**Visit to the Wolves Class 11/2/25**

I arrived at class as the children were finishing break time. Miss Dunning settled the children ready for their maths lesson. One of the children was feeling dysregulated and Miss Dunning waited to see if they could engage with the lesson before starting. She explained using visuals on the screen what the lesson would comprise of so the children understood what would be happening next. The lesson was going to be divided into four sections: maths songs, what’s in the box, treasure maps and activities.

On the screen also were visual reminders of Good Sitting, Good listening, Quiet voices and Hand up to speak which Miss Dunning could point to.

The children first watched a Danny Go! Maths Whizz video where counting was carried out visually on the screen along with a catchy song “I’m a maths whizz; I’m a maths whizz magically mixing the numbers oh I can do it all” that the children were familiar with and engaged with. This video was funny and interesting to watch and used repetition to reinforce learning.

When the session was finished Miss Dunning ticked the box on the screen to show this part of the lesson was over and a new part was beginning. This is helpful to manage expectations of the children and prepare them for the next transition

 A couple of children were unsettled so Miss Dunning used calming techniques to regulate all the children. They were asked to take big deep breathes and then blow out as hard as they could to blow Miss Dunning away on her chair. This seemed like a good technique to introduce calming techniques by making the process fun also. Any children that were still unsettled were offered additional time in the light room to self-regulate.

The class then moved onto What’s in the Box. The seven children remaining gathered in a circle on the carpet and held hands taking deep breaths and singing a song while making the circle small, big, up and down. Again, this was a transition calming exercise and helped with expending energy before settling down to work. The children sang along and were settled then for this next learning opportunity.

Miss Dunning engaged the children in a very expressive manner building up anticipation and excitement about what was in the box. She asked individual children questions, asked them to guess, and spoke to the children individually by name to involve them all. If children got over excited Miss Dunning would remind them to listen, using visual prompts and cupping her hand to her ear. She would also sometimes remind the children that they should wait before shouting out the answer as “some of our friends” might not know the answer yet. This way the instruction is less confrontational and more passive, based on empathy for peers rather than a direct criticism. I thought this was a very useful tool to allow all the children to participate.

In the box was the book A Hungry Caterpillar, and the children could count the items the caterpillar ate while she read the book. Then Miss Dunning brought out a soft caterpillar toy and all the children said Hi to the caterpillar and gave him a stroke or a hug.

Next Miss Dunning brought out apples one by one and then some oranges. The children were invited to count the fruit. The children then placed the fruit halves in paint and made sums on a piece of paper, writing the numbers and addition and equal signs underneath the painted fruit on the paper. Lots of interactive learning through play was observed in this session. When the session was finished Miss Dunning asked the children to sit back on their red chairs.

The next session was treasure maps. For this session half the class stayed in the main classroom and the other half went into the adjoining room for activities. The treasure map activity in the main classroom was then subdivided again into pairs. One pair of children were working on the screen playing a game “Hungry Pirates” where they had to move across squares to reach the treasure. This involved directions and counting squares. The other pair carried out a similar activity but this time it was a physical grid map on the floor and one child had to guide the other child to find treasure. This involved the child directing the other to turn left or right, go forward or back and take a certain number of steps. This was a very interactive way of counting but also a great way to involve the children in developing teamwork skills. Miss Dunning was encouraging the children with “Good job” “super job” and the children really seemed to enjoy the physical nature of the activity. The pairs swapped over once their tasks were completed, and each child had taken their turn to play the game.

In the other room the children were allowed some free time to work independently making monsters using shapes. The learning support staff would encourage them to name the shapes they were using. The children used glue to stick various shapes together. Another task on the screen in this room was matching shapes to a train following shapes, sequences and colours. The children also took turns to work one to one with learning support staff to find number figures, place then in a line in order and match them to the number words. As an extension task they could also use visuals of hands to count from 0 to 10. This uses repetition and visuals to help consolidate number learning.

It worked well rotating the children between tasks, keeping them interested and engaged with directed support. The children were then allowed some free time in the fantastic outdoor area next to the classroom. I asked a few children to tell me what was in the area that they liked best, and they were eager to show me the balancing board, mini trampoline, climbing frame and balancing blocks. Another child showed me some plastic eggs he was counting at the table and telling me their different colours. There is a lot of variety in this outside area and the children were happily playing here independently before transitioning to the next lesson.

Once the transition time from the maths lesson was over the children lined up to go outside to the sensory garden for a science lesson. They then sang the “stand in the line” song I heard last time I visited which gets everyone ready to move on. I observed some of their time in the sensory garden before the science lesson started and it was lovely to see them curious and exploring and making mud soup and playing with the outdoor kitchen. Lots of imaginary play was taking place and they involved me, showing me what they were doing with confidence. The children were also very kind to each other, providing comfort if upset, and helping practically with tasks.