



# **Key Stage 2 to Key Stage 3 Transition Programme**

## **Supporting vulnerable pupils through transition**

### **Year 7 Resources**

**Education Inclusion Support Service March 2019**

Adapted from Brighton and Hove Year 7 Transfer Unit



**achieving  
for children**

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# Transition questionnaire for parents and carers

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

Thank you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Do you feel your child was ready for secondary school at the end of Year 6?				
Academically				
Socially				
Emotionally				
In terms of organisation and independence				
In your opinion as parents, were the following preparation activities useful?				
Year 6 pupils & parents meeting with secondary school in October				
Specific transition lessons through the summer term in Year 6				
Children meeting secondary staff at the Primary School whilst in Year 6				
Year 6 and Year 7 staff meeting to share information about your child during summer term				
Transition Journal recording questions, aspirations and concerns about the move				
Pupil passport				
Additional visits to secondary school				
Social story to use in summer holidays				
Secondary school pack - including example timetable, homework diary, map, lunch menu and info, club info, photos of Year 7 tutors, reward and consequence system, etc				
Link with a Secondary school 'buddy/mentor'				
Year 7 transition lessons through autumn term				
Pastoral Support 'drop in sessions' for students				

What else could have been useful to aid transition?
Is there anything else the primary school could have done to prepare the children further for their transition?
Is there anything else the Secondary School could have done to prepare the children further for their transition?

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

# Session 1

## Getting to know you

### Purpose

- For pupils to get to know each other and to get to know themselves.
- To share some things about themselves.

### Activity 1 – Setting up the group - 10 minutes

#### Preparation

Prior to the session liaise with SENCo regarding Year 6 passports (hopefully sent via the SENCo to SENCo paperwork exchange)

Have a large copy of the group rules to be displayed in the room.

Year 7 Transfer initial self-assessment sheet for all students

#### Process

1. Introduce the group and explain that during these sessions we will be thinking about ourselves, the changes from primary school to secondary and how we can manage the changes.
2. Ask for any journals the students may have created at primary school about the transition to secondary school.
3. Run through the rules for the group.
  - We do not 'put each other down'
  - Everyone has the right to speak
  - What other people say in the group is confidential
  - Every person has the right to offer an opinion.
  - Students to complete initial Year 7 Transfer self-assessment

### Activity 2: Ice Breaker Game – 5 minutes - Name game

#### Preparation

Name game questions for teacher to ask group

#### Process

1. Use the initials of their first name and surname to answer questions.  
eg, "Sasha Demsey what is your favourite food?" Sasha could answer- Spicy doughnuts, soggy dumplings, scrumptious dinners.
2. "Aiden Connor where would you like to go on holiday?" Aiden could answer "Awesome Canada, archery camp or animal centre"
3. Four different questions which can be asked around the group – answers can be silly or nonsensical.

### Activity 3: Getting to know you – 10 minutes

#### Preparation

Getting to know you sheet photocopied for each student

#### Process

1. Give each student a 'getting to know you' sheet.
2. Explain that they will need to move around the room asking each other if they agree with the statement, eg is left handed
3. If the other student answers agrees with the statement they write their name in the box.
4. After five minutes ask each student to say something they have found out about someone in the room.

### Activity 4: Celebrity – 15 minutes

#### Preparation

Paper for students to write their questions and answers on.

#### Process

1. Explain that they will be finding out more about each other. Everyone is special and unique in their own way and a 'celebrity' in their class.
2. They are going to pretend to be journalists planning to interview a celebrity – they need to come up with five interesting questions (that will tell you about the person not just factual information like eye colour, etc)
3. Provide time for the students to write down any questions.
4. Student line up in first name and surname order. They will be working with the person next to them. One will be the interviewer, the other the interviewee.

### Activity 5: This is me – 10 minutes

#### Preparation

'This is me' sheet photocopied for each student – A4/A3

#### Process

1. Students have a 'this is me' sheet with their photo already printed on.
2. They are to write down information about themselves (that they are happy to share) to go on display in the room.
3. Any students who would like to share their 'this is me' sheet

#### Whole class discussion

What was the most interesting thing you learnt in the interviews?

What was the most surprising thing you learnt? Why?

# Year 7 Transfer: Initial self-assessment

Name of student \_\_\_\_\_

Form group \_\_\_\_\_

**1. I feel confident starting Secondary school**

<b>0</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No idea!						I'm there!

**2. I know what to expect at Secondary school**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No idea!					I'm there!

**3. I can work with different members of my class even if they are not my friends.**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No idea!					I'm there!

**4. I know where I can go to ask for help.**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No idea!					I'm there!

**5. I can describe a calming down strategy I use when I get worried or stressed.**

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No idea!					I'm there!

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

## Session 1 Resources

### Activity 2: Name game

**What is your favourite food?**

**Where would you like to go on holiday?**

**What is your favourite colour?**

**What two words would you use to describe yourself?**



# Session 1

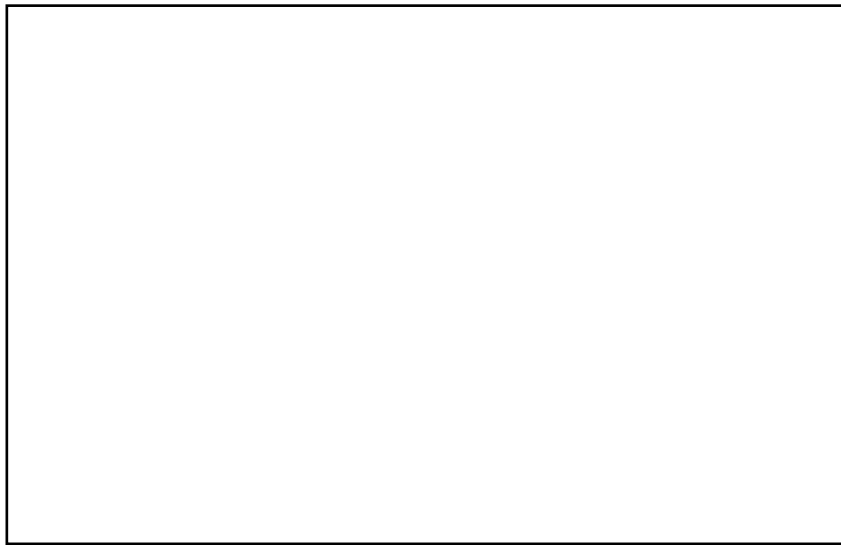
## Activity 3: Getting to know you

...is left handed	... does not have any piercings	... has a middle name beginning with the same letter as one of your names	... is wearing a watch
... has been to more than four schools	... has a pet you would like to have (or have)	... likes two of the same bands as you	... will never smoke
... thinks that school is better than they thought	... has a brother or sister at the school	... has an interesting hobby	... like a film you like
... can speak another language	... has the same number of brothers and sisters as you	... is born in the same month as you	... has visited two other countries

## Session 1

### Activity 5: Getting to know you

# This is me



# Session 2

## Class charter

### Purpose

For pupils to understand the importance of developing a positive working environment.

To know how they can contribute to the class charter.

### Process

1. Introduce the outcomes for the session and explain that we will be thinking about working together to create a safe learning environment in tutor time.
2. Use stand up/sit down to ascertain if 'rules' were used in primary school

### Activity 1: Warm up Game – This is me quiz - 5 minutes

#### Preparation

This is me sheets from previous session

1. Using the information gathered from the previous session with the 'This is me' sheets ask questions, e.g. who plays the drums? Who is in a football team? Who can speak another language?

### Activity 2: One man band – 10 minutes

#### Preparation

Video clip: One man band - [www.youtube.com/watch?v=01GY7zYN-ps](http://www.youtube.com/watch?v=01GY7zYN-ps)

#### Process

1. Show clip of Disney Pixar 'One Man Band'
2. Ask – How did each of the characters feel at the end? What could they have done to have all 'won' at the end? Allow partner talk and record all different answers/solutions
3. Emphasise the point that working together rather than against each other gives a better outcome.
4. Now we are going to look at how we ensure everyone feels safe and that they belong to the group.

### Activity 3: I find it hard to learn when - 5 minutes

#### Preparation

I find it hard to learn when... sheets for each student

#### Process

1. Teacher to model completing the sentence "I find it hard to learn when..."
2. Students to write down one thing that they feel makes it hard for them to learn.

3. Scrunch up the piece of paper into a ball and all throw into a bucket/target.
4. Each student chooses a ball to read out. These are all to be anonymous

### **Activity 4: I can learn in class when - 25 minutes**

#### **Preparation**

I can learn in class when ... sheets for each student

Large paper to create the class charter to be displayed in class

#### **Process**

1. On their own finish the sentence "I can learn when..."
2. In groups of five agree on three responses that they will share with the class.
3. Take feedback and write down ideas
4. Explain that using the ideas that they have created about how they can learn we will create a class charter/set of rules/rights and responsibilities to ensure a safe learning environment.
5. In the groups of five draw/write 'rules' they would like to see on the class charter.
6. As a whole class write the class charter
7. Finish the session with all students signing the class charter.

## Session 2 Resources

### Activity 3

I find it hard to learn in class when...

I find it hard to learn in class when...

## Session 2

### Activity 4

I can learn in class when....

I can learn in class when....

1.

2.

3.

# Session 3

## Coping with moving on

### Purpose

For pupils to think about and describe how starting a new school feels

To develop strategies to help themselves or others when they are finding school difficult.

### Preparation

Questions for warm up game.

‘Colour of secondary school’ sheet photocopied for each student

‘Colour of the future’ sheet photocopied for each student

A ‘worries’ scenario stuck on a piece of A3 paper for each group

### Process

1. Introduce the outcomes for the session and explain that we will be talking about our feelings, worries and concerns about moving on to secondary school.
2. Remind them of the class charter and that what is said in Tutor time is confidential.

## Activity 1: Warm up Game – Trading places - 5 minutes

### Preparation

Questions for warm up game.

### Process

1. Students to stand in a circle. One volunteer to be in the middle of the circle. The teacher may want to demonstrate this initially.
2. The person in the middle of the circle calls out questions... These should be linked to starting Secondary school (see list in resources) cross the circle if...”you had a good day yesterday.”
3. The aim is for the person in the middle to try and get a place/seat in the circle.

## Activity 2: The colour of secondary school – 10 minutes

### Preparation

‘Colour of secondary school’ sheet photocopied for each student

### Process

1. Ask the students to think back to when they were in Year 6. How did they feel then about moving on to secondary school? Ask them to use/write a colour to show this. Ask them to think about how they feel now about Secondary school.
2. Students to complete the ‘survey’

3. Ask the students to talk to a partner (only about what they feel comfortable about) about they feel, how their feelings have changed or stayed the same.
4. Take some feedback. Discuss reasons for choices.

### **Activity 3: The colour of the future – 10 minutes**

#### **Preparation**

'Colour of the future' sheet photocopied for each student

#### **Process**

1. Ask the students to think about themselves now in secondary school. Refer back to the colour they used to show how they feel.
2. Ask the students to think about January – how would they like to feel then? Which colour would they like to be?
3. Partner talk – what would help them feel like that in January? Write these ideas on a post-it note. Provide some examples, make new/more friends, have extra help on maths/English, join a sports club, be part of a sports team.

### **Activity 4: 'worries' scenarios – 15 minutes**

#### **Preparation**

A 'worries' scenario stuck on a piece of A3 paper for each group

#### **Process**

1. Give each student a 'food card' ask them to go around the room and find all the foods that match. Groups of five.
2. In their groups of five, read the scenario that is in front of them and come up with as many different ways/advice to help solve it.
3. Take feedback from each group.

Before the lesson ends check that all students are ok after talking about their feelings and remind them all that what is said in tutor time is confidential.



## Session 3 Resources

### Activity 1

#### Warm up game – Trading places

- You had a good day yesterday
- You walked to school with different people
- You have a new hairstyle
- You went to ..... primary school
- Someone smiled at you today
- You said hello to someone new/different today
- You have made a new friend
- You are enjoying a new subject/lesson

## Session 3

### Activity 2: The colour of secondary school

Question	Which colour shows how you feel?
When you were in Year 6, how did you feel about secondary school?	
How did you feel on your first day at secondary school?	
How do you feel now at secondary school?	

## Session 3

### Activity 3: The colour of the future

Question	Which colour shows how you feel?
How do you feel now being at secondary school?	
How would you like to feel at secondary school in January?	
What would help you to feel like that?	

## Session 3

### Activity 4: Food cards

<b>Fish</b>	<b>Chips</b>	<b>Ketchup</b>
<b>Salt</b>	<b>Vinegar</b>	
<b>Rice</b>	<b>Curry</b>	<b>Poppadum's</b>
<b>Naan bread</b>	<b>Onion Bhaji</b>	
<b>Margarita pizza</b>	<b>Garlic bread</b>	<b>Pepperoni pizza</b>
<b>Four cheese pizza</b>	<b>Meat feast pizza</b>	
<b>Roast beef</b>	<b>Roast potatoes</b>	<b>Gravy</b>
<b>Carrots</b>	<b>Yorkshire pudding</b>	

<b>Peri peri chicken</b>	<b>Spicy rice</b>	<b>Corn</b>
<b>Chips</b>	<b>Coleslaw</b>	
<b>Bread</b>	<b>Butter</b>	<b>Cheese</b>
<b>Tomato</b>	<b>Crisps</b>	

## Session 3

### Activity 4: 'Worries' scenarios

<p><b>I am still getting lost around school and I am embarrassed to ask anyone.</b></p>	<p><b>I have not made any new friends yet.</b></p>
<p><b>I keep getting pushed around in the corridor.</b></p>	<p><b>I am being bullied by others from my old primary school.</b></p>
<p><b>I am too scared to go to the toilet in school.</b></p>	<p><b>I can't keep up with the amount of homework I am getting.</b></p>
<p><b>I forgot my PE kit last week and I'm scared of forgetting it again this week.</b></p>	<p><b>I am scared to walk past some Year 10 boys standing at the bus stop.</b></p>
<p><b>My Mum is really ill and I can't concentrate in school.</b></p>	<p><b>My parents are separated and I live in two different houses. I keep forgetting where my school stuff is.</b></p>

# Session 4

## Getting to know your school

### Purpose

For pupils to feel confident in finding their way around their new school.

For pupils to be aware of who they can go to for help.

### Process

1. Introduce the outcomes for the session and remind the students of the class charter.
2. Today we will be focusing on reinforcing their knowledge of key people in school and the school rules.
3. Remind the students that they have been in school for ... number of weeks – praise them on how well they have adjusted/settled.

## Activity 1: Warm up Game – Do you agree? - 5 minutes

### Preparation

Warm up game – signs.

Statements/questions

### Process

1. Display the four cards in the corners of the room – ‘strongly agree, agree, disagree, strongly disagree’. Put ‘unsure’ in the middle of the room.
2. Explain that they will move to the card in response to a statement/question.

## Activity 2: Quiz! – 20 minutes

### Preparation

Quiz photocopied for each group on A3

### Process

1. Ask the students to line up in surname order and put them into groups of five.
2. Give each group a quiz for them to work together to complete. NB: The quiz may need to be adapted to suit the school rules and systems.
3. Allow students time to complete the quiz.
4. If they have finished – can they write some additional questions for their peers?
5. Swap quizzes amongst the groups to mark.

### Activity 3: Helping hand – 20 minutes

#### Preparation

Helping hand template for each student

Useful websites for students to add to their hand

#### Process

1. Show students the 'worries' scenarios sheet they completed in their groups in the last session.
2. Explain that sometimes we need to ask an adult for help – it is okay to ask for help.
3. Show the 'helping hand' template and explain that we will be creating a 'personal network' for them to use when they need support.
4. Teacher to model. On the digits write names of school staff/peers who can help. On the palm write names of family and friends who can help. On the wrist add useful websites.
5. The hand is then stuck into their planners for reference.

**Class discussion** – each student to share one new fact they have learnt about their school.



## Session 4 Resources

### Activity 1: Warm up game – Do you agree?

- I know my way around the school
- I know the name of everyone in my class
- I know the names of all my teachers
- I enjoy PE
- I know where the lunch hall is
- We can all work together
- I know who I can talk to if I can a question/worry
- I know what the headteacher looks like?
- I know where all my lessons are?
- I am able to organise myself for my lessons

Strongly agree

# Agree

Strongly  
disagree

# Disagree

# Unsure

## Session 4

### Activity 2: Quiz

Group name	
Question	Answer
1. What is the name of the headteacher?	
2. What is the name of your head of year?	
3. What is the name of your form tutor?	
4. Where do you go if you have lost/forgotten your lunch money?	
5. List the equipment you need to bring to each lesson?	
6. What time does the school day start?	
7. Where would you go if you had lost your coat?	
8. Where is the headteacher's office?	
9. Where is the medical room?	

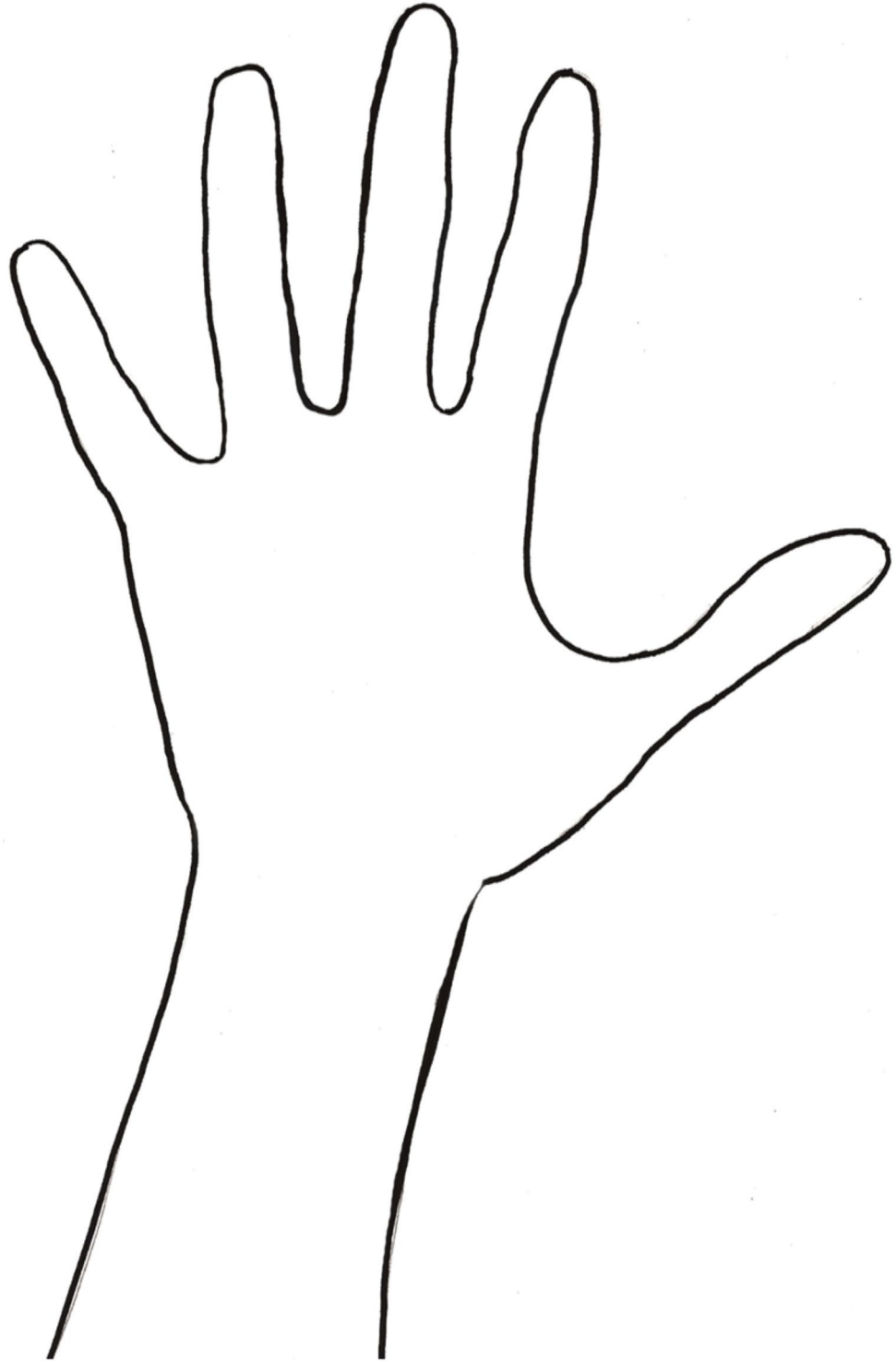
10. Where would you go if you needed help with your homework?	
11. Where is the library?	
12. What time is the library open?	
13. List three of the school rules?	
14. What rewards can you gain for good work/behaviour in Year 7?	
15. What sanctions are used for poor work/behaviour?	
16. What extra-curricular clubs can you join?	
Write three questions for the other groups to answer?	
1.	
2.	
3.	



## Session 4

### Activity 3

# Helping Hand



# Session 5

## Calming down

### Purpose

For pupils to be of the learning which they find difficult.

For pupils to be aware of how they learn best

For pupils to know strategies to help them calm down

### Process

1. Explain the outcomes of the session and remind students of the class charter.
2. Explain that in this session we will be looking at different scenarios and thinking about what makes us feel stressed/anxious. Feeling stressed or anxious can prevent us from learning and we need to learn strategies on how to cope with this and how to calm down. If we are too comfortable in a situation it may also prevent us from learning too.

## Activity 1: Warm up game – Role play - 5 minutes

### Preparation

'Worry' scenario cards

### Process

1. Give each group a scenario card (from session 3)
2. Each group to act out this scenario for the rest of the groups to guess. Can they say how they would feel in this situation?
3. Take feedback on what they might do in that situation to reduce the stress/anxiety – record their ideas.

## Activity 2 – The challenge zone – 20 minutes

### Preparation

Three zone cards - comfort zone, challenge, zone, stress zone.

'Zones' situation cards

### Process

1. Show the three zones and discuss what each of the zones mean and give examples.
2. Write down words on the zones to show how someone might feel in that zone.
3. Hand out the zones resource to each student. Ask them to cut each one out and place it in the zone in which it makes them feel. Remind students that we will all feel differently in different situations and that is okay.
4. Students then write a situation personal to them which is in their comfort, challenge or stress zone.
5. Discuss as a class the zones and ask questions (see resources)

### **Activity 3: Calming strategies – 10 minutes**

#### **Preparation**

Calming strategies sheet for each student

#### **Process**

1. Ask students about any calming/relaxation strategies they might have learnt at Primary school.
2. Explain that we will practice a couple of methods in this session. Not every method will suit everybody but it important to try a range of strategies.
3. Give each pair a strategies sheet and ask them to talk about each strategy and whether they think it would help them to calm.
4. Ask if any student has a strategy that they already use that they don't mind sharing with the group.
5. Students to add their own strategies to the list.

### **Activity 4: Mindfulness activity – 10 minutes**

#### **Preparation**

Mindfulness script for the teacher

#### **Process**

1. Explain that we are going to do a mindfulness activity.
2. It is just a practice
3. Teacher to follow the mindfulness script written for AfC by Ayla Savaskan.

## Session 5 Resources

### Activity 1: Warm up game – ‘worries’ scenarios

<b>I am still getting lost around school and I am embarrassed to ask anyone.</b>	<b>I have not made any new friends yet.</b>
<b>I keep getting pushed around in the corridor.</b>	<b>I am being bullied by others from my old primary school.</b>
<b>I am too scared to go to the toilet in school.</b>	<b>I can't keep up with the amount of homework I am getting.</b>
<b>I forgot my PE kit last week and I'm scared of forgetting it again this week.</b>	<b>I am scared to walk past some Year 10 boys standing at the bus stop.</b>
<b>My Mum is really ill and I can't concentrate in school.</b>	<b>My parents are separated and I live in two different houses. I keep forgetting where my school stuff is.</b>

## Session 5

### Activity 2: Zones

<b>A lot of noise</b>
<b>Making new friends</b>
<b>Playing football</b>
<b>Speaking in front of a group/audience</b>
<b>Working in a group of unfamiliar people</b>
<b>Silence</b>
<b>A meeting with a teacher</b>
<b>Taking a test</b>

## Session 5

### Activity 2: Zones

**A situation that is in my comfort zone is...**

**A situation that I find stressful is...**

**A situation that I find challenging is ...**

**My comfort  
zone**

# My challenge zone



**My stress zone**

## Session 5

### Activity 3: Calming strategies

<b>Count to 10</b>	<b>Breathe deeply</b>
<b>Imagine they are in their own calming space</b>	<b>Read a book</b>
<b>Do some drawing</b>	<b>Listen to music</b>
<b>Talk to someone about a different topic</b>	<b>Have a drink of water</b>
<b>Do something completely different</b>	<b>Squeeze a ball</b>
<b>Yoga stretches</b>	<b>Exercise – go for a walk or a run</b>

## Session 5

### Activity 4: Mindfulness practice written by Ayla Savaskan for AfC

#### Script

“One way that we can practice being mindful, practice being in the here and now, is to focus on what’s going on in our bodies in the here and now...

So let’s try our first mindful exercise.... It will only last for about one minute.... And all you have to do is to sit on your chair and follow the instructions that I give. If at any point you find it difficult to follow my instructions, there is no need to worry....this is just practice. Just like learning any new skill.... This takes some practice and some getting used to. So I would like you to try and follow my instructions, but if your mind wanders off, that is ok, that is what minds do – all I would like you to do is to have a go at following my instructions.... And if you find it difficult to do anything that I mention, don’t worry, we are just giving this a go, just for one minute... and then we can share how we found that experience to be. Although there is no right or wrong in this....

So I would like you to sit comfortably on your chair. I would like you to uncross your legs, and rest your hands on your lap or on the table. If you are able I would like you to rest your feet flat on the floor. Allow your spine to be tall, but for your body to be relaxed around it. Now when you are sitting comfortably I would like you to gently close your eyes.....

....Just noticing how are you feeling right now....is your mind busy or is it calm (just check in with yourself). However you are feeling right now is ok...there is no right or wrong...just noticing how you are feeling in this moment. Paying attention now to how you are feeling in your body... does your body feel relaxed...or stiff...tired...or energized...There is no right or wrong, we are just noticing how we are feeling right now, in our bodies...

...I would like you now just to see if you can notice your breathing... no need to change it in anyway, just seeing if you can notice your breathing, as you breath in and out.... Maybe you can feel your tummy rising and falling as you breathe in and out.... Or maybe you find it easier to feel your breath in your chest as it rises and falls, when you breath in and out....there is no right or wrong place to feel your breath, it might be different for each of us....we are just seeing if we are able to notice our breathing in our bodies..... maybe you can feel your breath in your nostrils, as you breath in and out....maybe the air is a little cold as we breath in, and then, once it has whizzed around our bodies it is warmer, as we breath it out. If you are struggling to feel our breathing in our bodies, that is absolutely ok....this is just an exercise.... We are just having a go. .... You might find that by placing a hand on your tummy can help you to feel your breath...you might notice your tummy rising and falling as you breathe in and out....

...if we are struggling to find our breath, or to stay with it... that is absolutely ok...maybe you can focus your attention on another part of your body.... Can you feel your feet?

But if you can... just staying with your breath for a little longer....wherever in your body that you find it easiest to feel it....

...if you mind wanders to something completely different, that is ok...that is what our minds do so often. Well done for noticing....and if you can...just gently bringing your focus back to your breathing in your body....

....im going to sound a gong gently.... And when you can't hear it anymore, I'd like you to open your eyes and gently come back into the room..."

Teacher to lead a discussion following the practice:

How did you find this? Partner talk and then feedback to the group

Emphasise that it is okay for our minds to wander. This is what they do! It is so natural for our minds to wander into the past (give examples, show visuals) and into the future (give examples, show visuals). Sometimes they will wander over and over again...!. This is why we call it our mindfulness practice...

....with *practice*, we can train our minds to find it easier to be in the *Here and Now*. It takes some patience....and some practice...and we should try to be kind to ourselves on the journey.... But with practice we can begin to find it easier to be in the Here and Now....and then we can use this practice...of being mindfully in the Here and Now to help us when we would like to be more calm... or more focused.

# Session 6

## Learning to work together

### Purpose

For students to learn to work as part of a group

For students to be confident at giving advice to others

### Process

1. Explain the outcomes for the session and remind the students of the class charter.
2. Explain that we will be working together to complete a challenge.

### Activity 1: Warm up game – Family matching – 5 minutes

#### Preparation

Family matching cards

#### Process

1. Explain that this game is to encourage working as a team to achieve something
2. Give each student a card with a 'name' on it. Names may need to change to suit group. E.g. Ronaldo, 'The Rock' Johnson, Lebron James, Kate Middleton,
3. They need to find all of their 'family' members by working with and learning from different people
4. Ask the student which rule from the class charter will be the most important to consider for this activity.
5. Once they are in their groups of five - these are the groups that they will be working in.

### Activity 2: Group work challenge – 30 minutes

#### Preparation

Group work challenge sheet for each group

Group work role descriptor sheet

#### Process

1. Explain the group work roles (These may need to be adapted to suit the group)
2. Explain the challenge that they are going to work on in their group of five.
3. Allow the groups 20 minutes to complete the challenge.

### **Activity 3: Group work challenge review sheet – 5 minutes**

#### **Preparation**

Group work review sheet

#### **Process**

1. Explain the review sheet and ask the students to complete it as a group.
2. Each student to identify one thing they will try and do better next time they work in a group.

### **Activity 4: Year 7 Transfer Evaluation sheet – 5 minutes**

#### **Preparation**

Year 7 Transfer - self assessment sheet.

## Session 6 Resources

### Activity 1: Warm up – Family matching game

<b>Mum Ronaldo</b>	<b>Dad Ronaldo</b>	<b>Teenager Ronaldo</b>	<b>Grandad Ronaldo</b>	<b>Boy Ronaldo</b>
<b>Mum 'The Rock' Johnson'</b>	<b>Dad 'The Rock' Johnson'</b>	<b>Teenager 'The Rock' Johnson'</b>	<b>Grandad 'The Rock' Johnson'</b>	<b>Boy 'The Rock' Johnson'</b>
<b>Mum James</b>	<b>Dad James</b>	<b>Teenager James</b>	<b>Grandad James</b>	<b>Girl James</b>
<b>Mum Middleton</b>	<b>Dad Middleton</b>	<b>Teenager Middleton</b>	<b>Grandad Middleton</b>	<b>Girl Middleton</b>
<b>Mum Walliams</b>	<b>Dad Walliams</b>	<b>Teenager Walliams</b>	<b>Grandad Walliams</b>	<b>Boy Walliams</b>

## Session 6

### Activity 2: Group work challenge

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

#### **Ideas contributor**

- Listen to the group and suggest new ideas
- This person is energetic, positive and creative

#### **Researcher**

- Seek information before and during the task to ensure it is clear
- Find information and share it clearly

#### **Recorder**

- Keeps a record of things that need doing and as they are done.
- This person is logical and good at keeping notes.

#### **Encourager**

- This person praises the ideas
- They are cheerful, positive and can give praise

#### **Observer**

- Watches the group and looks at what they are doing.
- Good at stepping back and watching carefully



# Session 6

## Activity 2: Group work task

You have been at secondary school for ..... weeks and are feeling more confident and settled.

You have learnt a lot about how it feels to move from primary to secondary.

In your group you are going to reflect on what you have learnt and produce a piece of work which can be used to help the Year 7's next year.

While you are working in your group these are the learning outcomes you will achieve by the end of the task.

- I can work as part of a group
- I can give good advice

### Task

1. Give out the five group roles and assign a person to each one.
2. Decide on what format you are going to use.
3. Some ideas:
  - Poster/picture
  - Advice leaflet
  - Cartoon strip
  - PowerPoint presentation – ‘Top Tips for Changing Schools’
  - A drama sketch that could be filmed
  - A documentary or interview
  - A rap, song or poem
4. You will present your work at the end
5. As a group you will assess how well you worked in your different roles in the group

## Session 6

### Activity 3: Learning to work together – Group work review sheet

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

# Year 7 Transfer: Final self-assessment

Name of student \_\_\_\_\_

Form group \_\_\_\_\_

1. I feel confident starting Secondary school.

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

2. I know what to expect at Secondary school.

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

3. I can work with different members of my class even if they are not my friends.

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

4. I know where I can go to ask for help.

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

5. I can describe a calming down strategy I use when I get worried or stressed.

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

# Transition questionnaire for parents and carers

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

Thank you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Do you feel your child was ready for secondary school at the end of Year 6?				
Academically				
Socially				
Emotionally				
In terms of organisation and independence				
In your opinion as parents, were the following preparation activities useful?				
Year 6 pupils & parents meeting with secondary school in October				
Specific transition lessons through the summer term in Year 6				
Children meeting secondary staff at the Primary School whilst in Year 6				
Year 6 and Year 7 staff meeting to share information about your child during summer term				
Transition Journal recording questions, aspirations and concerns about the move				
Pupil passport				
Additional visits to secondary school				
Social story to use in summer holidays				
Secondary school pack – including example timetable, homework diary, map, lunch menu and info, club info, photos of Year 7 tutors, reward and consequence system, etc				

Link with a secondary school 'buddy/mentor'				
Year 7 transition lessons through autumn term				
Pastoral Support 'drop in sessions' for students				

What else could have been useful to aid transition?
Is there anything else the Primary School could have done to prepare the children further for their transition?
Is there anything else the Secondary School could have done to prepare the children further for their transition?

Thank you for taking the time to give us your feedback



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