbook per pupil – use as transition journal for pupil to keep.

Process

Introduce the group and its purpose and ask the pupils whether they have been thinking about Key Stage 2 recently. Ask them what their thoughts have been, which class, etc

Set group ground rules such as

- we do not 'put down' each other
- everyone has the right to speak
- what other people say in group is confidential
- every person has the right not to offer an opinion

Activity 2: Self-assessment – 5 minutes

Preparation

For the pupils to assess their own readiness for transfer to Key Stage 2.

Preparation

Sufficient copies of the self-assessment sheets

Process

Explain that the pupils need to listen to each question as the adult reads it aloud and then rate their personal and honest response about themselves on the scale – model how they would respond if really confident or really unsure and somewhere in between to help them appreciate how to rate themselves.

Have pupils indicate their honest response to the questions on the scale – reassure that they cannot be wrong and they need not to seek to copy others as we are all unique and have our own thoughts

Use this feedback to inform reflection on the transition intervention – glue into transition journal

Activity 3: The 'colour' of Key Stage 2 – 30 minutes

Preparation

Photocopy the question sheet for each pupil

Coloured pencils, pens, paints – consider preferred medium

Process

1. Ask pupils to complete answers to the questions read from the sheet in their journals, adult to read the text and guide completion, question by question as needed
2. Discuss reasons for choice of colours and feelings
3. Compare choices of colour and discuss how pupils chose different colours

Activity 4: Hopes and fears – 10 minutes

Preparation

N/A

Process

1. Ask the group members to tell you something they are looking forward to and something they are less excited about in relation to moving key stages.
2. Use this to inform your approach in later sessions.

Resource: Year 2 Transfer – Self-assessment

Name of student

Class

1. I know about Year 3 which I will go into in September

0	1	2	3	4	5
No idea!					I'm there!

2. I know who to talk to if I feel worried about changing key stages

0	1	2	3	4	5
No idea!					I'm there!

3. I feel confident about the move to Year 3

0	1	2	3	4	5
No idea!					I'm there!

4. I know what to expect in Key Stage 2

0	1	2	3	4	5
No idea!					I'm there!

5. I am able to share my feelings and thoughts about my learning and wellbeing

0	1	2	3	4	5
No idea!					I'm there!

(resource adapted from National strategy – pedagogy in practice – unit 10 – small group work)

Resource: The colour of Key Stage 2

Session 1: Activity 2

Have you thought about Year 3?
List three of your favourite colours and three of your least favourite colours
Which colour is most like how you feel about Year 3?
Why did you choose that colour?
Why do you think that colour makes you feel like that?
Have you always thought like this about that colour? Yes/No

Session 2: What's your opinion?

Purpose

For pupils to begin thinking about Key Stage 2 and taking charge of the process of transition.

Activity 1: Continuum – 45 minutes

Preparation

Prepare cards for the continuum – see session 2 resources

Process

1. Ask pupils to stand in a horseshoe shape
2. Place the 'better' sign and a 'worse' sign at opposing ends of the room
3. Explain this is a 'continuum'. When you say a word or phrase, you want pupils to stand on a position along the continuum that represents how strongly they feel.

Eg; if given the word 'life', pupils who think their life will definitely be better in Y3 will stand close to the top of the continuum near the 'better' sign, while those who aren't sure about what will happen to their life will stand toward the middle, half way between the signs, and those who think their life will be worse, will stand more toward the 'worse' sign

4. Ask pupils to explain why they are standing in the position they have chosen
5. Tell pupils they can change their position if their opinions change while listening to other pupils

Activity 2: Survey – 15 minutes

Preparation

Print off copies of the STAR survey sheet

Process

1. Complete the STAR survey sheet, one per pupil and glue into journals

Use the survey to help identify issues that need to be addressed either individually or as a group.

Resource: Continuum

Session 2: Activity 1

Some suggested words for the continuum activity:

Edit words to suit your setting eg; 'playtimes with Year 4', 'Finding my way around' if Key Stage 2 is on another site or 'starting to learn French'.

Bullying	Canteen	Teachers
Subjects	Friendships	Enjoyment
Homework	Sports	School rules
Finding my way around	Being with older pupils	Tests or exams
Bells for end of lessons	Following a timetable	Travelling to school

Resource: STAR Survey

Session 2: Activity 2

1. When you are thinking about Key Stage 2 do you:

(please circle one answer for each of the phrases below)


Feel good never not much sometimes mostly always

Feel bad never not much sometimes mostly always

Feel nothing never not much sometimes mostly always

Unsure never not much sometimes mostly always

2. Write down a list of what you think might happen on your first day of Year 3.



3. In your new year group do you think you will: (circle the answers)

Make new friends?	Yes	No	Unsure
Be taught by good teachers?	Yes	No	Sometimes
Behave better than you do now?	Yes	No	Sometimes
Need to work hard?	Yes	No	Sometimes
Learn more than in Key Stage 1?	Yes	No	Unsure
Enjoy yourself?	Yes	No	Sometimes
Feel safe?	Yes	No	Sometimes
Know what to do?	Yes	No	Sometimes

4. The three things I look forward to most about going into Year 3 are:

1.

2.

3.

5. The three things I worry most about going into Year 3 are:

1.

2.

3.

Session 3: A good teacher?

Purpose

To encourage pupils to begin thinking about what they expect from Y3.

Activity 1: The best teacher for me! – 30 minutes

Preparation

Photocopy teacher descriptor cards per pupil

Sheets of A3 paper

Scissors, glue

Process

1. Ask pupils to think about who would be the best teacher for them
2. Distribute the large pieces of paper together with the photocopied teacher descriptor cards to each pupil
3. Ask the pupils to cut up the sheets into individual cards
4. Either by themselves or in pairs, ask them to rate the cards from most important to least important. Explain that there are no wrong or right answers. These ratings are their opinions. When they are satisfied with their ratings paste them to their paper
5. Ask pupils to talk about and explain their ratings. Invite others to comment

Activity 2: Greatest Teacher – 20 minutes

Preparation

Photocopy 'Greatest Teacher for Me' sheet per pupil

Process

1. Have each pupil fill out the 'Greatest teacher for me' sheet - read question by question as necessary – glue into journals
2. Thank the pupils for their contribution - explain this will help you to teach in a way that they will appreciate!

Resource: Teacher description cards

Session 3: Activity 1

Fair	Organised	Smart	Positive
Knows your name	Gives short instructions	Good discipline	Friendly
Fun	Persevering	Understanding	Kind
Cool	Firm	Good sense of humour	Talks to students
Helpful	Answers questions	Gives clear instructions	Tells you how to do things better
Encourages students	Laughs	Speaks to people by themselves	Asks questions

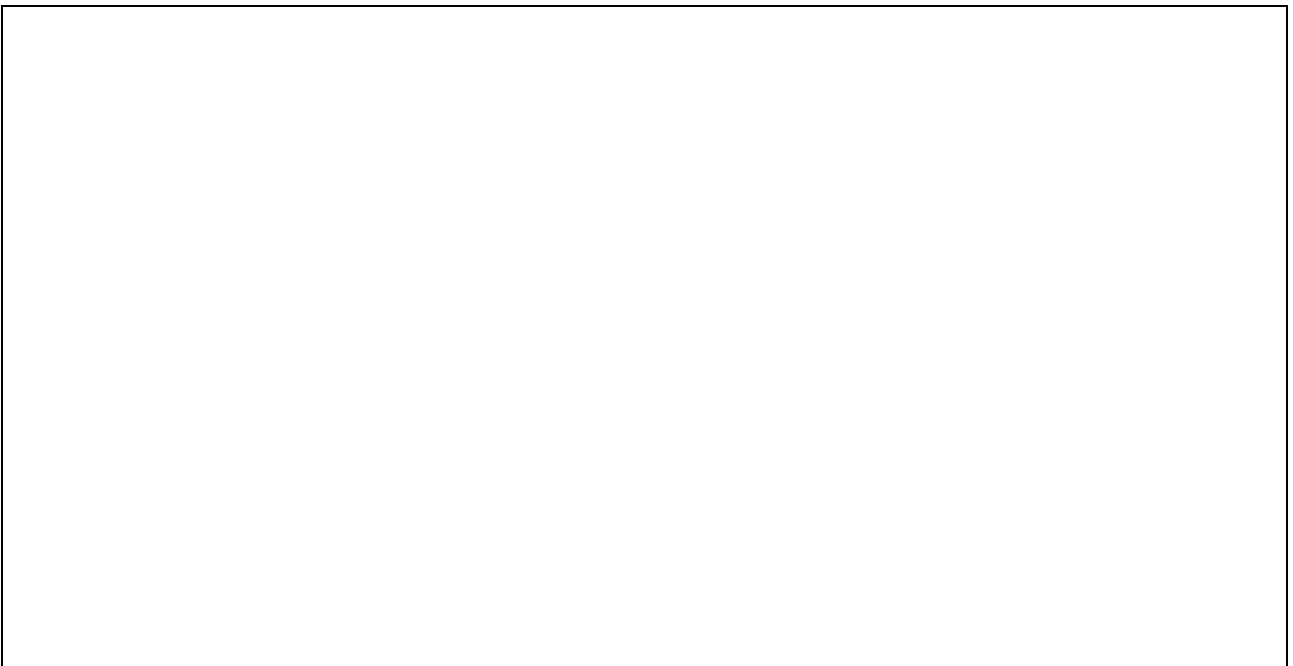
Resource: The greatest teacher for me!

Session 3: Activity 2

If you could have anybody in the world to be your teacher in your new class, what would that be like? You can choose anyone or make someone up - you just would really like this person as your teacher.

Name:

What do they look like? Draw them. Label your picture using the teacher description words - add any other words you think are important.



Do you think teachers are important? Why?

Sessions 4, 5 and 6: Passports

Activity 1: Let's get started – 45 minutes

Purpose

To build self-esteem, inform teachers and students about each other and celebrate (acknowledge) achievements in Key Stage 1.

To continue to encourage the process of building a positive identity.

Passports are started at the end of Key Stage 1 and continued annually throughout Key Stage 2.

Preparation

Prepare a layout for the passport/use the template provided.

Process

1. Introduce the notion of a passport, the benefits of pupils producing their own, eg, to celebrate their achievements in EYFS and Key Stage 1 and to communicate to their new teachers in Key Stage 2
2. Advise pupils about how much control they will retain over its distribution – whether it will be sent to their Year 3 teacher and whether other people will see it
3. Be aware that passports can contain personal information about family characteristics, illnesses, etc. Decide in advance what type of confidentiality is desirable for your pupils
4. Provide support to pupils as needed - they could design their own using a computer or photography
5. **This document can be handed over as a part of the Teacher to Teacher paperwork and briefing exchange.**

Activity 2: Movement break(s) – 1-2 minutes each

Purpose

Group members will need movement breaks during this activity – choose whatever variety and frequency works for the group

Movement break ideas:

1. Walk around the room until the teacher says stop and they must find a seat.
2. Walk around the room pretending to be an animal of their choice.
3. Grab a partner and throw an invisible ball back and forth.
4. March in place with high knees ten times.
5. Jump in place 10 times.
6. Do downward dog pose for 20 seconds.
7. Wiggle like a snake for 30 seconds.
8. Spin in a circle three times.
9. Hop on left foot for 30 seconds, then switch to right foot.
10. Flap your arms like a bird five times.
11. Stretches.
12. Jumping Jacks.

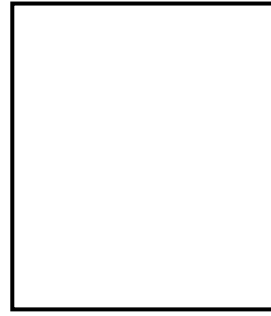
Try randomising the choice of activity by using a 'Brain Break Dice' or lolly sticks in a jar, etc.

Outline of 'Key Stage 2 Passport'

Front Cover Design

My Passport to

Name



Page 1

About Me!

My name

What I like to be called

My birthday

My address

My phone number

My parent or guardian

Other people who live at my house

My EYFS and Key Stage 1 teachers were:

My jobs or responsibilities in Year 2

Page 2 & 3

What I want you to know about me

Detail anything you want to share with your new class teacher. Include a picture if you wish, eg; My pets, my favourite music, my favourite food, my concerns, my favourite book, my future career, my hobbies, I am terrific at ..., my hopes and dreams, my favourite movie

Page 4

I learn best when...

You are unique and like to learn in special ways. Think about the ways you like to learn and why you like to learn things this way. Some examples are given to help you begin. Only use the examples that are relevant to you. Please add any ideas that are special to you.

I learn best when (eg, it is quiet)

Because

I learn best when (eg, I am working with a partner)

Because

I learn best when (eg, I am doing something)

Because

I learn best when (eg, I am in a group)

Because

Page 5

Goals I want to achieve

Think about the things you are looking forward to in Year 3 and in particular the things you want to be able to do and learn. Think about why these goals are important to you. Write down your goals below:

Goal 1

Goal 2

Goal 3

Page 6

Work I am proud of

Please select three pieces of your work you are proud of. You may include more if you wish. Maybe a piece of written work, some maths or a piece of artwork. Perhaps explain why you are proud of these.

Session 7: My new year group...

Activity 1: Find and explore the website – 35-45 minutes

Purpose

To become more familiar with their new year group.

Preparation

Arrange access to internet – in pairs

Obtain pupil logins

Print off copies of the 'Facts about my new year group' sheet

Process

1. Have pupils explore the school website for information about KEY STAGE 2 – if this is too challenging, lead a discussion where the children reflect on what they have seen, know from siblings and other pupils (take care to sensitively dispel any unhelpful stories!)
2. Pupils to complete the facts sheet
3. Support where appropriate
4. Glue sheets into journal

Group talk around similarities and differences between the Key Stages.

Activity 2: My new uniform – 10 minutes

Purpose

To become more familiar with a new identity (only really appropriate when uniform/sports kit different in Key Stage 1 and Key Stage 2)

Preparation

Paper and coloured pens

A selection of adult sized ties

Camera

Process

1. Challenge pupils to draw the new items of uniform/school bag etc
2. Group talk around similarities and differences from the current uniform, which parts are better, smarter, etc
3. Glue drawings into journal

Resource: Facts about Key Stage 2

Session 7: Activity 1

The name of my school is:

The address is:

The telephone number is:

What type of school is it?

The name of the headteacher is:

The name of the Head of Year 3 is:

The school day starts at:

Clubs for Year 3 include:

The school day ends at

Break time is:

Lunchtime is at: until

Recent News is: _____

Session 8: When I start my new school...

(Relevant for children leaving your school at the end of Key Stage 1)

Activity 1: How will I get there? – 15 minutes

Purpose

To reduce anxiety in relation to travel

Preparation

'How will I get there?' sheet per child

Process

1. Have the pupil(s) fill in the answers to one of the four boxes, choosing the one which best describes their likely method of getting to their new school.
2. Glue the sheet into journal
3. Explain to the group(pupil) that if they don't know how to get to their new school yet that is fine, however it is possible to find out and plan ahead
4. Discuss possible ways they think they can find out (trial and error, travel over the summer, talk to parents, etc)

Activity 2: Things I must remember in Year 3 – 25 minutes

Purpose

To problem-solve around remembering everything needed

Preparation

'Things to remember' sheet per child

Coloured pens

Access to a wall-mounted white board or flip chart

Process

1. Put pupils into groups (one group if six or fewer pupils)
2. Ask pupils to brainstorm all the things they think they are going to need to take to school and all the things they will have to remember to bring home with them, recording on the sheet
3. Glue the sheet into journals
4. If in more than one group, compile a whole group list on the WB
5. As a group, encourage the pupils to problem-solve by devising potential practical strategies they could use (eg, homework diaries, Monday-Friday lists at home near the front door, etc), using a colour per solution

Activity 3: What if? – 20 minutes

Purpose

Appreciating it is ok to ask for help if things go wrong

Preparation

A set of 'What if?' scenario cards cut up and laminated

A bag/bowl etc to use as the 'hat'

Process

Place all the scenario cards into the 'hat'

Ask a pupil to pull out a randomised card

As a group discuss what could be done to handle the situation

Have all pupils pull out a scenario

Resources: How will I get there?

Session 8: Activity 1

 <p>Will you walk?</p> <p>Do you know the way?</p> <p>How long will it take you?</p> <p>Will you have a friend to walk with?</p>	 <p>Will you ride your bike to school?</p> <p>Do you need to get special permission?</p> <p>Where will you put the bike when you get to school?</p> <p>Should you get a bike lock?</p>
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Will you have a lift in a car?

Who will drive you to school?

How long will the drive take?

What time will you have to leave the house in the morning?

Will you get a lift back home too?



Will you catch the bus to school?

Where is the bus stop?

What is the number of the bus?

Have you got a ZIP card?

Resources: Things to remember

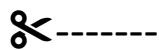
Session 8: Activity 2



Resources: What if..?

Session 8: Activity 3

Scenario cards



You have lost your reading book	You have cut your finger
You need to leave school early for a dentist appointment	You left your homework at home
You were unable to do your homework	You need to go to the toilet during the lesson
You forgot to bring your charity money and are wearing your own clothes	You are late
A pupil from your class calls you a horrid name	You don't know whether you are staying for a club or being picked up at the end of the school day

Session 9: Communicating your thoughts

Activity 1: Letter to Year 3 – 30 to 40 minutes

Purpose

To communicate concerns and expectations about moving up to Year 3.

Preparation

Previous activities

Photocopy – The sample letter to Y3 Lead

Sheets of sugar paper or similar

Coloured pens

Envelopes

Stamps

Process

1. Put pupils into groups (one group if less than six pupils)
2. Ask pupils to brainstorm all the questions they would like answered about the new year group and as a group record the ideas on a large sheet of paper
3. Using the sample letter, draft a letter to the Y3 Lead (this can be a whole group activity)
4. Model the layout and writing – adult to scribe if appropriate
5. When the letter(s) has/ve been checked through, photocopy, address and 'send'
6. Glue photocopies into journals
7. Retain the brainstorming sheets for use in next session

Resources: Sample Letter to 'Mr East, Year 3 Lead'

Session 9: Activity 1

Activity: write a joint letter to Y3 Leader

Mr East

Year 3 Lead

West Street Junior School

Dear Mr East,

We are pupils in Year 2 called,, and

We are writing to you because we are interested in finding out more about your year group. These are some questions we would like answered please.

For example...

1. How many times a week in Year 3 do you have a PE lesson?
2. What day of the week do you go swimming?
3. What do you learn about in history in Year 3?

Session 10: Looking back at achievements

Activity 1: Memory Box – 35 minutes

Purpose

To help pupils identify and communicate what they are proud of.

Preparation

White boards and pens

Memory box sheet for each pupil (print as A3 size)

Process

1. Have pupils reflect on Year 2:
 - Proudest moment/achievement
 - Best/favourite memory
 - Something they found challenging
 - Something they remember about a trip/visit/outing/ performance
 - A time that made them laugh
 - A time when they were worried/scared
2. This can be in pairs or as a group discussion – have the pupils record their personal reflections on their own memory box sheet – written or drawn
3. Explain that they can look back at these special moments and add additional memories as they are made – even ones where we felt challenged are highly valuable as once we have mastered something we can remember how far we have come
4. Once the memory box sheet is glued into their journals explain that they will be given their journals to take home by their class teacher
5. Ensure respective class teachers receive the journals and hand out to the pupil and adult at home time – parents need to know that the journal is to be kept safe over the summer, looked at and taken back into school at the start of the first term in Year 3
6. Class teachers to hand out the 'What to do over the summer holidays' sheet to parents./carers with the journal

Activity 2: Year 2 Transfer Self-assessment – 5 minutes

Purpose

For the pupils to assess their own readiness for transfer to KEY STAGE 2

Preparation

Sufficient copies of the self-assessment sheet

Pencils

Process

1. Explain that the pupils need to listen to each question as the adult reads it aloud and then rate their personal and honest response about themselves on the scale – model how they would respond if really confident or really unsure and somewhere in between to help them appreciate how to rate themselves.
2. Have pupils indicate their honest response to the questions on the scale – reassure that they cannot be wrong and they need not to seek to copy others as we are all unique and have our own thoughts
3. Use this feedback to inform reflection on the impact of the transition intervention

Activity 3: Group work review sheet – 5 minutes

Purpose

For members of the group to rate their group work experience.

Preparation

Sufficient copies of the review sheet

Process

- 1 Explain that the pupils need to listen to each question as the adult reads it aloud and then rate their personal and honest response on the scale.
- 2 Have pupils indicate their honest response to the questions on the scale – reassure that they cannot be wrong and they need not to seek to copy others as we are all unique and have our own thoughts
- 3 Use this feedback to inform reflection on the impact of the transition intervention group structure.

Activity 4: Group celebration! – 15 minutes

Purpose

For members of the group to appreciate their time together, exploring their thoughts and concerns over transition

Preparation

Snacks and drinks

Picture images for 'Zoom'

Music - optional

Process

1. Pre-select games as appropriate and ensure all necessary equipment is on hand
2. Explain they have finished their group work together and now they have an opportunity to relax and appreciate their mutual respect and support
3. Organise teamwork games such as the following.

Zoom

Zoom is a classic classroom cooperative game.

- Simply form students into a circle and give each a unique picture of an object, animal or whatever else suits your fancy.
- You begin a story that incorporates whatever happens to be on your assigned photo.
- The next student continues the story, incorporating their photo, and so on.

Skills: Communication; creative collaboration

A shrinking vessel

This game requires a good deal of strategy in addition to team work.

- Its rules are deceptively simple: The entire group must find a way to occupy a space that shrinks over time, until they are packed creatively like sardines.
- You can form the boundary with a rope, a tarp or blanket being folded over or small traffic cones.

Skills: Problem-solving; teamwork

Sky scrappers

Equipment: Wooden blocks, two ropes

How to:

- lay two ropes down on the floor parallel to one another
- tell the group to find a partner and to stand either side of the ropes, facing each other with a gap in between (about one metre), then explain to the group that they have to pretend that they are stuck on top of two sky scrapers and they can't cross the rope or they will fall.
- the only way down is to pass the key across to the other team, this is where you use the wooden blocks as the key
- they have to pass the 'key' from one side to the other without dropping or throwing it
- after they have passed it from one side to the other the rope gets moved out a little further so the space in between then gets bigger after each time they have successfully passed it
- the aim of the game is to keep going until the group can't pass the 'key' from one side to the other and see how far they can go.
- if they drop the 'key' or throw it they have to start again

NB: Use any game suited to the group.

Resources: Memory box

Session 10: Activity 1

Resource: Group work review

Learning to work together – Group work review sheet

	Fully disagree	Disagree	Not sure	Agree	Strongly agree
We all followed the group rules	1	2	3	4	5
We all felt good about being in our group	1	2	3	4	5
We all felt confident sharing our thoughts	1	2	3	4	5
Everyone in the group was listened to	1	2	3	4	5
Everyone understood their roles	1	2	3	4	5
Everyone carried out the tasks	1	2	3	4	5
We spoke to each other in a way that made us feel comfortable and was appropriate to use at school	1	2	3	4	5
We are pleased with what we achieved in the time given to us	1	2	3	4	5

Final transition questionnaire for parents and carers Year 2

We are collating information from pupils, parent and carers with regard to the transition process to secondary school. We would be very grateful if you could complete this and return to the school as soon as possible.

Thank you.







	Strongly Agree	Agree	Disagree	Strongly Disagree
Do you feel your child was ready for Key Stage 2 at the end of Year 2?				
Academically				
Socially				
Emotionally				
In terms of organisation and independence				
In your opinion as parents, were the following preparation activities useful?				
Year 2 pupils and parents meeting with Key Stage 2 staff in advance				
Specific transition lessons through the summer term in Year 2				
Children meeting Key Stage 2 staff whilst in Year 2				
Year 2 and Year 3 staff meeting to share information about your child during summer term				
Transition Journal recording questions, aspirations and concerns about the move				
Pupil passport				
Additional visits to Year 3				
Social story to use in summer holidays				

What else could have been useful to aid transition?

Is there anything else the primary school could have done to prepare the children further for their transition?

Thank you for taking the time to give us your feedback.

To do over the summer holidays – for parents

		<p>To do over the summer holidays</p>
		<p>Keep reading every day and chat about what read. Visit the local library.</p>
		<p>Look at your transition journal regularly and chat about the contents.</p>
		<p>Think about which school clubs you might like to join in Year 3.</p>
		<p>Practise packing up the things you are going to need to bring to school.</p>

Appendix 1: Introduction to mindfulness and scripted session

Script for teacher or facilitator

What is mindfulness?

- Listen to any ideas from the students.
- “Mindfulness can be described in many ways.

Jon Kabat-Zinn a professor of medicine and mindfulness teacher described it as: “paying attention in a particular way: on purpose in the present moment, and non-judgementally”.

Mindfulness can be described as *being in the moment. In the Here and Now.* “

- “If you still feel confused/unsure about what exactly Mindfulness is, there is no need to worry – this is something that will probably become clearer as we go on....In these sessions we are going to practise doing some mindfulness for ourselves...in different ways...”
- “There are lots of different ways that people can practise mindfulness.
We can do a mindful sitting meditation practise.....
We can practise eating mindfully...
We can practise walking mindfully...
Every single thing we do in life... we can think about doing it mindfully.
- In these sessions, we are going to be thinking about how we can bring mindfulness into some aspect of our lives.... We are going to *have a go* at some mindfulness exercises that could help us to relax...

Why are we thinking about mindfulness?

“We are thinking about mindfulness because many children and adults who practise mindfulness regularly have said that they have found it has helped them. Students who have practised mindfulness have often said that they found mindfulness has helped them to:

- improve their concentration skills
- remain calm at times when they felt angry
- manage anxiety and stress more effectively
- sleep more easily
- relax and focus before a competition, exam or match

....these are just some of the things that people have reported that mindfulness has helped them with!”

- “So in these sessions we are going to look at some mindful exercises that might help us to relax if we are feeling worried, angry or sad. Or that might help us if we are having trouble getting to sleep at night...

First of all... I’m going to demonstrate something...”

The Mindful Jar

(source: positivepsychologyprogram.com)

This activity can teach children about how **strong emotions** can take hold, and how to find peace when these **strong emotions** come up.

- First, get a clear jar, like a Mason jar, and fill it almost all the way with water. Next, add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl.

Alternatively could use a 'glitter ball', 'snow globe' (preferably without a scene)

- Next, use the following script or take inspiration from it:

"Imagine that the glitter is like your thoughts when you're stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That's why sometimes it can be difficult to make good choices when we feel this way – because you're not thinking clearly. Don't worry this is normal and it happens in all of us (yes, grownups too!).

[Now put the jar down in front of them.]

Now watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much more clearly" (Karen Young, 2017).

This exercise not only helps children learn about how their emotions can cloud their thoughts, it also facilitates the practice of mindfulness while focusing on the swirling glitter in the jar.

- "Do you remember I mentioned that mindfulness can be described as being in the 'Here and Now'?
"Hands up – who thinks they spend a lot of time in the Here and Now? In the moment?
Can anybody think of a time when they have been so very much in the moment that they haven't been thinking of anything else at all?" ...it could be when we are playing sports, playing music... having fun with our friends...engaging in something creative... or maybe when we are sitting in the garden on a beautiful spring day, listening to the birds sing, feeling the grass beneath our feet, and smelling the sweet scent of the flowers around us. Sometimes we are fully engrossed in the Here and Now, in the present moment.... In the 'Here and Now'..
 - but, very often, human beings spend time in the past.... or in the future.... (provide examples, such as: we might spend time in the past...thinking about what happened earlier on during playtime....we might be daydreaming about something good or bad that happened yesterday or this morning outside of school..... Or maybe, we are spending time in the future.... We might be thinking about what is for dinner.... Or daydreaming about going to a theme park in the holidays.... Or maybe we are worrying about a test or about something we have to do after school today, or even next week...."
 - "So very often.... Our mind is very full of the past or very full of the future.... and when our mind is full it is like this (shake the snow globe)
when it is like this it can be hard to feel relaxed and calm.
when it is like this it can be difficult for us to get to sleep at night.
when it is like this it can be difficult for us to concentrate, to focus on something that we would like to focus on.... (Maybe on our work in school or at home... Or maybe on what somebody is saying to us...)
- "So mindfulness practice is practice in helping us to be in the Here and Now.... Not in the past or the future....but settled in the Here and Now.... (indicate towards the calm glitter jar, glitter globe, snow globe".

Appendix 2: Social story

Feeling worried about my new school

Sometimes I feel quite worried about starting in Year 3.

Sometimes I worry about my teachers shouting if I am late.

I worry about not being able to finish all my lessons.

I need to make sure I am very organised. I could make myself a timetable and checklists so that I remember what I need to take into school on different days.

I can go to the school office or my teacher if I am worried about something.

I might not always feel like asking for help. I may feel shy about asking for help.

It is useful to talk to someone to help as I won't feel so worried or anxious then.

My new friends and my teachers like it when I ask for help, or let them know I am anxious.

They can help me by letting me explain what is worrying me, they may give me ideas about how to calm myself down. They may write a pupil passport with me and share it with my teachers.

My named person can help me to feel safe.