

## Secondary Transition

### Targeted Intervention Group to support SLCN

#### **Bi-Borough SLT Levels of Support**

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at the given moment in time.

#### **Secondary Transition Overview**

Secondary Transition is a targeted intervention designed to support students in their transition from primary school to secondary school.

**It comprises of weekly 30-minute group session(s) to be delivered over a 6 week period.**

The group should be run by a teaching/learning support assistant with between/up to 3-5 children.

#### **What age range of children/young people is Secondary Transition for?**

This group is suitable for children aged 10-11 in Year 6.

#### **What skills do the children/young people need to have to take part in Secondary Transition?**

Students require a good level of understanding and receptive and expressive language skills to take part in group discussions and team exercises.

The students will need active listening skills and be cognitively able to access the information and understand instructions given.

#### **Which children/young people would benefit from Secondary Transition?**

Year 6 students leaving primary school and transitioning into secondary school. Students who have difficulties with transitioning.

#### **How will Secondary Transition support the children/young people in the classroom and/or playground?**

Children and young people will be supported to explore their journey when transitioning from primary to secondary school.

This group supports:

- Sharing feelings towards transitioning to secondary school.
- Discussing opinions, perspectives, and expectations around secondary school.
- Providing knowledge and understanding about the transition from primary to secondary.

**Weekly Overview**

Week	Aims	Resources
Week 1	<ul style="list-style-type: none"> <li>To be able to identify feelings about transitioning to secondary school</li> <li>To be able to identify what is currently known about the new secondary school.</li> <li>To be able to identify similarities and differences between primary and secondary schools.</li> <li>To be able to identify hopes and fears of transitioning to secondary school.</li> </ul>	<p>From this Pack</p> <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Yes / No / Maybe Visual Signs</li> <li>- Vote with your feet - What do I know about my new school</li> <li>- Similarities and Differences Worksheet (1 per student)</li> <li>- Similarities and Differences Sorting Sheet (1 per student)</li> <li>- Hopes and Fears Worksheet (1 per student)</li> <li>- Hopes and Fears Sorting Sheet (1 per student)</li> <li>- Secondary Transition Outcome / Goal Sheet (1 per student)</li> </ul> <p>From School</p> <ul style="list-style-type: none"> <li>- Pen/Pencil (1 per student)</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>To be able to discuss the school day and what this might look like.</li> <li>To learn about secondary school timetables.</li> <li>To be able to read timetables.</li> <li>To learn about subjects at secondary school.</li> </ul>	<p>From this Pack</p> <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Yes / No / Maybe Visual Signs</li> <li>- Vote with your feet – What do I know about secondary school subjects</li> <li>- Timetable Bingo cards (1 per student)</li> <li>- Timetable examples (shared in pairs)</li> <li>- Timetable questions sheet (1 per student)</li> <li>- Bingo questions</li> </ul> <p>From School</p> <ul style="list-style-type: none"> <li>- Pen/Pencil (1 per student)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>To be able to follow and give directions.</li> <li>To be able to read maps.</li> <li>To be able to use positional and temporal concepts.</li> </ul>	<p>From this Pack</p> <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Yes / No / Maybe Visual Signs</li> <li>- Vote with your feet - What do I know about the layout and how to get around a secondary school.</li> <li>- Map (1 per student)</li> <li>- Map reading question sheet (1 per student)</li> <li>- Barrier game map (1 per student)</li> <li>- Barrier game question sheet (1 per student)</li> <li>- Getting around question sheet (1 per student)</li> </ul>

		<p>From School</p> <ul style="list-style-type: none"> <li>- Pen/Pencil (1 per student)</li> <li>- Barrier (1 per pair) e.g. a folder</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• To be able to plan and prioritise for deadlines.</li> <li>• To be able to organise work and use tracking tools/planners.</li> </ul>	<p>From this Pack</p> <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Yes / No / Maybe Visual Signs</li> <li>- Vote with your feet –What do I know about secondary school lessons.</li> <li>- Primary and secondary lessons similarities and differences worksheet (1 per student)</li> <li>- Lesson similarities and differences sorting sheet (1 per student)</li> <li>- Homework tracker worksheet (1 per student)</li> <li>- Homework sorting sheet (1 per student)</li> </ul> <p>From School</p> <ul style="list-style-type: none"> <li>- Pen/Pencil (1 per student)</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• To be able to use conversation starters.</li> <li>• To be able to discuss similarities and differences between break and lunchtime in primary and secondary school.</li> <li>• To be able to roleplay canteen scenarios.</li> <li>• To be able to independently order from the canteen and become familiar with the processes during break and lunchtime at a secondary school.</li> </ul>	<p>From this Pack</p> <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Yes / No / Maybe Visual Signs</li> <li>- Vote with your feet - What do I know about break time and lunchtime at secondary school</li> <li>- Canteen Role play activity sheet (1 per pair)</li> <li>- Break and lunchtime conversation starters worksheet (1 per pair)</li> <li>- OPTIONAL: Canteen Role play script (1 per student)</li> <li>- OPTIONAL: Adult Canteen Role play sentence starters (1 per student)</li> <li>- OPTIONAL: Student Canteen Role play sentence starters (1 per student)</li> <li>-</li> </ul> <p>From School</p> <ul style="list-style-type: none"> <li>- Pen/Pencil (1 per student)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• To identify what is known about problem solving and self-help skills and why these are necessary at secondary school.</li> <li>• To be able to identify what to do if you don't understand in secondary school.</li> <li>• To practice using self-help</li> </ul>	<p>From this Pack</p> <ul style="list-style-type: none"> <li>- Visual Timetable</li> <li>- Yes / No / Maybe Visual Signs</li> <li>- Vote with your feet –What do I know about problem solving and self-help.</li> <li>- Self-help strategies poster (1 per student)</li> <li>- Self-help Simon says sheet (1 per pair)</li> <li>- Problem solving scenarios sheet (1 per pair)</li> <li>- Secondary Transition Outcome / Goal Sheet</li> </ul>

	<p>strategies.</p> <ul style="list-style-type: none"><li>• To be able to practice what to do in possible scenarios and situations you might face in secondary school.</li><li>• To be able to use problem solving skills and critical thinking.</li></ul>	<p>(1 per student) – as completed in Week 1</p> <p>From School</p> <ul style="list-style-type: none"><li>- Pen/Pencil (1 per student)</li></ul>
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## Week 1

### Week 1 Overview

The focus of the activities this week is:

- To be able to identify feelings about transitioning to secondary school.
- To be able to identify what is currently known about the new school.
- To be able to identify similarities and differences between primary and secondary school.
- To be able to identify hopes and fears of transitioning to secondary school.

These skills will support the children/young people's ability to:

- Discuss what they know and don't know and share this information with their peers.
- Express how they are feeling to support others to ensure hopes and fears are managed.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Yes / No / Maybe Visual Signs
- Vote with your feet - What do I know about my new school
- Similarities and Differences Worksheet (1 per student)
- Similarities and Differences Sorting Sheet (1 per student)
- Hopes and Fears Worksheet (1 per student)
- Hopes and Fears Sorting Sheet (1 per student)
- Secondary Transition Outcome / Goal Sheet (1 per student)

For the group this week, you will need the following items from School:

- Pen/Pencil (1 per student)

**Week 1 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To introduce the group.</li> <li>- To identify what is known about the new school.</li> </ul> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• Session Plan</li> <li>• Yes / No / Maybe Visual Signs</li> <li>• Vote with your feet - What do I know about my new school</li> </ul>	<p>Introduce the session by going through the visual timetable.</p> <p>Before the session, place the 'yes' visual sign at one end of the room, the 'no' visual sign at the other end of the room and the 'maybe' visual sign in the middle.</p>	<p>Introduce the group</p> <p><i>"Today we are going to start thinking about your transition to secondary school. We are going to talk about what you already know, similarities and differences and your hopes and worries about secondary school."</i></p> <p><i>"First, we are going to vote with our feet. For this, I will read a statement and it's up to you to vote with your feet to answer it, you can move to 'yes', 'no' or 'maybe' to respond to my question or statement."</i></p> <p>Read the statements on the 'Vote with your feet – What do I know about my new school' card and encourage students to move accordingly.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group follow up questions to allow them to share further information that they know about their secondary school.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Tell the students information you know about their new school to help them make the decision.</li> </ul>
<p>Activity 1: Identifying Similarities and Differences</p> <p><i>Aim:</i></p>	<ul style="list-style-type: none"> <li>• Similarities and Differences Worksheet (1 per student)</li> </ul>	<p>It may be beneficial to cut out the sorting statements in advance of the</p>	<p>Introduce the activity.</p> <p><i>"So, we have started to think about what we already know about your new secondary school(s)."</i></p> <p><i>"Now it is time to think about what might be</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask students to add their own additional similarities and</li> </ul>



<p>- <i>To be able to identify similarities and differences between primary and secondary school.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Similarities and Differences Sorting Sheet (1 per student)</li> <li>Pen/Pencil (1 per student)</li> </ul>	<p>session.</p> <p>Ensure you have a set of the resources per student.</p>	<p><i>the same and what might be different between our primary and your future secondary school(s)."</i></p> <p>Hand out the resources and support the students to identify the similarities and differences. This can be completed individually as part of group discussion.</p>	<p>differences.</p> <ul style="list-style-type: none"> <li>Take away the sorting sheet prompt.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Provide information and discuss the similarities and differences, with real life examples.</li> </ul>
<p>Activity 2: Identifying Hopes and Fears</p> <p>Aim:</p> <p>- <i>To be able to identify hopes and fears of transitioning to secondary school.</i></p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>Hopes and Fears Worksheet (1 per student)</li> <li>Hopes and Fears Sorting Sheet (1 per student)</li> <li>Pen/Pencil (1 per student)</li> </ul>	<p>It may be beneficial to cut out the sorting statements in advance of the session.</p> <p>Ensure you have a set of the resources per student.</p>	<p>Introduce the activity.</p> <p><i>"So, we now know what is the same and what might be different between our primary and your future secondary school(s)."</i></p> <p><i>"Now, it's time to think about how we are feeling about the transition. What we are worried about, and what we hope for when we transition to secondary school."</i></p> <p>Go around the group and ask:</p> <p><i>"Who has something they are worried about when transitioning to secondary school?"</i></p> <p><i>"Who has something they are excited for when transitioning to secondary school?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask students to add their own additional worries and things they are excited about.</li> <li>Take away the sorting sheet prompt.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Provide information and discuss the</li> </ul>



			Hand out the resources and support the students to identify what they are worried and excited about. This can be completed individually as part of group discussion.	worries and thing they are excited about with real life examples.
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- <i>For each student to reflect on what they know and how they are feeling about transitioning to secondary school.</i></li> </ul> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>• Secondary Transition Outcome / Goal Sheet (1 per student)</li> </ul>		<p>Introduce the activity and reflections.</p> <p><i>"Today we have spent some time thinking about transitioning to secondary school"</i></p> <p><i>"Who can tell me something they know about their secondary school?"</i></p> <p>Go around the group and ask each student to identify something they know about their secondary school.</p> <p><i>"Who can tell me something that will be different at secondary school?"</i></p> <p>Go around the group and ask each student to identify something that will be different at secondary school.</p> <p><i>"Who can tell me something that will be the same at secondary school?"</i></p> <p>Go around the group and ask each student to identify something that will be the same at secondary school.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group for multiple examples of each.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Give the group options to choose from e.g., 'will the uniform be the same or different?'</li> <li>• Give examples and ask for another e.g. 'I might feel worried/excited about meeting new people'.</li> </ul>

			<p><i>“Who can tell me something they are worried about transitioning to secondary school?”</i> Go around the group and ask each student to identify something they are worried about.</p> <p><i>“Who can tell me something they are excited about transitioning to secondary school?”</i> Go around the group and ask each student to identify something they are excited about.</p> <p>Complete the Secondary Transition Outcome / Goal Sheet for each student to see their baseline.</p>	
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## Week 2

### Week 2 Overview

The focus of the activities this week is:

- To be able to discuss the school day and what this might look like.
- To learn about secondary school timetables.
- To be able to read timetables.
- To learn about subjects at secondary school.

These skills will support the children/young people's ability to:

- Learn how to read and navigate a timetable.
- Learn key words and terminology used in subjects and timetables.
- Discuss what subjects they are familiar with and what they might be unfamiliar with and share this information with their peers.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Yes / No / Maybe Visual Signs
- Vote with your feet – What do I know about secondary school subjects
- Timetable Bingo cards (1 per student)
- Bingo questions
- Timetable examples (shared in pairs)
- Timetable questions sheet (1 per student)

For the group this week, you will need the following items from School:

- Pen/Pencil (1 per student)

**Week 2 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To introduce the session.</li> <li>- To identify secondary subjects and to recognise what we already know about them.</li> </ul> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• Session Plan</li> <li>• Yes / No / Maybe Visual Signs</li> <li>• Vote with your feet –what do I know about secondary school subjects.</li> </ul>	<p>Introduce the session by going through the visual timetable.</p> <p>Before the session, place the 'yes' visual sign at one end of the room, the 'no' visual sign at the other end of the room and the 'maybe' visual sign in the middle.</p>	<p>Introduce the group</p> <p><i>"Today we are going to talk about what you already know about subjects and what secondary subjects will be new to you."</i></p> <p><i>"First, we are going to vote with our feet. For this, I will read a statement and it's up to you to vote with your feet to answer it, you can move to 'yes', 'no' or 'maybe' to respond to my question or statement."</i></p> <p>Read the statements on the 'Vote with your feet – What do I know about secondary school subjects' card and encourage students to move accordingly.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group to justify why they have picked their answer and not the other one.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Tell the students information you know about the types of subjects at their new school to help them make the decision.</li> </ul>
<p>Activity 1: Reading Timetables</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To be able</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable example (shared in pairs)</li> <li>• Timetable</li> </ul>	<p>It may be beneficial to cut and laminate the timetable example in</p>	<p>Introduce the activity.</p> <p><i>"So, we have started to think about what subjects are taught at your new secondary school(s)."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the students to make up their own questions to ask to their peers about</li> </ul>

<p><i>to read and navigate a subject / lesson timetable.</i></p> <p>(10 minutes)</p>	<p>questions sheet (1 per student)</p> <ul style="list-style-type: none"> <li>• Pen/Pencil (1 per student)</li> </ul>	<p>advance of the session.</p> <p>Ensure you have a set of the resources per student.</p>	<p><i>“Now it is time to look at an example of a timetable that you would be given at your future secondary school(s) and discuss how they work.”</i></p> <p>Hand out the resources and support the students to identify how to read a timetable and when they are familiar to answer the questions. This can be completed individually as part of group discussion.</p>	<p>the timetable.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Provide information and discuss the key on the side of the timetable to give them prompts.</li> </ul>
<p>Activity 2: Timetable Bingo</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- <i>To be able to identify correct subjects for timetable bingo and put what they have learnt into practice.</i></li> </ul> <p>(10 inutes)</p>	<ul style="list-style-type: none"> <li>• Timetable Bingo cards (1 per student)</li> <li>• Timetable Bingo questions</li> <li>• Pen/Pencil (1 per student)</li> </ul>	<p>It may be beneficial to cut out the bingo cards in advance of the session.</p> <p>Ensure you have a set of the resources per student.</p>	<p>Introduce the activity.</p> <p><i>“So, we now know how to read timetables and have looked at similar examples to ones that will be used at your future secondary school(s).”</i></p> <p><i>“Now, it’s time to play a game of timetable bingo with what we have learnt today.”</i></p> <p>Go around the group and ask bingo questions from the ‘Bingo Questions’ such as: <i>“Who has maths for Monday period 4?”</i> <i>“Who has technology for Friday period 1?”</i></p> <p>Hand out the ‘Bingo Cards’ and support the students to participate in the game and provide support if needed. This can be</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the students to cover some squares up so they have to remember where some subjects would be to create a memory game to further challenge them.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Ask your student to find a pair to help them and play the game of bingo as a</li> </ul>

			completed individually as part of group discussion.	team.
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- <i>For each student to reflect on what they know and have learnt about secondary subjects and timetables.</i></li> </ul> <p>(5 minutes)</p>			<p>Introduce the activity and reflections. <i>"Today we have spent some time thinking about subjects and timetables in secondary school"</i></p> <p><i>"Who can tell me what they think will be their favourite subject to learn at secondary school?"</i> Go around the group and ask each student to identify their favourite subject at secondary school.</p> <p><i>"Who can tell me a subject that they do not like that will be taught at secondary school?"</i> Go around the group and ask each student to identify that they will not like at secondary school.</p> <p><i>"Who can tell me a new subject that they haven't learnt before at primary school?"</i> Go around the group and ask each student to identify a new subject they haven't learnt about.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group for multiple examples of each.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Break the questions down into closed questions e.g., they are able to answer with just yes or no.</li> <li>• Give 2 or 3 options of answers to make choosing easier.</li> </ul>

### Week 3

#### Week 3 Overview

The focus of the activities this week is:

- To practice following and giving directions.
- To learn how to and practice reading maps.
- To practice using positional and temporal concepts.

These skills will support the children/young people's ability to:

- Give directions
- Follow directions
- Read maps

#### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Yes / No / Maybe Visual Signs
- Vote with your feet –What do I know about the layout and how to get around a secondary school.
- Map (1 per student)
- Map reading question sheet (1 per student)
- Barrier game map (1 per student)
- Barrier game question sheet (1 per student)
- Getting around question sheet (1 per student)

For the group this week, you will need the following items from School:

- Pen/Pencil (1 per student)
- Barrier (1 per pair) e.g. a folder



**Week 3 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction: Vote with your feet</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To introduce the group.</li> <li>- To identify what is known about the layout and how to get around a secondary school.</li> </ul> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• Session Plan</li> <li>• Yes / No / Maybe Visual Signs</li> <li>• Vote with your feet - What do I know about the layout and how to get around a secondary school.</li> </ul>	<p>Introduce the session by going through the visual timetable.</p> <p>Before the session, place the 'yes' visual sign at one end of the room, the 'no' visual sign at the other end of the room and the 'maybe' visual sign in the middle.</p>	<p>Introduce the group</p> <p><i>"Today we are going to talk about what you already know about your new school, what a map of a secondary school might look like and how you might get around."</i></p> <p><i>"First, we are going to vote with our feet. For this, I will read a statement and it's up to you to vote with your feet to answer it, you can move to 'yes', 'no' or 'maybe' to respond to my question or statement."</i></p> <p>Read the statements on the 'Vote with your feet – what do I know about the layout and how to get around a secondary school' card and encourage students to move accordingly.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group to justify why they have picked their answer and not the other one.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Discuss what a secondary school might look like or areas it might have that are similar to their primary school.</li> <li>• Search their new school on the internet and see if they have a virtual tour to facilitate a discussion.</li> </ul>
Activity 1: Map Reading	<ul style="list-style-type: none"> <li>• Map (1 per student)</li> <li>• Map reading</li> </ul>	Ensure you have a set of the resources per	<p>Introduce the activity.</p> <p><i>"So, we have started to think about how you are going to get to your new</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask students to add their own additional</li> </ul>

<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>- <i>To be able to identify how to get around a secondary school.</i></li> <li>- <i>To be able to practice reading maps.</i></li> </ul> <p>(10 minutes)</p>	<p>question sheet (1 per student)</p> <ul style="list-style-type: none"> <li>• Getting around question sheet (1 per student)</li> <li>• Pen/Pencil (1 per student)</li> </ul>	<p>student.</p>	<p><i>secondary school(s)."</i> <i>"Now it is time to look at an example of a map of a secondary school and discuss how they work and how to read one."</i></p> <p>Hand out the resources and support the students to identify how to read a map and when they are familiar to answer the questions. This can be completed individually as part of group discussion.</p>	<p>rooms that they would like their new school to have or rooms that are not on the map that they know a school would have.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Provide information and discuss what types of rooms a school has and where they might be on the map.</li> </ul>
<p><b>Activity 2: Barrier Game Map</b></p> <p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>- <i>To be able to follow and give instructions.</i></li> <li>- <i>To be able to read maps.</i></li> <li>- <i>To be able to practice using positional and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barrier</li> <li>• Barrier game map (1 per student)</li> <li>• Barrier game question sheet (1 per student)</li> <li>• Pen/Pencil (1 per student)</li> </ul>	<p>It may be helpful to already have the barrier set up on the tables to divide the pair ready for the game.</p> <p>Ensure you have a set of the resources per student.</p>	<p>Introduce the activity. <i>"So, we now know how to read maps and have looked at examples of secondary schools' layouts."</i></p> <p><i>"Now, it's time to play a map reading game with what we have learnt today."</i></p> <p><i>"You will be working in pairs. The aim of the game is to create the same map without seeing what your partner is doing"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask more complex questions and ask them to explain their thinking.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Break down instructions into single steps and repeat if needed.</li> </ul>

<p><i>temporal concepts.</i></p> <p>(10 minutes)</p>			<p>Go around the group and split them into pairs and take turns with who will give the instructions. Make sure to divide the pair using a barrier so they are unable to see each other when playing the game.</p> <p>Hand out the resources and support the students to participate in the game and provide support if needed. This can be completed in pairs.</p>	
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- <i>For each student to reflect on what they have learnt about map reading and the layout of a secondary school.</i></li> </ul> <p>(5 minutes)</p>			<p>Introduce the activity and reflections.</p> <p><i>"Today we have spent some time thinking about what a secondary school might look like"</i></p> <p><i>"Who can tell me one thing that they have learnt from today's session?"</i></p> <p>Go around the group and ask each student to identify something they have learnt.</p> <p><i>"Who can tell me something that they found difficult in the session?"</i></p> <p>Go around the group and ask each student to identify something that they found challenging.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group for multiple examples of each.</li> <li>• Ask the group to justify their answers.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Give the group options to choose from or let the children vote from a verbal list of options provided by the adult.</li> </ul>

			<p><i>“Who can tell me something that they liked the most in the session?”</i></p> <p>Go around the group and ask each student to identify something that they liked about the session.</p>	
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## Week 4

### Week 4 Overview

The focus of the activities this week is:

- To Identify similarities and differences in primary and secondary lessons.
- To learn how to and practice using a homework tracker and organise homework by priority and due dates.
- To understand and explore how lesson formats differ in secondary school.

These skills will support the children/young people's ability to:

- Plan and prioritise deadlines.
- Organise work and use tracking tools / planners.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Yes / No / Maybe Visual Signs
- Vote with your feet –What do I know about secondary school lessons.
- Primary and secondary lessons similarities and differences worksheet (1 per student)
- Lesson similarities and differences sorting sheet (1 per student)
- Homework tracker worksheet (1 per student)
- Homework sorting sheet (1 per student)

For the group this week, you will need the following items from School:

- Pen/Pencil (1 per student)

**Week 4 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To introduce the group.</li> <li>- To identify what is known about the lessons in secondary school.</li> </ul> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• Session Plan</li> <li>• Yes / No / Maybe Visual Signs</li> <li>• Vote with your feet - What do I know about secondary school lessons.</li> </ul>	<p>Introduce the session by going through the visual timetable.</p> <p>Before the session, place the 'yes' visual sign at one end of the room, the 'no' visual sign at the other end of the room and the 'maybe' visual sign in the middle.</p>	<p>Introduce the group</p> <p><i>"Today we are going to talk about what you already know about what secondary school lessons might look like or involve."</i></p> <p><i>"First, we are going to vote with our feet. For this, I will read a statement and it's up to you to vote with your feet to answer it, you can move to 'yes', 'no' or 'maybe' to respond to my question or statement."</i></p> <p>Read the statements on the 'Vote with your feet – what do I know about secondary school lessons' card and encourage students to move accordingly.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group to justify why they have picked their answer and not the other one.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Tell the students information you know about lesson format at their new school and what their lessons look like currently to help them make the decision.</li> </ul>
Activity 1: Identifying Similarities and Differences in lessons	<ul style="list-style-type: none"> <li>• Primary and secondary lessons similarities and</li> </ul>	Ensure you have a set of the resources per student.	<p>Introduce the activity.</p> <p><i>"So, we have started to think about what lessons might involve at your new secondary school(s)."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Identify some of your own similarities and</li> </ul>

<p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>- To be able to identify similarities and differences in lessons between primary and secondary school.</li> </ul> <p>(10 minutes)</p>	<p>differences worksheet (1 per student)</p> <ul style="list-style-type: none"> <li>• Lesson similarities and differences sorting sheet (1 per student)</li> <li>• Pen/Pencil (1 per student)</li> </ul>		<p><i>“Now it is time to look at and discuss some similarities and differences of primary and secondary school lessons.”</i></p> <p>Hand out the resources and support the students to identify what the similarities and differences are in primary and secondary school lessons. This can be completed individually as part of group discussion.</p>	<p>differences that are not on the sheet.</p> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Identify what happens in lessons at primary school and discuss if these would happen in a secondary school lesson.</li> </ul>
<p>Activity 2: Identifying Secondary School Homework</p> <p><b>Aim:</b></p> <ul style="list-style-type: none"> <li>- To be able to practice prioritising and organising homework and deadlines for secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Homework tracker worksheet (1 per student)</li> <li>• Homework sorting sheet (1 per student)</li> <li>• Pen/Pencil (1 per student)</li> </ul>	<p>Ensure you have a set of the resources per student.</p>	<p>Introduce the activity.</p> <p><i>“So, we now know some similarities and differences in lessons from primary and secondary.”</i></p> <p><i>“Now, it’s time to practice looking at homework and how we can organise what needs to be prioritised. We will do this by looking at what piece of homework is due first and using to the tracker to organise our workload.”</i></p> <p>Hand out the resources and support the students to participate in completing the</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Students to create their own homework tracker or help other students who need support.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Let student work in a pair and demonstrate what to do with the first</li> </ul>



school. (10 minutes)			worksheet and provide support if needed.	question.
<p>Review: Reflection</p> <p>Aim:</p> <ul style="list-style-type: none"> <li>- For each student to reflect on what they previously imagined or now know about secondary school lessons and homework.</li> </ul> <p>(5 minutes)</p>			<p>Introduce the activity and reflections. <i>"Today we have spent some time thinking about what secondary school lessons and homework might look like"</i></p> <p><i>"Who can tell me one thing that they have learnt from today's session?"</i> Go around the group and ask each student to identify something they have learnt.</p> <p><i>"Who can tell me something that they found difficult in the session?"</i> Go around the group and ask each student to identify something that they found challenging.</p> <p><i>"Who can tell me something that they now feel more confident with in the session?"</i> Go around the group and ask each student to identify something that they feel more confident with from the session.</p> <p><i>"Who can tell me something they are worried or concerned about from the session?"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group for multiple examples of each.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Give the group options to choose from or let the children vote from a verbal list of options provided by the adult.</li> </ul>

			Go around the group and ask each student to identify something they are worried about from the session.	
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## Week 5

### Week 5 Overview

The focus of the activities this week is:

- To be able to get to know people using conversation starters.
- To be able to discuss similarities and differences between break and lunchtime in primary and secondary school.
- To be able to roleplay canteen scenarios.

These skills will support the children/young people's ability to:

- Independently order from the canteen and become familiar with the processes during break and lunchtime at a secondary school.
- Use conversation starters when getting to know people.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Yes / No / Maybe Visual Signs
- Vote with your feet - What do I know about break time and lunchtime at secondary school
- Canteen Role play activity sheet (1 per pair)
- OPTIONAL: Canteen Role play script (1 per student)
- OPTIONAL: Adult Canteen Role play sentence starters (1 per student)
- OPTIONAL: Student Canteen Role play sentence starters (1 per student)
- Break and lunchtime conversation starters worksheet (1 per pair)

For the group this week, you will need the following items from School:

- Pen/Pencil (1 per student)

**Week 5 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction: Vote with your feet</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To introduce the group.</li> <li>- To identify what is known about breaktime and lunchtime at a secondary school.</li> </ul> <p>(5 minutes)</p>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• Session Plan</li> <li>• Yes / No / Maybe Visual Signs</li> <li>• Vote with your feet - What do I know about break and lunch times at secondary school.</li> </ul>	<p>Introduce the session by going through the visual timetable.</p> <p>Before the session, place the 'yes' visual sign at one end of the room, the 'no' visual sign at the other end of the room and the 'maybe' visual sign in the middle.</p>	<p>Introduce the group</p> <p><i>"Today we are going talk about what you already know about break time and lunch time at your new school."</i></p> <p><i>"First, we are going to vote with our feet. For this, I will read a statement and it's up to you to vote with your feet to answer it, you can move to 'yes', 'no' or 'maybe' to respond to my question or statement."</i></p> <p>Read the statements on the 'Vote with your feet –what do I know about break time and lunchtime at secondary school' card and encourage students to move accordingly.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group to justify why they have picked their answer and not the other one.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Discuss what happens at break and lunchtime at primary school and see what is applicable for secondary.</li> </ul>
<p>Activity 1: Getting to know people</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To be able to</li> </ul>	<ul style="list-style-type: none"> <li>• Break and lunch time conversation starters worksheet (1</li> </ul>	<p>Ensure you have a set of the resources per pair.</p>	<p>Introduce the activity.</p> <p><i>"So, we have started to think about break and lunch time at your new secondary school(s)."</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Student to think of their own conversation topics / starters.</li> </ul>

<p><i>identify how talk to new people and make friends during break and lunchtime in secondary school.</i></p> <ul style="list-style-type: none"> <li>- <i>To be able to practice conversational skills and getting to know people.</i></li> </ul> <p>(10 minutes)</p>	<p>per pair)</p> <ul style="list-style-type: none"> <li>• Pen/Pencil (1 per student)</li> </ul>		<p><i>“Now it is time to look at how we can get to know people and discuss how to talk to and have conversations with new people during break and lunch times.”</i></p> <p>Hand out the resources and support the students to identify how to use conversational starters to get to know people. This can be completed in pairs or as part of group discussion.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Students to watch peers having a conversation to see examples of what to do.</li> </ul>
<p>Activity 2: Canteen roleplay</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- <i>To be able to practice lunchtime scenarios and how to get lunch in a canteen.</i></li> <li>- <i>To be able to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Canteen Role play activity sheet (1 per pair)</li> <li>• OPTIONAL: Canteen Role play script (1 per student)</li> <li>• OPTIONAL: Adult Canteen</li> </ul>	<p>It may be beneficial to cut out the canteen role play cards in advance of the session.</p> <p>Ensure you have a set of the resources per pair.</p>	<p>Introduce the activity.</p> <p><i>“So, we now know how to use conversation starters to get to know people during break and lunchtimes”</i></p> <p><i>“Now, it’s time to practice lunchtime scenarios and roleplay in pairs how to get lunch in the canteen.”</i></p> <p>Go around the group and split them into pairs and take turns with who will be the</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Provide the students with difficult scenarios that might happen in the canteen, so students have to improvise.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Provide students</li> </ul>

<p><i>order lunch independently.</i></p> <p>(10 minutes)</p>	<p>Role play sentence starters (1 per student)</p> <ul style="list-style-type: none"> <li>OPTIONAL: Student Canteen Role play sentence starters (1 per student)</li> <li>Pen/Pencil (1 per student)</li> </ul>		<p>student ordering.</p> <p>Hand out the resources and support the students to participate in the game and provide support if needed.</p>	<p>with the script or sentence prompts.</p>
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>For each student to reflect on what they have learnt about getting to know people and how break and lunchtime works at a secondary school.</li> </ul>			<p>Introduce the activity and reflections.</p> <p><i>“Today we have spent some time thinking about how talk to new people and make friends during break and lunchtime and how to get lunch in a canteen.”</i></p> <p><i>“Who can tell me one thing that they have learnt from today’s session?”</i></p> <p>Go around the group and ask each student to identify something they have learnt.</p> <p><i>“Who can tell me something that they found difficult in the session?”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>Ask the group for multiple examples of each.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from or let the children vote from a verbal list of options provided by the adult.</li> </ul>

(5 minutes)			<p>Go around the group and ask each student to identify something that they found challenging.</p> <p><i>“Who can tell me something that they now feel more confident with in the session?”</i></p> <p>Go around the group and ask each student to identify something that they feel more confident with from the session.</p>	
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## Week 6

### Week 6 Overview

The focus of the activities this week is:

- To identify what is known about problem solving and self-help skills and why these are necessary at secondary school.
- To be able to identify what to do if you don't understand in secondary school.
- To practice using self-help strategies.
- To be able to practice what to do in possible scenarios and situations you might face in secondary school.
- To be able to use problem solving and critical

These skills will support the children/young people's ability to:

- Use self-help strategies.
- To be able to use critical thinking and problem-solving skills.

### Resources

For the group this week, you will need the following items from this pack (cut out and laminated):

- Visual Timetable
- Yes / No / Maybe Visual Signs
- Vote with your feet –What do I know about problem solving and self-help.
- Self-help strategies poster (1 per student)
- Self-help Simon says sheet (1 per pair)
- Problem solving scenarios sheet (1 per pair)

For the group this week, you will need the following items from School:

- Pen/Pencil (1 per student)

**Week 6 Session Plan**

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction: Vote with your feet</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To introduce the group.</li> <li>- To identify what is known about problem solving and self-help skills and why these are necessary at secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Timetable</li> <li>• Session Plan</li> <li>• Yes / No / Maybe Visual Signs</li> <li>• Vote with your feet - What do I know about problem solving and self-help.</li> </ul>	<p>Introduce the session by going through the visual timetable.</p> <p>Before the session, place the 'yes' visual sign at one end of the room, the 'no' visual sign at the other end of the room and the 'maybe' visual sign in the middle.</p>	<p>Introduce the group</p> <p><i>"Today we are going to talk about what you already know about self-help strategies and problem solving."</i></p> <p><i>"First, we are going to vote with our feet. For this, I will read a statement and it's up to you to vote with your feet to answer it, you can move to 'yes', 'no' or 'maybe' to respond to my question or statement."</i></p> <p>Read the statements on the 'Vote with your feet – what do I know about problem solving and self-help' card and encourage students to move accordingly.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group to justify why they have picked their answer and not the other one.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Give examples and let student listen to other students' answers.</li> </ul>

(5 minutes)				
<p>Activity 1: What to do if you don't understand- Discussion and Simon Says.</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- To be able to identify what to do if you don't understand in secondary school.</li> <li>- To practice using self-help strategies.</li> </ul> <p>(10 minutes)</p>	<ul style="list-style-type: none"> <li>• Self-help strategies poster (1 per student)</li> <li>• Self-help Simon says sheet (1 per pair)</li> <li>• Pen/Pencil (1 per student)</li> </ul>	<p>Ensure you have a set of the resources per student / pair.</p>	<p>Introduce the activity. <i>"So, we have started to think about what to do if you don't understand at your new secondary school(s)."</i></p> <p>Hand out the poster to each student <i>"Here are some useful strategies to use if we don't understand"</i></p> <p>Go through the strategies with the group, then ask...</p> <p><i>"Are there any strategies you have used here? When?"</i></p> <p><i>"Are there any strategies you did not know about before?"</i></p> <p><i>"Now it is time to use the self-help strategies we have learnt and play a game of Simon says using these strategies."</i></p> <p>Hand out the Simon says resources and prompt the students to refer to the self-help strategies when playing the game and provide support if needed.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Students to think of and make up own phrases.</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Teacher to say phrases and model strategies to request help / clarification.</li> </ul>
Activity 2: Problem	<ul style="list-style-type: none"> <li>• Problem</li> </ul>	Ensure you	Introduce the activity.	Too Easy?

<p>Solving Scenarios</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- <i>To be able to practice what to do in possible scenarios and situations you might face in secondary school.</i></li> <li>- <i>To be able to use problem solving and critical thinking skills.</i></li> </ul> <p>(10 minutes)</p>	<p>solving scenarios sheet (1 per pair)</p> <ul style="list-style-type: none"> <li>• Pen/Pencil (1 per student)</li> </ul>	<p>have a set of the resources per pair.</p>	<p><i>“So, we now know how to use self-help strategies and have practiced what to do if we do not understand.”</i></p> <p><i>“Now, it’s time to look at and discuss some scenarios which we will need to use problem solving skills and what we have learnt today in order to complete.”</i></p> <p>Go around the group and split them into pairs and take turns with answering the scenarios.</p> <p>Hand out the resources and support the students to complete the worksheet and provide support if needed.</p>	<ul style="list-style-type: none"> <li>• Students to make up own scenarios that could happen and share these with a peer to problem solve</li> </ul> <p>Too Hard?</p> <ul style="list-style-type: none"> <li>• Read the scenario to student and ask if this has ever happened to them.</li> <li>• Provide options of how to solve each problem for the student(s) to select from.</li> </ul>
<p>Review: Reflection</p> <p><i>Aim:</i></p> <ul style="list-style-type: none"> <li>- <i>For each student to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Secondary Transition Outcome / Goal Sheet (1 per student) –</li> </ul>		<p>Introduce the activity and reflections.</p> <p><i>“Today we have spent some time thinking about self-help strategies and problem-solving scenarios”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> <li>• Ask the group for multiple examples of each.</li> </ul>

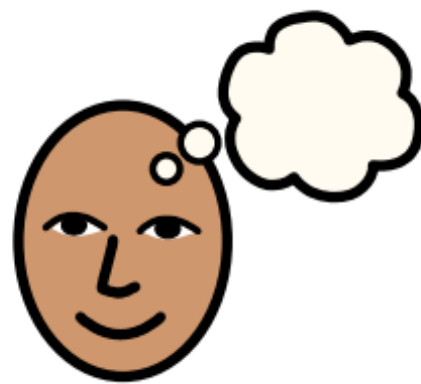
<p><i>reflect on what they have learnt about self-help strategies and problem-solving scenarios that they might face at secondary school.</i></p> <p>(5 minutes)</p>	<p>as completed in week 1</p>	<p><i>“Who can tell me one thing that they have learnt from today’s session?”</i> Go around the group and ask each student to identify something they have learnt.</p> <p><i>“Who can tell me something that they found difficult in the session?”</i> Go around the group and ask each student to identify something that they found challenging.</p> <p><i>“Who can tell me something that they now feel more confident with in the session?”</i> Go around the group and ask each student to identify something that they feel more confident with from the session.</p> <p><i>“That’s the end of our groups, I hope you feel more confident about your transition to secondary school. Good Luck.”</i></p> <p>Complete the Secondary Transition Outcome / Goal Sheet for each student to see their progress.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> <li>Give the group options to choose from or let the children vote from a verbal list of options provided by the adult.</li> </ul>
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## Secondary Transition

### Visual Timetable



Introduction



Activity 1

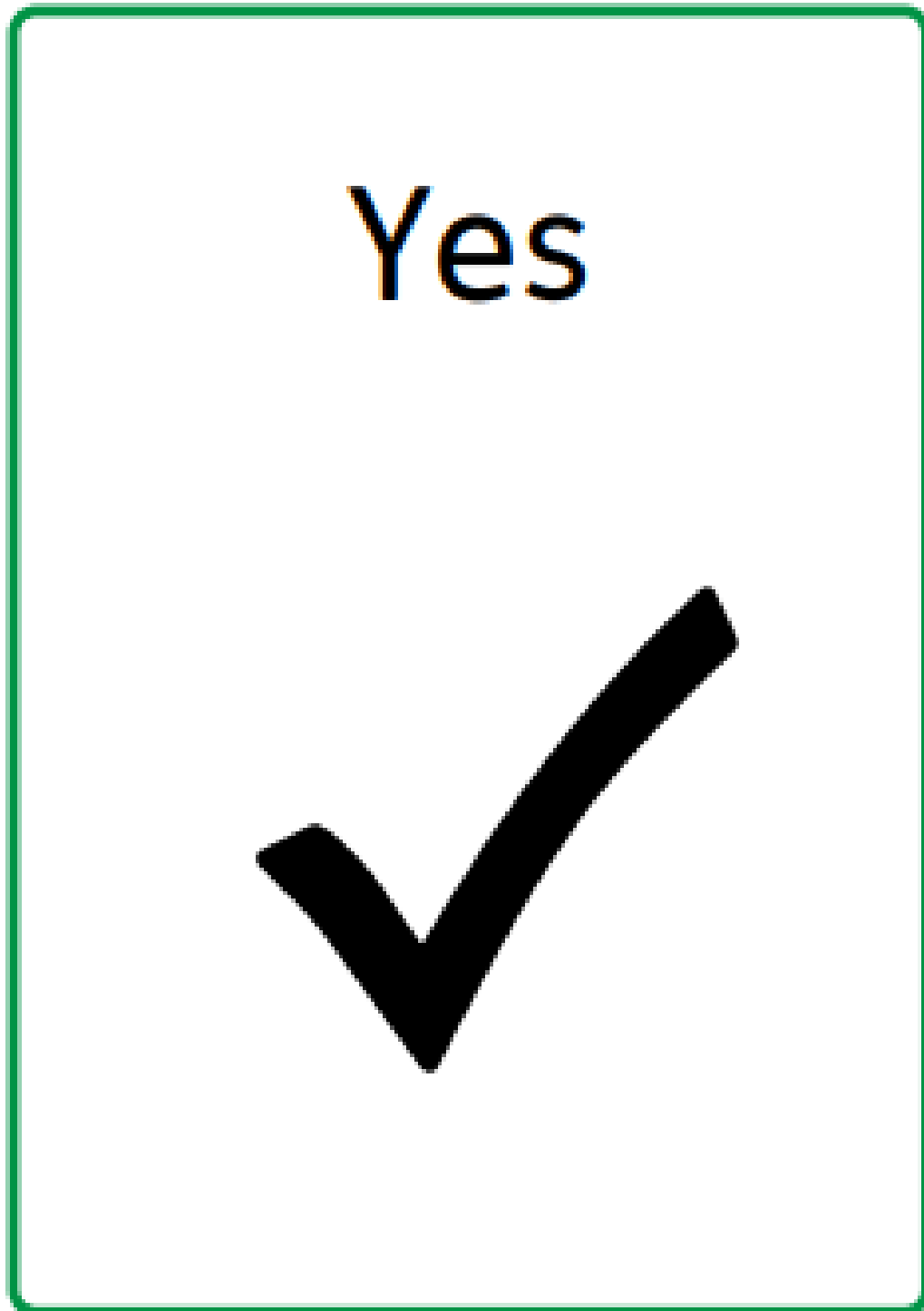


Activity 2



Review

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Maybe



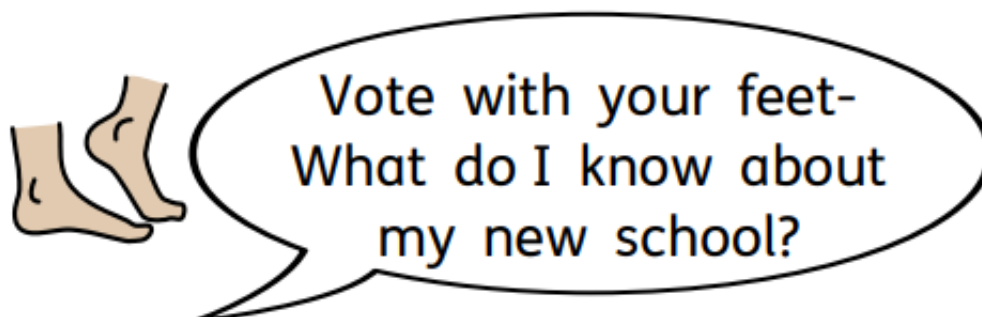
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No





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1. I am going to a school for **girls**.
2. I am going to a school for **boys**.
3. I am going to a **mixed** school.
4. I know **people** at my new school.
5. I have **family** at my new school.
6. I have got my **uniform** for my new school.
7. I know what **date** I start my new school.
8. My new school is **closer** from my home than my primary school is.
9. My new school is **further** from my home than my primary school is.
10. I will **learn lots** of new things when I go to secondary school.

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Primary and Secondary School

 Same	 Different

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## Primary and Secondary School Similarities and Differences- Sorting Sheet

It is a school

You're more independent

Secondary schools are bigger

You listen to your teachers

You will have a personal  
timetable

You get homework

There are after school clubs

You have assemblies

You can organise / decide on  
your own lunch

You have a form / tutor group

There are different ability sets  
in each subject

You will see your friends

You will have a lunch break

There is a different teacher for  
each subject

You will wear a uniform

You might travel to school  
independently

You go home at the end of the  
day

There's more homework

You learn there


There are more subjects

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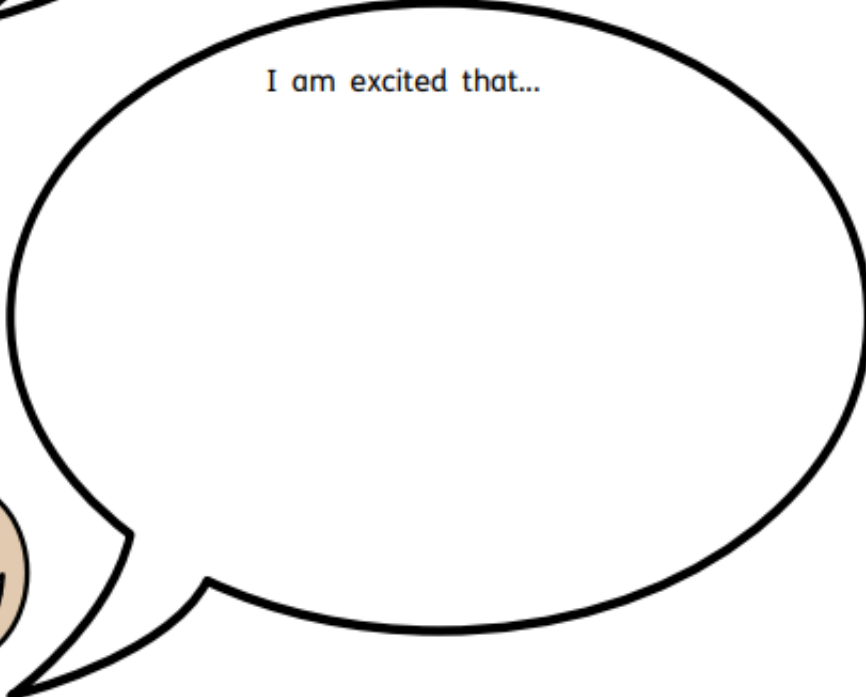
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## Hopes and fears!



I am worried that...



I am excited that...



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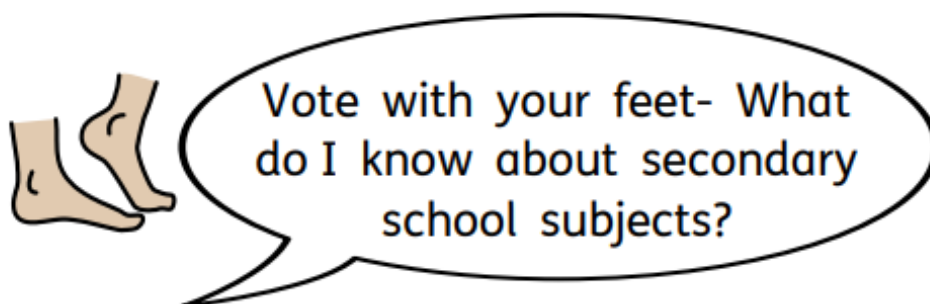
 Hopes and Fears  Sorting Sheet	
I will make new friends	I won't make any friends
I won't know anyone	I will like my classes/ subjects
what if I get on the wrong bus to school	The work might be too hard
What if I get lost on the way to school	I'll learn my favourite subject
I will learn new subjects	I'm late on my first day
The teachers wont like me	I'll go to school with my old friends
I will get to do new after school clubs	I will do well at my new school
There will be too much homework	I will get GCSE's
people will be nice	People won't be nice
I can't find my class	There will be good food

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**Outcomes / Goals Sheet for Secondary Transitions**

<b>Child's Name:</b>						<b>DOB:</b>						
<b>Date of initial Rating:</b>						<b>Date of Final Rating:</b>						
<b>Goal/Outcome</b> <i>(To be edited/deleted to meet the child/young person's needs)</i>						<b>Strategies to meet goal</b>						
<ol style="list-style-type: none"> <li>1. To be able to identify and share feelings towards transitioning to secondary.</li> <li>2. To be able to discuss opinions, perspectives, and expectations around secondary school.</li> <li>3. To be able to identify similarities and differences between primary and secondary schools.</li> <li>4. To be able to read and navigate a lesson timetable.</li> <li>5. To be able to prioritise learning tasks.</li> <li>6. To be able to identify strategies to use when meeting new people.</li> <li>7. To be able to use self-help strategies and problem-solving skills.</li> </ol>						<p>A member of the class team will:</p> <ul style="list-style-type: none"> <li>- Attend the Secondary Transitions learning workshop prior to setting up and running a group.</li> <li>- Run the Secondary Transition Group with 3-5 children/young people for up to 30-minutes weekly over a 6-week period.</li> <li>- Complete a pre and post goal rating using the scale below.</li> </ul>						
<b>My Goal Progress</b>												
<b>Goal not met at all</b>	0	1	2	3	4	5	6	7	8	9	10	<b>Goal reached</b>





1. In **Geography** I will learn about different countries.
2. In **History** I will do experiments.
3. In **Design and Technology** I will use my hands.
4. I will learn about **citizenship** at secondary school.
5. I will have the **same teacher** for all my subjects.
6. I will learn about **Shakespeare** in English.
7. I will have **English** only once a week.
8. I will have all my classes in the **same room**.
9. I will not need my **PE kit** in PE lessons.
10. I will have a **timetable** so I know where my lessons are.



## Example Timetable

	Mon	Tue	Wed	Thu	Fri
1	Maths JHI 107	Technology CPY E23	English PDA 8	Science LDE 307	English PDA 8
2	Re JFI 209	Maths JHI 107	Ict MRU 205	Physical E STH GYM 4	History MLA 202
3	Drama JNA E12	Science LDE 307	Maths JHI 107	History MLA 202	Maths KBA 110
4	Music JNA E12	Geography JHA 204	Geography JHA 204	Art MKU 304	Science LDE 307
5	English PDA 8	Physical E STH GYM 4	Science LDE 307	French FBA 105	Technology CPY E23

FBA - F Bailey  
KBA - K Batchelor  
PDA - P Daniel  
LDE - L Denton  
JFI - J Finnemore  
JHA - J Hammond  
JHI - J Hill

MKU - M Kunna  
MLA - M Lavery  
JNA - J Nance  
CPY - C Pryce  
MRU - M Russell  
STH - S Thomson

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This is a copy of a secondary school timetable

	Mon	Tue	Wed	Thu	Fri	
1	Physical E TBE GYM 6	Science FEM 116	English JSW 7	Science FEM 116	Technology CPY E23	FBA - F Bailey TBE - T Bell JBR - J Brackley JCO - J Conybeare FEM - F Emakpose AEM - A Embley JFI - J Finnemore MFR - M Frederick KGA - K Gallimore JNA - J Nance CPY - C Pryce MRU - M Russell JSW - J Sweeney
2	Drama JNA E12	English JSW 7	Technology CPY E23	Maths MFR 106	Geography JBR 206	
3	Re JFI 209	History KGA 203	Music JNA E12	Geography JBR 206	History KGA 203	
4	French FBA 105	Maths MFR 106	Maths AEM 110	Art JCO 302	English JSW 7	
5	Science FEM 116	Physical E TBE GYM 6	Science FEM 116	Ict MRU 205	Maths MFR 106	

My timetable will be a little different to this one but I can see that:

- There are \_\_\_\_ lessons per day and \_\_\_\_ lessons per week.
- There are \_\_\_\_ different subjects. These include: \_\_\_\_\_
- There are \_\_\_\_\_ different teachers.
- On Monday and Tuesday I need to remember my \_\_\_\_\_.
- Science is in Lab \_\_\_\_\_.
- Miss Gilmore teaches \_\_\_\_\_.
- The day I like best is \_\_\_\_\_ because \_\_\_\_\_.

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Now imagine this is your timetable and answer the questions below:

	Mon	Tue	Wed	Thu	Fri	
1	Maths JHI 107	Technology CPY E23	English PDA 8	Science LDE 307	English PDA 8	FBA - F Bailey TBE - T Bell JBR - J Brackley JCO - J Conybeare FEM - F Emakpose AEM - A Embley JFI - J Finnemore MFR - M Frederick KGA - K Gallimore JNA - J Nance CPY - C Pryce MRU - M Russell JSW - J Sweeney
2	Re JFI 209	Maths JHI 107	Ict MRU 205	Physical E STH GYM 4	History MLA 202	
3	Drama JNA E12	Science LDE 307	Maths JHI 107	History MLA 202	Maths KBA 110	
4	Music JNA E12	Geography JHA 204	Geography JHA 204	Art MKU 304	Science LDE 307	
5	English PDA 8	Physical E STH GYM 4	Science LDE 307	French FBA 105	Technology CPY E23	

- On Monday, period 4 I have \_\_\_\_\_.
- I have Technology on \_\_\_\_\_ period \_\_\_\_\_  
and \_\_\_\_\_ period \_\_\_\_\_.
- There are \_\_\_\_\_ different teachers.
- Miss Nance teaches \_\_\_\_\_ different subjects. These are  
\_\_\_\_\_.
- Madame Bailey teaches \_\_\_\_\_ in room \_\_\_\_\_.
- Mr Daniel teaches \_\_\_\_\_ in room \_\_\_\_\_.
- The day I like best is \_\_\_\_\_ because  
\_\_\_\_\_  
\_\_\_\_\_.





# Bingo Card 1




	Mon	Tue	Wed	Thu	Fri
1	Drama DTH 2	Maths AEM 110	Technology CPY E23	History TBE 11	Maths AEM 110
2	Physical E TBE GYM 6	Science LDE 306	Science LDE 116	Physical E TBE GYM 6	English MRU 205
3	Ict MRU 205	English MRU 205	Maths MFR 106	Science LDE 106	French FBA 105
4	Geography JBR 206	Music JNA E12	English MRU 205	Re CPY 207	History TBE 11
5	Maths AEM 110	Technology CPY E23	Geography JBR 206	Art MKU 304	Science LDE 306

FBA - F Bailey  
TBE - T Bell  
JBR - J Brackley  
LDE - L Denton  
AEM - A Embley  
MFR - M Frederick


MKU - M Kunna  
JNA - J Nance  
CPY - C Pryce  
MRU - M Russell  
DTH - D Thompson

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1	88	×	×
4	×	25	×
×	×	11	×

Bingo Card 2




1	88	×	×
4	×	25	×
×	×	11	×

	Mon	Tue	Wed	Thu	Fri
1	Physical E TBE GYM 6	Science FEM 116	English JSW 7	Science FEM 116	Technology CPY E23
2	Drama JNA E12	English JSW 7	Technology CPY E23	Maths MFR 106	Geography JBR 206
3	Re JFI 209	History KGA 203	Music JNA E12	Geography JBR 206	History KGA 203
4	French FBA 105	Maths MFR 106	Maths AEM 110	Art JCO 302	English JSW 7
5	Science FEM 116	Physical E TBE GYM 6	Science FEM 116	Ict MRU 205	Maths MFR 106


FBA - F Bailey  
TBE - T Bell  
JBR - J Brackley  
JCO - J Conybeare  
FEM - F Emakpose  
AEM - A Embley  
JFI - J Finnemore

MFR - M Frederick  
KGA - K Gallimore  
JNA - J Nance  
CPY - C Pryce  
MRU - M Russell  
JSW - J Sweeney

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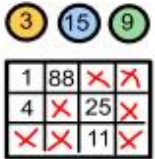
# Bingo Card 3




	Mon	Tue	Wed	Thu	Fri
1	Science CPA 307	History KGA 203	Science CPA 307	History KGA 203	Ict MRU 205
2	Art MKU 304	Technology JZI E21	Physical E STH GYM 4	English PCR 6	English PCR 6
3	French FBA 105	English JSW 7	Geography JHA 204	Music JNA E12	Geography JHA 204
4	Maths AEM 110	Science CPA 307	Technology JZI E21	Re STH 108	Maths JHI 107
5	Physical E STH GYM 4	Maths JHI 107	Drama JNA E12	Maths JHI 107	Science CPA 307

FBA - F Bailey  
PCR - P Crozier  
AEM - A Embley  
KGA - K Gallimore  
JHA - J Hammond  
JHI - J Hill  
MKU - M Kunna

JNA - J Nance  
CPA - C Palmer  
MRU - M Russell  
JSW - J Sweeney  
STH - S Thomson  
JZI - J Zinda



# Bingo Card 4



	Mon	Tue	Wed	Thu	Fri
1	Maths JHI 107	Technology CPY E23	English PDA 8	Science LDE 307	English PDA 8
2	Re JFI 209	Maths JHI 107	Ict MRU 205	Physical E STH GYM 4	History MLA 202
3	Drama JNA E12	Science LDE 307	Maths JHI 107	History MLA 202	Maths KBA 110
4	Music JNA E12	Geography JHA 204	Geography JHA 204	Art MKU 304	Science LDE 307
5	English PDA 8	Physical E STH GYM 4	Science LDE 307	French FBA 105	Technology CPY E23

FBA - F Bailey  
KBA - K Batchelor  
PDA - P Daniel  
LDE - L Denton  
JFI - J Finnemore  
JHA - J Hammond  
JHI - J Hill

MKU - M Kunna  
MLA - M Lavery  
JNA - J Nance  
CPY - C Pryce  
MRU - M Russell  
STH - S Thomson





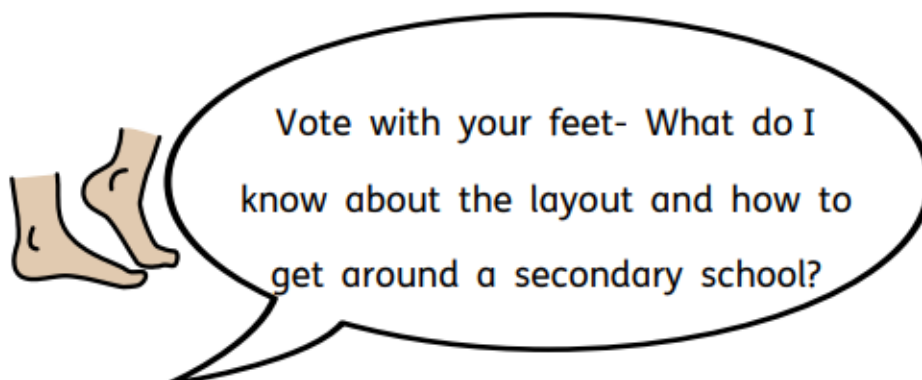
## Bingo Questions



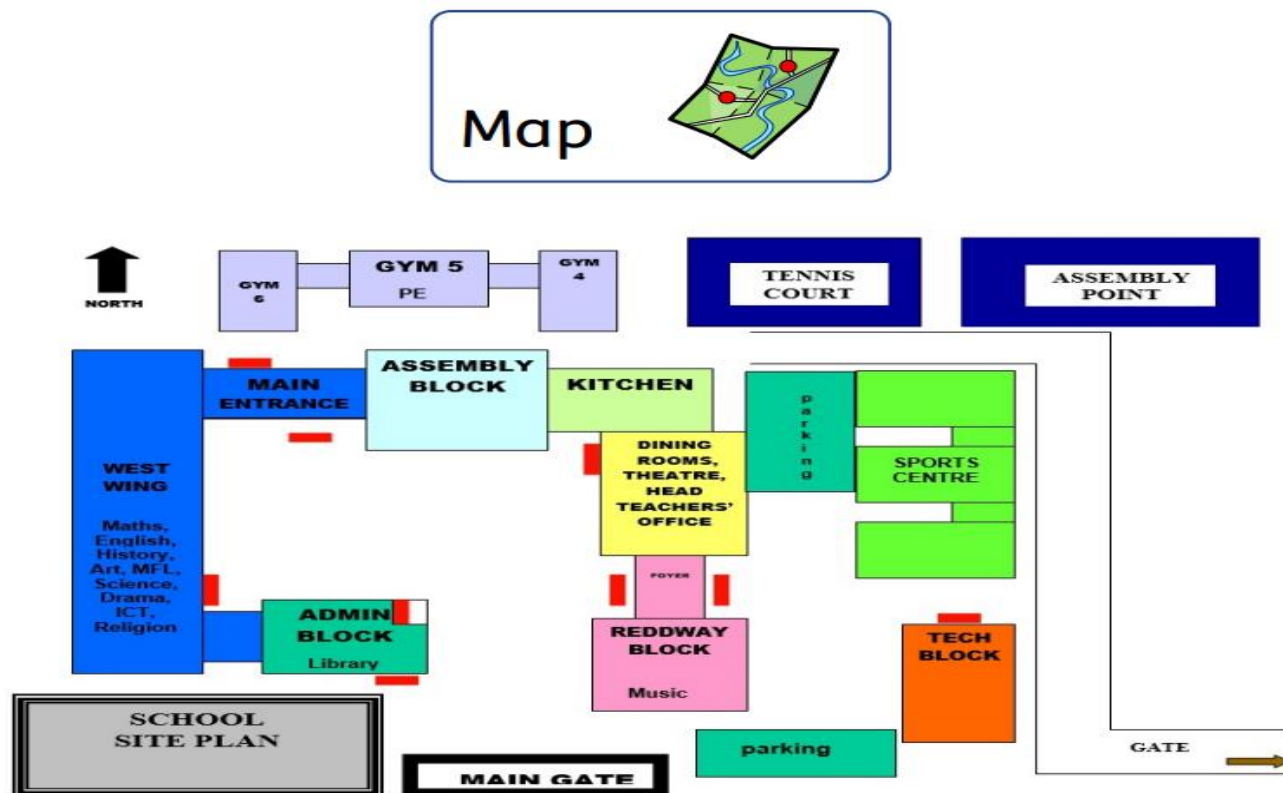
**Cross of the lessons on your bingo card when you hear the one you have. Shout bingo when you have one line completed. Who's got....**

1. Monday period 1 Science
2. Wednesday period 4 Geography
3. Friday period 5 Science
4. Thursday period 5 ICT
5. Monday period 2 Art
6. Wednesday period 1 Science
7. Tuesday period 1 History
8. Thursday period 2 Technology
9. Friday period 3 Maths
10. Monday period 3 French
11. Thursday Period 1 History
12. Monday period 5 PE
13. Friday period 1 ICT
14. Wednesday period 1 Technology
15. Monday period 4 Maths

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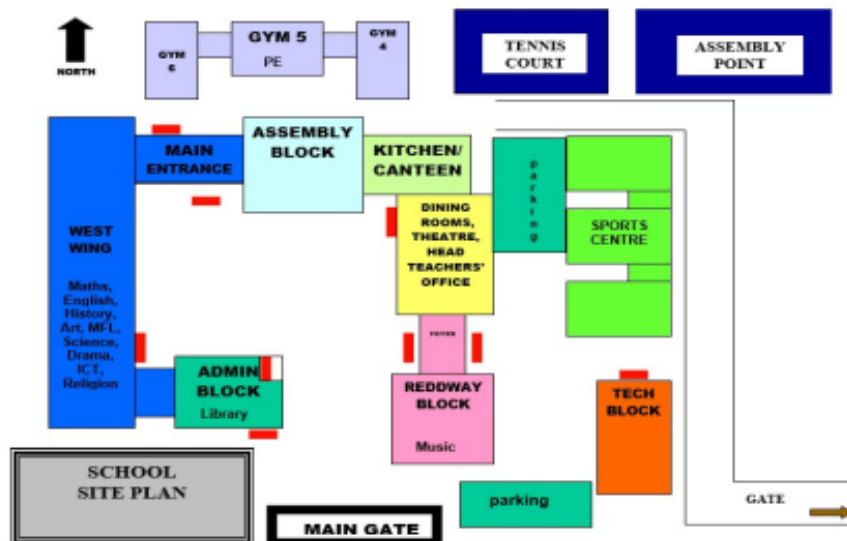


1. I know where my new school is.
2. I have been on a tour of the classrooms at my new school.
3. I know the address of my new school.
4. I will have to move quickly between my lessons.
5. I will walk to school.
6. I will catch the bus to school.
7. I will catch the tube to school.
8. South is the opposite to North.
9. East is the opposite to North.
10. I will have classes in different parts of my new school.



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## Map Reading Question Sheet



- Which building is Music in? \_\_\_\_\_.
- Where would you go for Assembly? \_\_\_\_\_.
- Where would you go if there was a fire? \_\_\_\_\_.
- List three subjects that are taught in the west wing:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

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## Getting Around Question Sheet



Secondary school is similar to primary school, getting to school on time is very important! But you might have to be a bit more independent and travel to school by yourself.



Make sure to plan how you will be travelling to school. Discuss what getting to school might look like and answer the questions below.

- How will you get to school? (e.g. bus, car, walk)

\_\_\_\_\_.

- Who will you go to school with? ( e.g. friend, sister)

\_\_\_\_\_.

- How long will it take you to get ready for school?

\_\_\_\_\_.

- When will you pack your bag for school?

\_\_\_\_\_.

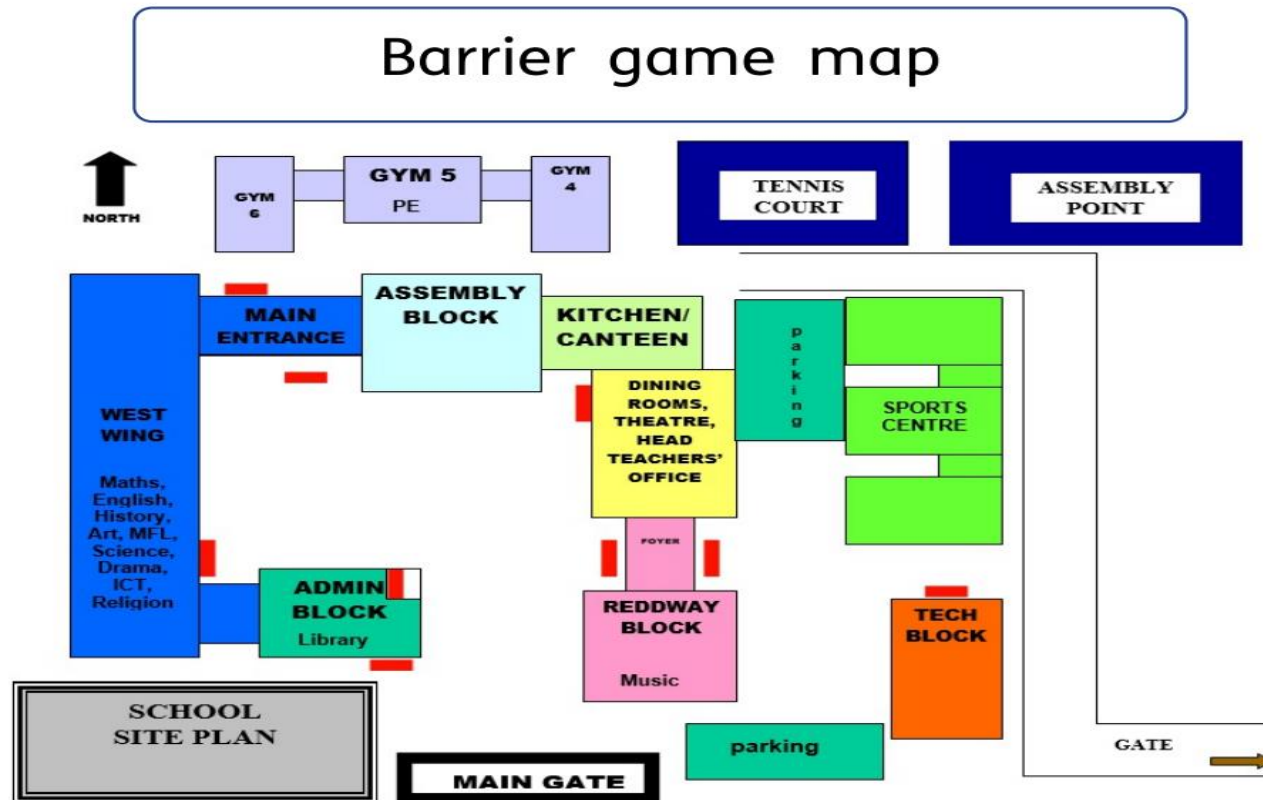
- What things will you need to remember to take to school everyday?

\_\_\_\_\_

\_\_\_\_\_

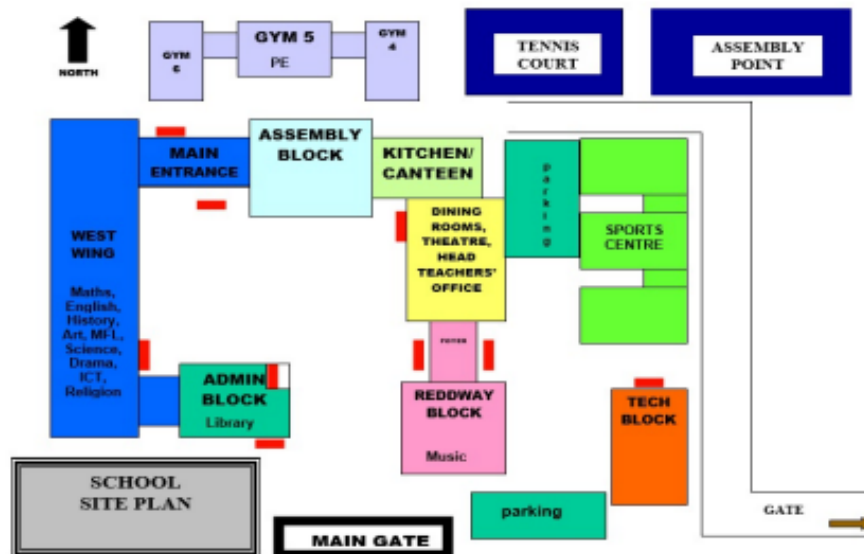
\_\_\_\_\_.

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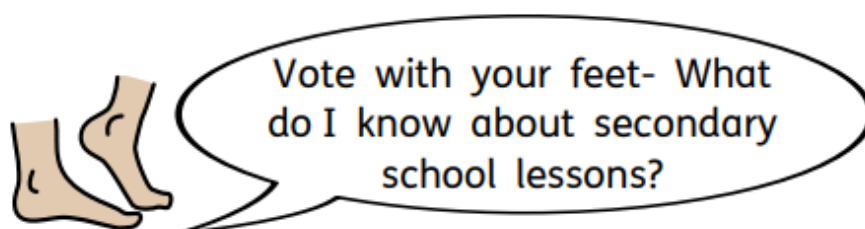
## Barrier game question sheet



1. You are in Gym 5 and you hear the fire alarm, draw on the map how you would get to the Assembly Point.
2. Put a circle around the building where Music is.
3. You are in Drama, draw on the map the quickest way to get to Technology.
4. You are at the main gate and are hungry. Draw on the map how you would get to the place where you can buy food.
5. Put a circle around the building where the library is.

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1. In secondary school, lessons last one hour.
2. In secondary school lessons last all morning or all afternoon.
3. In secondary school, there will be lots of time to be social.
4. In secondary school there are 5 lessons in a day.
5. In secondary school lessons there will be a seating plan for each subject.
6. In secondary school the subject teacher will take the register for every lesson.
7. In secondary school lessons are called periods.
8. In secondary school form time is where you regroup and see your form group, take the register and receive updates from your form tutor.
9. In secondary school you will get homework set for all subject lessons.
10. In secondary school you won't get any homework.

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# Primary and Secondary School Lessons

 Same	 Different

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## Primary and Secondary School lessons Similarities and Differences- Sorting Sheet

You will get more homework and it will be set for each subject.

You will learn.

You will have to move classroom for each lesson.

You will do work.

There will be more people in the lessons.

The register will be taken.

You will get homework.

Single periods/lessons are 1 hour.

You have a different work book for each lesson.

Teacher will give you more group work and projects.

There will be a different teacher for each lesson.

You have to be more independent in lessons.

A teacher will teach the lesson.

You will be with different people each lesson.

There are double lessons.

There will be a seating plan.



## Homework tracker



Subject	Homework/project set	Homework Due

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## Homework sorting sheet

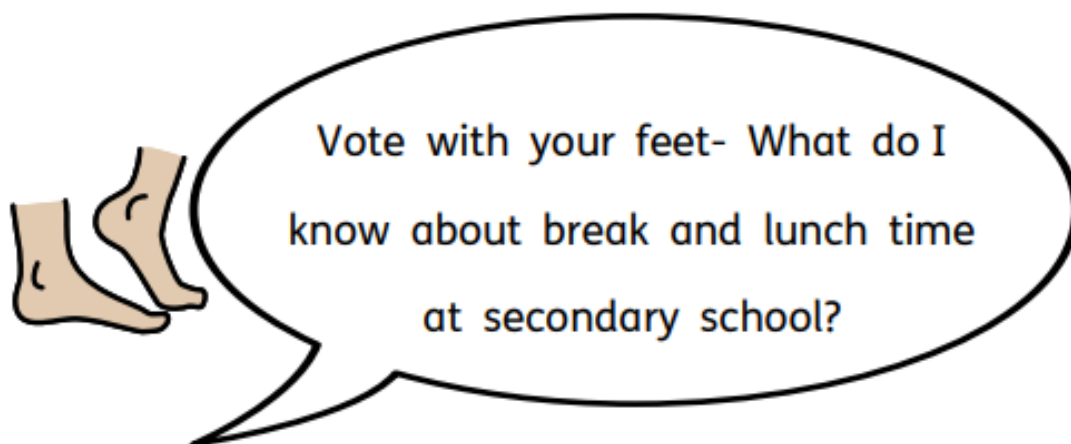


It is important now that you will be going into secondary school to learn how to prioritise homework and make sure that it is completed on time.

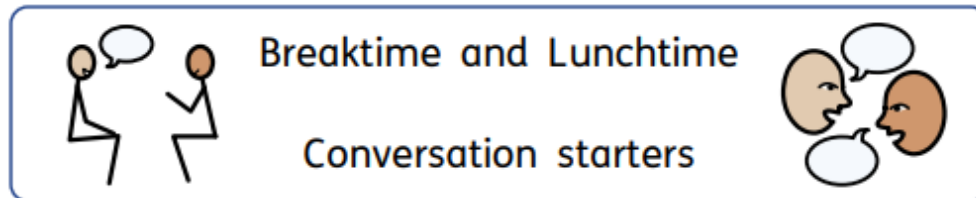
**You will need to sort out when these pieces of homework are due and write them into our home work dairy/ tracker in order of priority and due date.**

### Homework set:

- Art- Draw a portrait of a family member (Due wednesday period 3)
- English- Read chapter 2 and 3 and answer the worksheet questions. (Due Monday period 1)
- Maths- Answer questions 1-20 in the textbook (Due Friday period 5)
- History- Write 3 paragraphs about king Henry VIII and the information on page 5 of the textbook (Due Wednesday period 4)
- RE- Watch the video about Hinduism and answer the questions on the sheet (Due Tuesday period 2)



1. I will have to bring money to school to pay for lunch or snacks.
2. I can bring my own food to school.
3. I will only get one break time which will be in the morning.
4. I will be able to join clubs during lunchtime.
5. I can leave school at lunch time.
6. I will be able to choose where I want to spend my lunchtime. (e.g. in the canteen, library, form room or playground).
7. I will get to choose what I want for lunch.
8. I can sit with whoever I want in the canteen.
9. The canteen will have lots of different year groups at the same time.
10. Lunch times are shorter at secondary school.



It can be daunting to think about breaktimes and lunchtimes in a new school where you don't know many people.

In secondary school you will meet a lots of new people from your lessons or your form group.

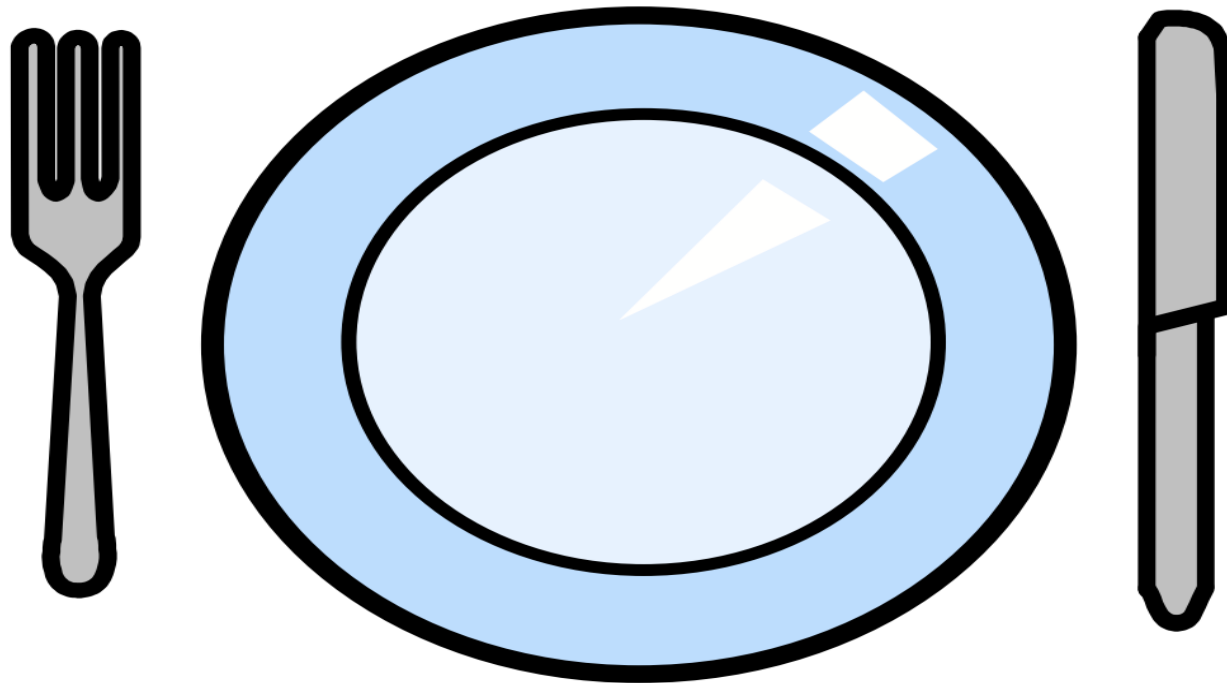
Lets have a think of what we can talk about with our new peers.

**Below you will see some conversation topics and starters that you could use, Try practicing these in a pair and have a discussion.**

- What's your favourite music?
- Do you have any hobbies?
- What do you do after school?
- Do you go to any after school clubs?
- How far away do you live?
- Who lives at home with you?
- How do you get to school?
- What primary school did you go to?
- Do you have any siblings or other friends at the school?
- What are you doing for lunch?

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### Canteen Role Play Activity



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## Today's Lunch Menu



### Mains: £2 each

Chicken  
sausage  
Roast dinner  
pasta  
Soup  
Sandwich  
salad

### Sides: (Available with main)

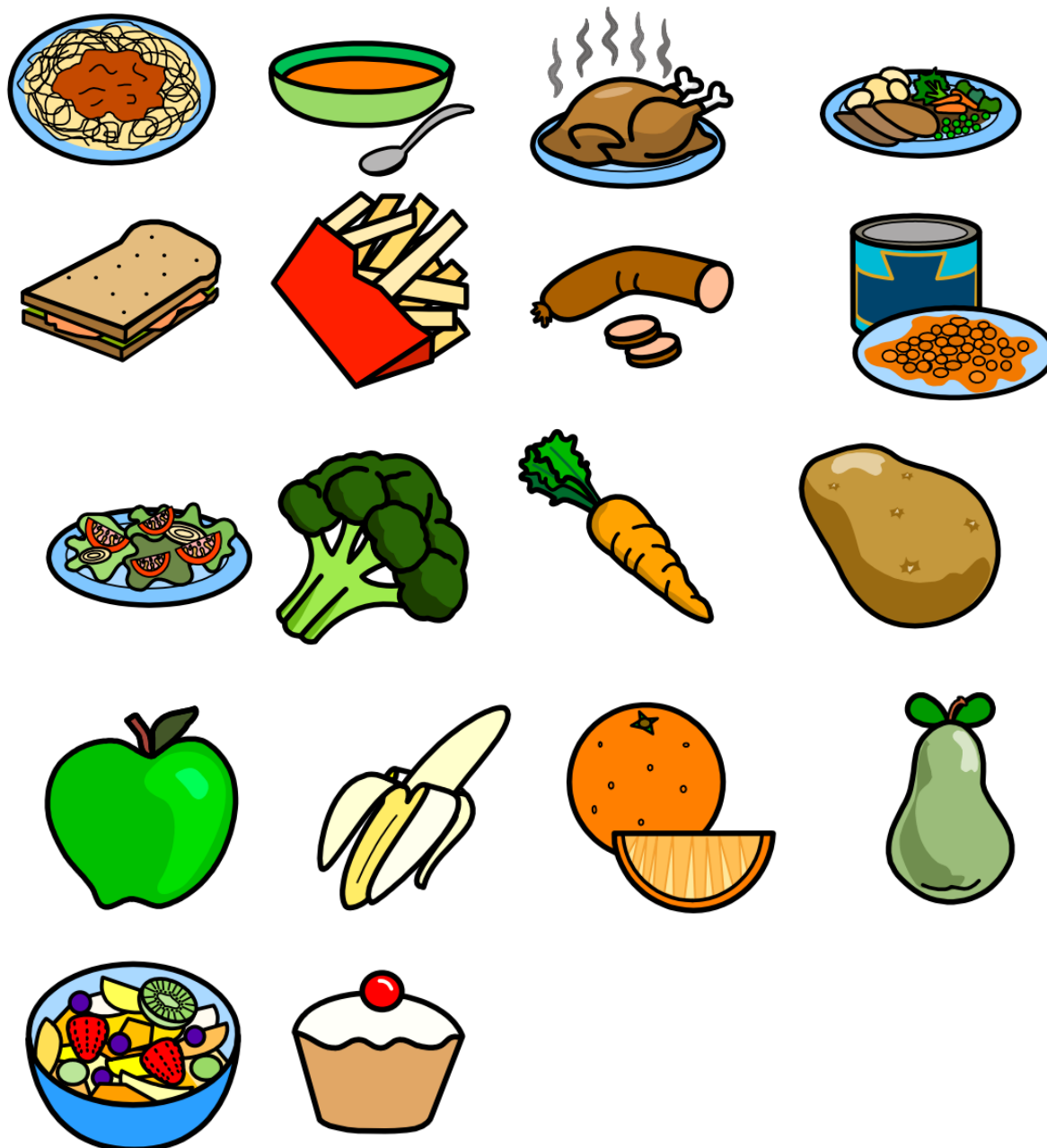
chips  
beans  
potatoes  
carrots  
broccoli

### Dessert:

Fruit (apple, banana, orange, pear) 50p each  
Fruit salad £1.20  
Cupcake 80p

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## Canteen Role Play Script



In secondary school you will be able to order food in the canteen during lunchtime. Look at the menu and have an idea of what foods are available. Now you will be able to practice ordering food.

**Below you will see a script that you could use, Try practicing these roles in a pair and take turns being the adult and student.**

*(Student to take plate and wait in line)*

**Adult:** Next please.... hello what would you like for lunch?

**Student:** I would like chicken, broccoli and beans please.

**Adult:** Ok *(place food on students plate)*

**Adult:** Would you like anything for dessert?

**Student:** Yes, I would like some fruit salad.

**Adult:** Here you go. *(hand student food)*

**Adult:** That would be £3.20 please.

**Student:** Thank you *(give adult pretend money)*

*(Student to walk away and find a seat in the canteen to eat their food)*

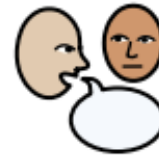
**Now you know what would happen, try ordering different food.**

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| Page



## Adult Canteen Sentence starters



In secondary school you will be able to order food in the canteen during break and lunchtime.

Lets have a think of how the adults will give students food in the canteen.

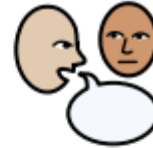
**Below you will see some conversation starters that you could use, Try practicing these in a pair and take turns being the adult.**

- "Next please"
- "Who's next in line?"
- "What would you like for lunch?"
- "We have.... for lunch today"
- "What would you like for dessert?"
- "Would you like anything for dessert?"
- "Would you like anything else?"
- "That will cost £...."

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## Student Canteen Sentence starters

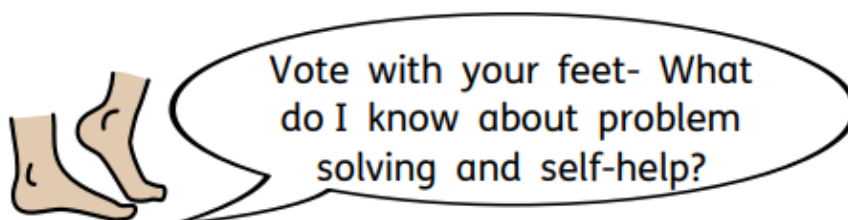


In secondary school you will be able to order food in the canteen during break and lunchtime.

Lets have a think of how we can order food in the canteen. .


**Below you will see some conversation starters that you could use, Try practicing these in a pair and take turns being the student.**

- "Hello please can I have...."
- "Hello I would like..."
- "What do you have for lunch today?"
- "How much would that cost?"
- "Can I have some extra...."
- "Can I have ... for dessert?"




1. I can ask my teacher to repeat the question.
2. I can ask my peers for help.
3. I can ask people to say the instructions slowly.
4. I should always do my work alone without asking for help.
5. I can ask for an example.
6. I can ask for it to be said in a different way.
7. I should ignore problems that I face.
8. Answers to problems might not come to me immediately.
9. If I see something wrong happen, I should ignore it.
10. I can ask for the work to be broken into steps.

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# Self-help Strategies



Self help strategies are important to use when you don't understand.

Here are some ways on how you can tell the teachers or peers when you do not understand.



Can you say it louder?



What does... mean?



Can you break it down?



Can you say it again?



Can you say it in a different way?



Can you say it slower?

e.g.

Can you give me an example?



Can you give me one instruction at a time?

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### **Instructions**

**In pairs take turns reading the statements and playing simon says. Try to make it harder for your partner so they have to use their self-help skills.**

**You can make it harder by:**

- Speaking quietly
- Using complicated words
- Giving a long instruction
- Speaking quickly

An adjective can come before a noun to describe it.

A tree needs sun, air and water to grow.

We have to use soap and hot water to kill germs.

A bolt of lightning is five times hotter than the sun.

To make a cup of tea first you have to boil water, next put tea bag into a cup and then add hot water and milk.

An avalanche can travel up to the speed of 180 mph.



## Problem Solving Scenarios



Here are a list of scenarios that might happen to you at secondary school - in a group or pair discuss what you could do and how you would use your problem solving skills.

- You forgot your English homework due in today. You're worried that the teacher will tell you off. What could you do?
- You get to school and realise that you left your timetable at home, you don't know what lessons you have today. What could you do?
- You are lining up to pay for lunch in the canteen and realise you don't have enough money. What could you do?
- You start secondary school and don't have know anyone yet, you want to make friends. What could you do?
- You are trying to find the classroom for your next lesson and get lost. What could you do?
- Your teacher has given you a piece of homework that is too hard and you are unable to do it. What could you do?
- You're in a lesson on one side of the building and late for your next lesson on the other side of the building. What could you do?

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