

Bridging lesson plan (before restarting NELI in Year 1)

Objectives

- Reintroduce children to the programme structure and Ted puppet.
- Reintroduce children to the Listening Rules and Best Listener award.
- Reintroduce a favourite listening game from last term.
- **Vocabulary:** Revise some of the words from last term.
- **Narrative:** Use Ted to talk about what the children did over the holidays.

Equipment

- **General group session equipment** (Ted puppet, Best Listener board, Listening Rules poster, Days of the week board, Days of the week labels, Best Listener badges, sticker charts, name labels (if needed))
- Pens, pencils, crayons (if needed), stickers, glue, sticky tack
- Equipment for chosen Listening Game
- Vocabulary flashcards
- **Some holiday pictures for Ted** (you can create your own or use some of the photos of Ted doing summer activities in the Downloads. Alternatively, if you prefer, you can select some cards of activities from Part 1 of the programme, e.g.: swimming, going to the beach [Session 1]; throwing/catching ball [Session 3]; climbing on the bars at the playground [Session 7]; eating favourite foods [Session 8]; stroking cat [Session 9]; eating ice-cream [Session 10]).

Preparation (check equipment again)

- Write the name of each child onto a new sticker chart for Year 1.
- Choose 8 - 10 words for the vocabulary activity and have corresponding flashcards to hand.
- Decide where Ted will hide.

Session plan

Introduction (5 minutes)

- Greet the children and remind them about the programme, say *“Do you remember last term we/you met regularly to do something a little bit special? We/you spent some time all together playing language games and telling stories. Can you remember all that?”*
- If necessary, re-introduce yourself and each of the children to the rest of the group (to remind them of yours and each other’s names after the summer break).
- If you are leading the NELI sessions for the first time as a new Year 1 NELI practitioner, explain that now that the children are in Year 1, you will be meeting with the children each week.
- Reintroduce the Days of the week board by asking the children if they know which day it is. Go through the days of the week as necessary and stick today’s day label on the board.
- Reintroduce Ted by saying *“Can anyone remember our special friend who used to come to the sessions last term. Can anyone remember what he was called? ... That’s right – he’s called Ted. I think Ted is hiding here somewhere. Can we find him?”*
- Have Ted hiding somewhere (e.g. in a box, in a bag, under the table, behind a chair). Give lots of appropriate clues and praise the children’s efforts to find him.
- Produce Ted and get him to greet all the children by name. Tell the children that Ted has missed playing with them and telling stories so he has got some more games and stories to share with them over the next few weeks.
- Tell the children that, just like last term, sometimes you will be meeting all together and sometimes just you and Ted.
- Remind the children that Ted likes coming to school and seeing all the children. He wants to come along whenever you have your special time. Ted thinks it is very important in your special time to listen well so he still has some Listening Rules.
- Ask the children if they can remember the Listening Rules. Give them help if they can’t remember, by simply telling them what the rules are, and use the Listening Rules poster as a prompt:
- Say: *“As you know, every time we meet for our special time, Ted will watch us all to see who the Best listener is. Let’s all say Ted’s Listening Rules:*
 - *Look - always look at the person who is talking*
 - *Listen - always use your ears to listen to what the person is saying*
 - *Sit still - sit still when you are listening*
 - *Be quiet - be quiet when someone is talking*

Remember that, if you are the Best Listener, your name will go on the board and you will wear the Best Listener badge, so everyone can see what a good listener you are.”

Listening Game (2 mins)

- Play a short listening game that you know this NELI group loved when they were in Reception.
- If you are new to delivering NELI in Y1, check with the Reception team which games this NELI group liked best, or choose a game that you think the children will find fun.
- There is a list of listening games in Part 1 Teaching Handbook (p. 109).
- ‘Copy the Rhythm’ is a great one to choose, if you are struggling to decide, because it is so adaptable and needs no special materials or preparation

☒ Don't choose Simon Says, because you'll be using that in a minute for the Vocabulary activity!

Vocabulary Activity (5 mins)

- Introduce the special words you want the children to revise and practise today (include a mixture of words the children had mastered well/less well last year, so that all the children experience success).
- Aim to use 8 - 10 words, based on what you know they have covered in Reception.
- Tell the children all the words, using actions or flashcards with pictures.
- Use the game ‘Simon Says’ (Part 1 Teaching Handbook, p. 109) to practise these words, but in this game ‘Ted’ will replace ‘Simon’.
- Ted gives the children a series of instructions. If the instruction starts with “Ted says...” then the children have to do it but if it doesn't and the children still do it, they are ‘out’.
- Remember, to make the activity easy enough so that all the children experience success.

For example, you might have chosen the words:

head, scratch, boots, pocket, envelope, police officer, glasses, loud

You can use the children's own heads, and use the action to scratch, and ask them to point at the flashcards for the rest of the vocabulary:

“Ted says put your hands on your head

Ted says scratch your nose

Ted says point at the boots

Put your hands on your head

Ted says point at the police officer

Point at the envelope”..., etc.

Narrative Activity (10 mins)

(What Ted did this summer – using Ted to model language for the children (3 mins))

- Ask Ted about what he did this summer.
- When you are deciding what Ted should say, think about what your particular group of children are likely to have done over the summer. This will give them some ideas of things they can tell Ted later and will model some language that they can use.
- Show the children Ted's selection of pictures/cards, to illustrate what he did (e.g. ice-cream; throw/catch ball; climbing bars; swimming; stroking a cat).
- Say, *"Ted would like to tell you about what he did this summer. He's written down some of the things he really enjoyed. He's asked me to read them to you and he's brought along some pictures to show you too."*
- Show each picture to the children one at a time. Then read out what Ted did.

Here are some examples:

"I stroked a cat, it was soft."

"I ate a chocolate ice-cream. I love ice-cream."

"I went swimming with my friends – it was really splashy in the water."

"I climbed on a climbing frame in the park. It was really high!"

- You can encourage the children to talk by asking them to tell you more about each of the pictures.

(What the children did this summer (7 mins))

- Get Ted to invite each child in turn to tell him about something they did this summer. *"Can you tell Ted what fun things you did this summer?"*
- If this is too challenging, get Ted to ask for more specific information. Use language at a level the children will understand and think about things they are likely to have done. *"Did you go to the park in the holidays? ... what did you do there?"* or *"Did you see your friends? ... what did you do with them?"*
- Make sure Ted acknowledges each child's response, *"That sounds fun, and really exciting!"*, *"He loves the park too, especially the swings"* or *"Ice-cream is lovely, he likes chocolate best, just like you" ...*, etc.

Plenary checklist (2 mins)

- Encourage the children to think about what you did today, and in what order.
- If the children do not respond, give them examples like: *"First, we came in and sat down, then we all said hello and then we remembered each other's names."*
- Award a child the Best Listener badge and explain why Ted chose them as the Best Listener.
- Give out stickers for the children's sticker charts.
- Remind them when you'll see them all for the next session, and say goodbye to each child by their name (or get Ted to do this).

END OF BRIDGING SESSION