

KS2-3 Transition Pack

*(Based on a package developed by Haringey
Speech & Language Therapy Service and
adapted by STEPS & EPS)*



SUPPORT TEAM FOR EDUCATION
IN PRIMARY AND SECONDARY



KS2-3 Transition Pack

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This pack is based on a package developed by Haringey Speech & Language Therapy Service. STEPS and EPS would like to express our gratitude to Haringey for permitting the materials to be used and adapted.

SECONDARY TRANSFER GROUP

Term: **AUTUMN**

Date:

	Group	Theme Intro/Material & Time Line	Session Number 1
	Plan	Evaluation	Resources
1.	Introduction & Gelling Activities • Each write name on large sheet in their seating position • Pass the ball say something about themselves		• Large paper & felt tips • Talking ball (or other object)
2.	a) Explanation of rationale for the group b) Ground Rules for the group <i>(decide and write up together) e.g. respecting other's opinions, confidentiality, good listening)</i>		• Large paper & felt tip pen
3.	Put together folders for work * • Write names on front sheets, stick onto cards, insert treasury tags <i>*Draw picture on front sheets as part of homework</i>		• Punched card (2 each) • Glue sticks • Front sheets x 4 <i>Or stick on front</i> • Treasury Tags x 4 <i>sheets beforehand</i> • Homework Diaries
4.	Introduce calendars • Put on dates during school year (esp. end of year and start of secondary school) Plus any significant persona dates for them		• Calendar grids x 4 • Time Line sheets x 4 • Instruction sheets x 4
5.	Copy homework in diaries <i>(Some pressure to do it quickly)</i>		• Homework written out

Going to Secondary School by



Homework Chart

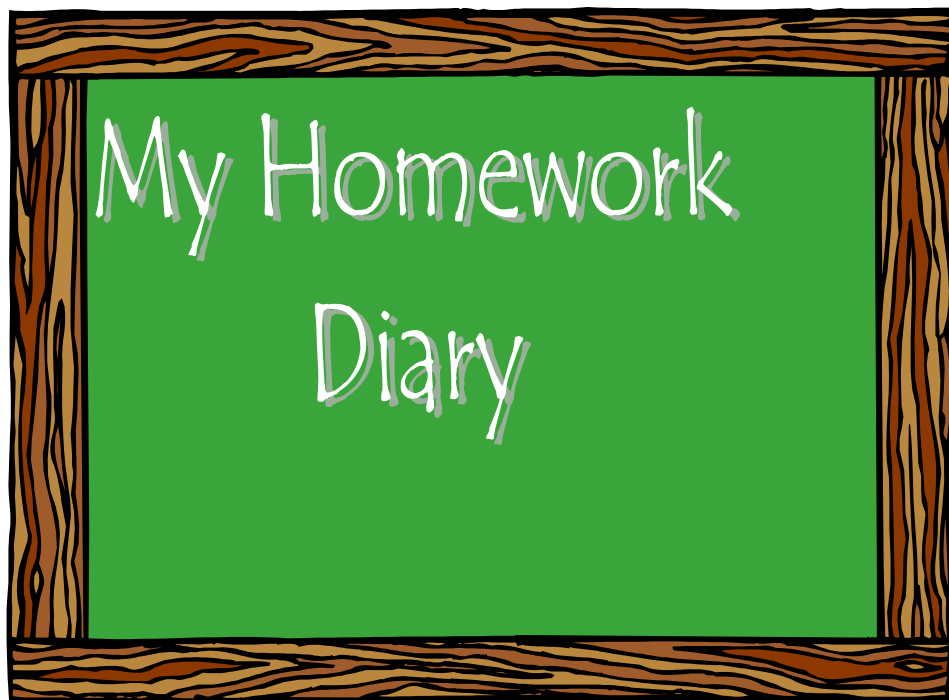
Term

Name						

My Weekly Timetable

MON						
TUES						
WED						
THURS						
FRI						

School Name:



Name:

Class:

Teacher's Name:

Week Beginning			
	Subject	Details	Due Date
Monday			
Tuesday			
Wednesday			

	Subject	Details	Due Date
Thursday			
Friday			
Comments by Parent/Carer and Teacher			
	Signature of Parent/Carer:		
	Signature of Teacher:		

January

February

March

April

May

June

July

August

September

October

November

December

Homework - Autumn Term - Session I

- Fill in the time-line with important things from your life.
- Say what the thing was, and how old you were when it happened.

My life time line - what to do

Can you add any of these to your time line? Write the date and your age. Someone at home might be able to help you.

I started Nursery.

I started infant school.

I started junior school.

Please put any other important things that you have done on your time line.

You can draw a small picture for each thing if you want to.

Please look after your time line and bring it back to school on

.....

Thanks

My life time

0 years old

11 years old

I was born

I start
secondary

Homework for this week



Date given:.....

Please ask your parent or carer to sign to say they've seen your homework.



Signed:.....

Homework for this week



Date given:.....

Please ask your parent or carer to sign to say they've seen your homework.



Signed:.....

SECONDARY TRANSFER GROUP

Term: **AUTUMN**

Date:

	Group	Theme What is Good Listening?	Session Number 2
	Plan	Evaluation	Resources
1.	Present Homework folders & time lines		
2.	When do we need to listen & why? Brainstorm ideas		• Large felt tip • Paper/Flipchart
3.	Listening profile a) analyse own listening habits b) say what you are going to improve (target).		• (Adapted) <i>Listening Profile sheets</i> x 4
4.	What helps us to listen? look at poster and discuss.		• Listening Lizzie poster (A3)
5.	Good and bad listeners (social skills) a) role play (pref. 2 adults) b) listen to partner's information (body sheets)		• 'here is...' (body picture sheets) x4 (NB see also 7 below)
6.	Revise good and bad listening a) with importance of listening carefully sheets. b) Fill in good listening sheet.		• Importance of listening carefully. • Conversations – how can we show we're listening? Sheets x4 and 1x A3 (fill this in with children.
7.	Write down homework Interview someone at home		• 'here is ...' sheets x 4 (see 5 above)

It will be important to listen carefully at Secondary School:

- To make new friends
 - To find out what other people are interested in
 - To make social arrangements
 - To sort out arguments
-
- To work in groups
 - To join in class discussions
 - To understand other people's points of view
-
- To follow instructions
 - To understand new vocabulary
 - To know what the teacher wants you to do
 - To know what the homework is
 - To know what equipment to bring to school
 - To be safe in practical lessons e.g. science, technology, PE
-
- To pass messages on to your parents/carers

Listening Profile

All about Me

Name.....

Date.....

These are my listening habits now	I am <i>very</i> good at this	I am <i>quite</i> good at this	I would like to be better
I always look at my teacher when s/he is talking to the whole class			
If someone is talking just to <i>me</i> I always look at them			
I keep listening even if it is a bit hard to understand			
I don't fidget or fiddle when it's time to listen.			
I think about what the person is saying to me and not about something else.			
People don't have to <i>remind</i> me to listen very often			
I usually know what the main idea is when my teacher is talking about something			
I usually know what I have to do after the teacher has told the class			
I ask my teacher a question when I don't understand			
I think I am generally a very good listener			

Alison Coulby 2002

This is my listening TARGET

What helps us
to
Listen?



Look at the person's
face.

CONVERSATIONS

NAME

DATE.....

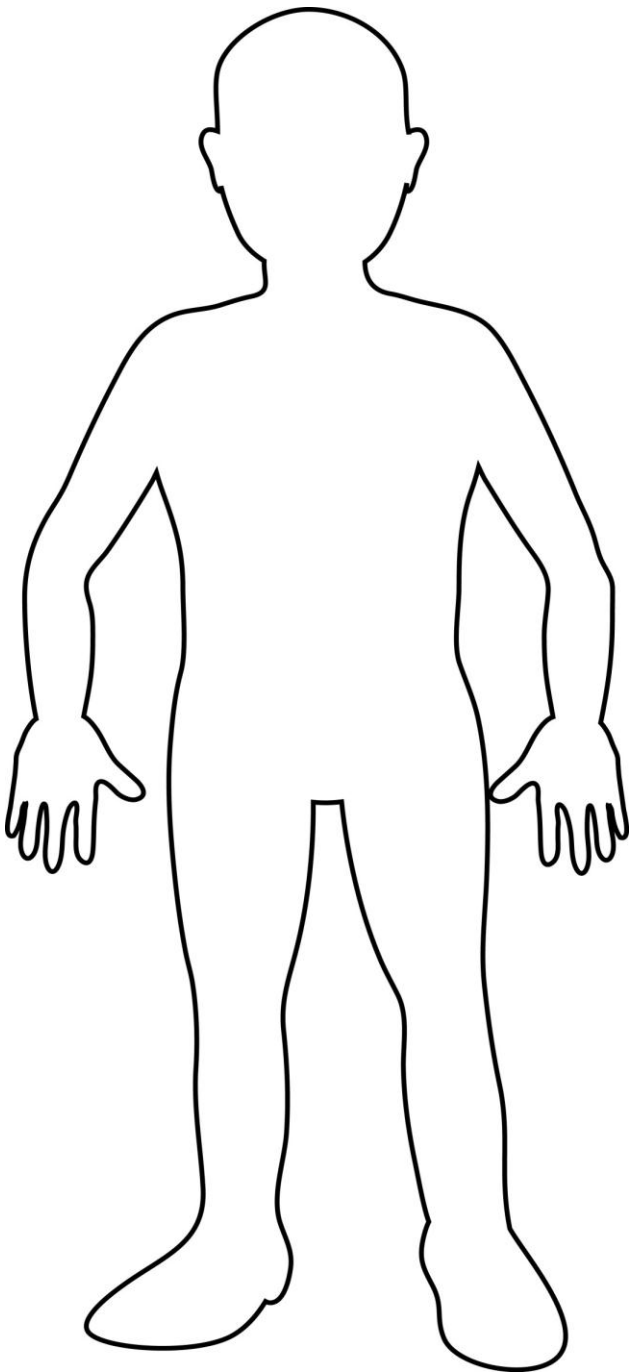
How can we show we're listening?
What do you notice about someone who is
listening?
What are they doing?



Homework - Autumn Term - Session 2

- Interview someone at home about themselves.

- Fill in the sheet called 'here is...' about the person you interview.



Here is

.....

In their family, they have

.....

Their hobbies are

- 1
- 2
- 3

This is what they look like today.

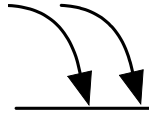
SECONDARY TRANSFER GROUP

Term: **Autumn**

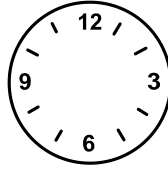
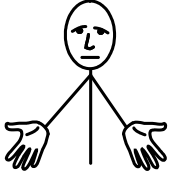
Date:

Group:	Theme: Active Listening/asking for clarification	Session Number: 3
Plan	Evaluation	Resources
1. <u>Show Homework</u>		
2. <u>Revise: "What helps us to listen"</u> (Referring to poster & "How can we show....? sheet)		• Listening Lizzie poster • How can we..... (from last week)
3. <u>Types of communication breakdown</u> a) Model poor communication – they analyse what went wrong (scribe on whiteboard) b) Read selected paragraph from "Microscopic Life" (about bacteria), using Poor communication in easier bits, then Explain what you have read. c) Ask "Was it your fault you didn't understand?"		• Examples sheets – Types of Breakdown for teacher ref.(x1) • Whiteboard / flipchart / etc. • "Microscopic Life" sheet (x1)
4. <u>What can we do if we don't understand what someone said?</u> a) Give "What to say or do if" Sheet. b) Go through "Don't know what the teacher is saying" sheet and fill in their ideas together.		• "Don't know what the teacher is saying" sheet (x4) • Examples sheet – Types of breakdown for teacher ref. (x1) • "Say it again" sheet A3 for teacher scribing (x4)
5. <u>Practice Active Listening</u> They give instructions to partners, using "Treasure Island" sheets (instructions Modified so that they know what poor Communication to use – e.g. too quiet; Not enough info; too fast; difficult vocab. etc.		• Treasure Island map sheets (x4) • Instruction card (Tr.Is.) (x4) • Felt pens or pencils
6. <u>Homework</u> – 'Problem-Solution' sheet What can go wrong when you're listening and what can you do about it?		• Homework instructions (x4 in case time is short) • Highlighter • Problem-Solution (x4)

Type of Breakdown	Examples	Seeking Clarification
Inadequate Acoustics		
Rate	A) Speaks too quickly.	"Slow down please"
Volume	A) Speaks too quietly	"Could you say it louder please"
Competing Noise	A) Coughs in the middle or leaves the TV on.	"I couldn't hear that – the TV is too loud"
Inadequate Content		
Impossible	A) "Give Peter the pen" B) Is asked to do something, but a necessary item is missing.	"But Peter isn't here"
Inexplicit	A) Omits vital information "Pick up the book"	"Which book shall I take" (choice of two)
Contradictory	A) Changes a name mid-instruction "Listen John, draw a tree. Go on Tom"	"Do you mean me or Tom?"
Complex Message		
Too Long	A) Overloads (B)'s memory span by giving too long instructions.	"I can't remember all that"
Unfamiliar	A) Uses vocabulary which is outside (B)'s experience.	"Is tugging the same as pulling?"
Complex Grammar	A) Phrases the sentence in an unnecessarily complicated way. "Feed the guinea pig after you've done your work" (Do your work, then feed the guinea pig)	"What do you mean"



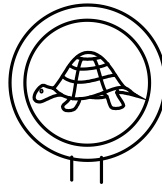
Say it again please.



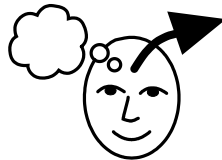
I need more time to think.



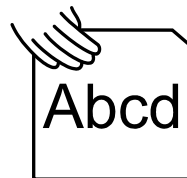
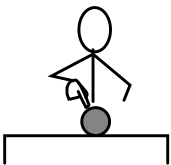
I don't know.



Can you say it slower?



I can't remember what you said.



What does that word mean?

Don't know what the teacher is saying?

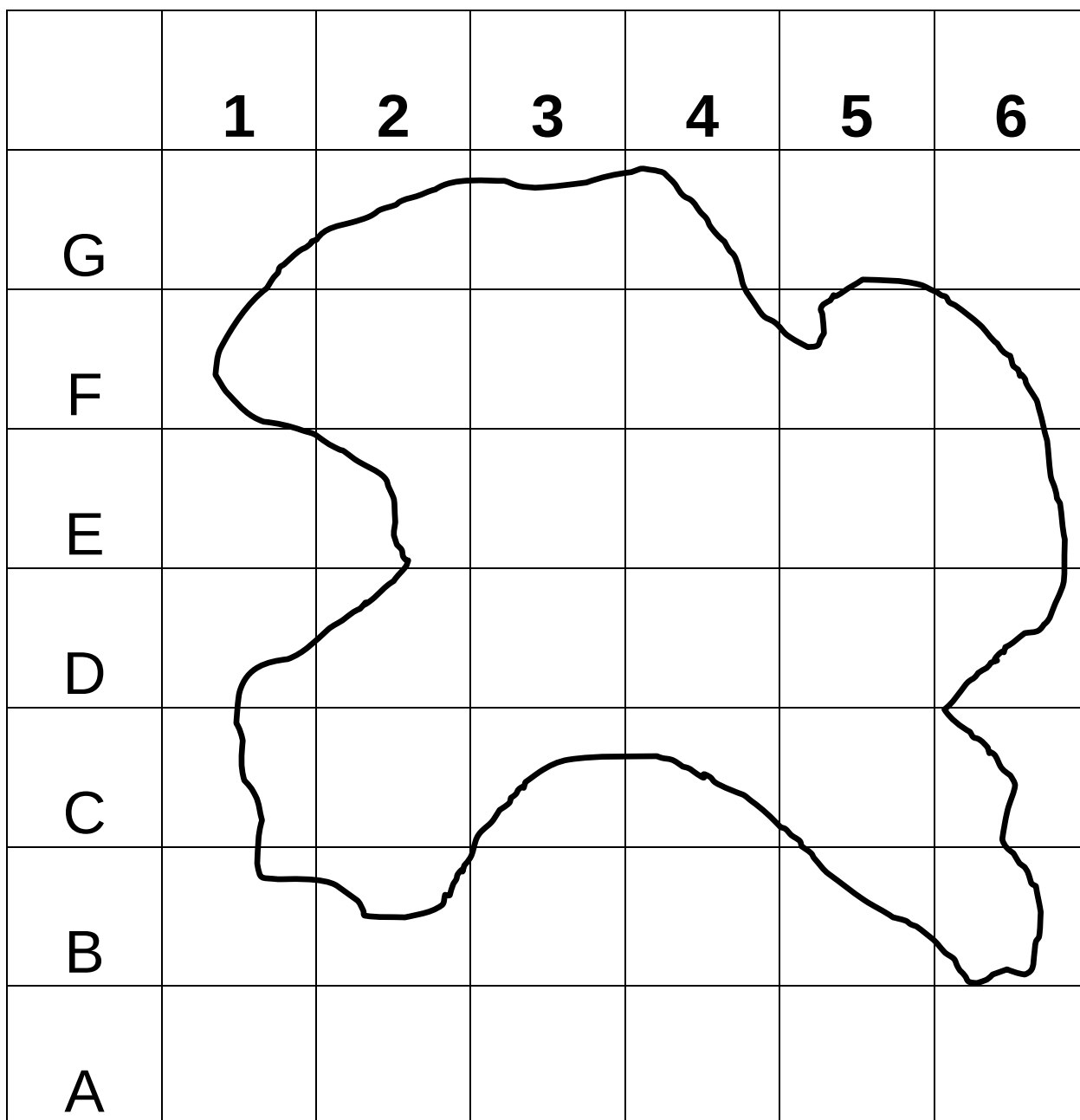
It isn't always your fault
but you must try to do something about it

What might be the problem?	What could you do or say?
Talking too fast	
Using difficult words	
Talking too quietly	
Other noises making it difficult to hear	
Saying too much at once	
Not giving <u>enough</u> information	
Using difficult sentences	
Making a mistake	

Name:

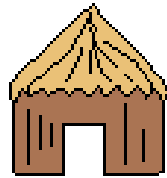
Date:

Treasure Island



Time to Listen Treasure Island

In "c5" there is a



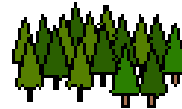
small wooden (hut)



(COUGH)

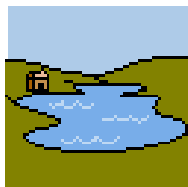
(MUMBLE) In "f3" and

"f4" there is a



forest

In "d2" there is a



lake

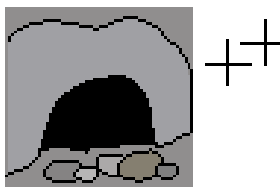
(SAY VERY FAST): In

"e2" there are three

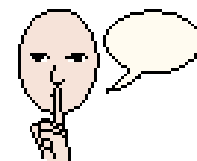


palm trees

In "d6" there are



two caves



In "a2" (WHISPER



there is a shark

Pictures and Symbols © Widgit Software 2004

In "b3" and "b4" (SAY

"D3" AND "D4") there is

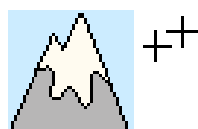


a small island

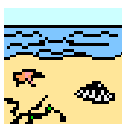
In "f2" there is a

cascade

In "e5" there are some



mountains, in "c4" and "c5"



there is a sandy beach

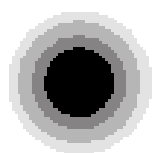
In "a5" there is a



ship sailing by

X

X marks the



spot



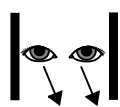
Problem



Solution

SECONDARY TRANSFER GROUP HOMEWORK (SESSION 3)

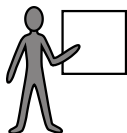
'Choose a problem from 'Don't know what the teacher is saying?'



Look at the Problem / Solution sheet.



Draw people or cartoon characters with speech bubbles



Showing what the teacher and the child are saying.

SECONDARY TRANSFER GROUP HOMEWORK (SESSION 3)

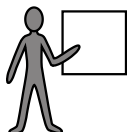
'Choose a problem from 'Don't know what the teacher is saying?'



Look at the Problem / Solution sheet.



Draw people or cartoon characters with speech bubbles



Showing what the teacher and the child are saying.

SECONDARY TRANSFER GROUP

Term: Autumn

Date:

Group:	Theme: Conversation Skills	Session Number: 4
Plan	Evaluation	Resources
1. <u>Feedback from homework</u>		
2. <u>What is the difference between listening and conversation?</u> a) Revise rules of good listening b) Brainstorm ideas		• What helps us to listen poster • Whiteboard / flipchart / etc.
3. <u>Why are good conversation skills important for secondary school?</u> a) Do a “Stand up if this is true” game (adult writes up on whiteboard and rubs untrue ideas)		• Ideas for “Stand up if this is true” X(1)
4. <u>How to start a conversation</u> a) Together read “question prompts” sheets b) Fill in “How can I start a conversation?” sheets as a group (If time)		• “Question prompts” sheets(X4) • “How can I start.....” (X4)
5. <u>Maintaining a conversation</u> Adults model poor conversation skills (no eye contact; questions; smiling; turn taking; topic maintenance etc.) Pupils analyse what was wrong, etc. Adults model good conversation skills Children use “look at speaker” sheets as prompts.		• Conversation skills – what are they? (X4) • Look at speaker sheets (X2) (laminated)
6. Homework Complete “Rules for good conversations” mind-map		• Homework instructions • Look at “Rules for good conversation” sheets-write key (X4)

Why are good conversation skills necessary at secondary school?
(Stand up if this is true.....)

Being good at conversation will:

- Make you feel better about yourself
- Help you to be a better reader
- Help teachers realise you are a nice person
- Make you a better swimmer
- Make it easier to tell someone if you are worried
- Help you find your way if you are lost
- Get you into trouble
- Get other people to help you if you're not sure what to do
- Make you more beautiful
- Make you popular
- Have people to talk to at play times and lunch times
- Get you into the pictures free
- Help you find out about clubs at the school
- Help you make new friends

Question Prompts Sheet

- Hello, what's your name?
- Have you got any brothers or sisters?
- How old are they?
- Where do you live?
- What are your hobbies or interests?
- What is your favourite game?
- What is your favourite sport?
- What is your favourite film?
- What kind of food do you like?
- What kind of books do you enjoy reading?
- Which book is your favourite?

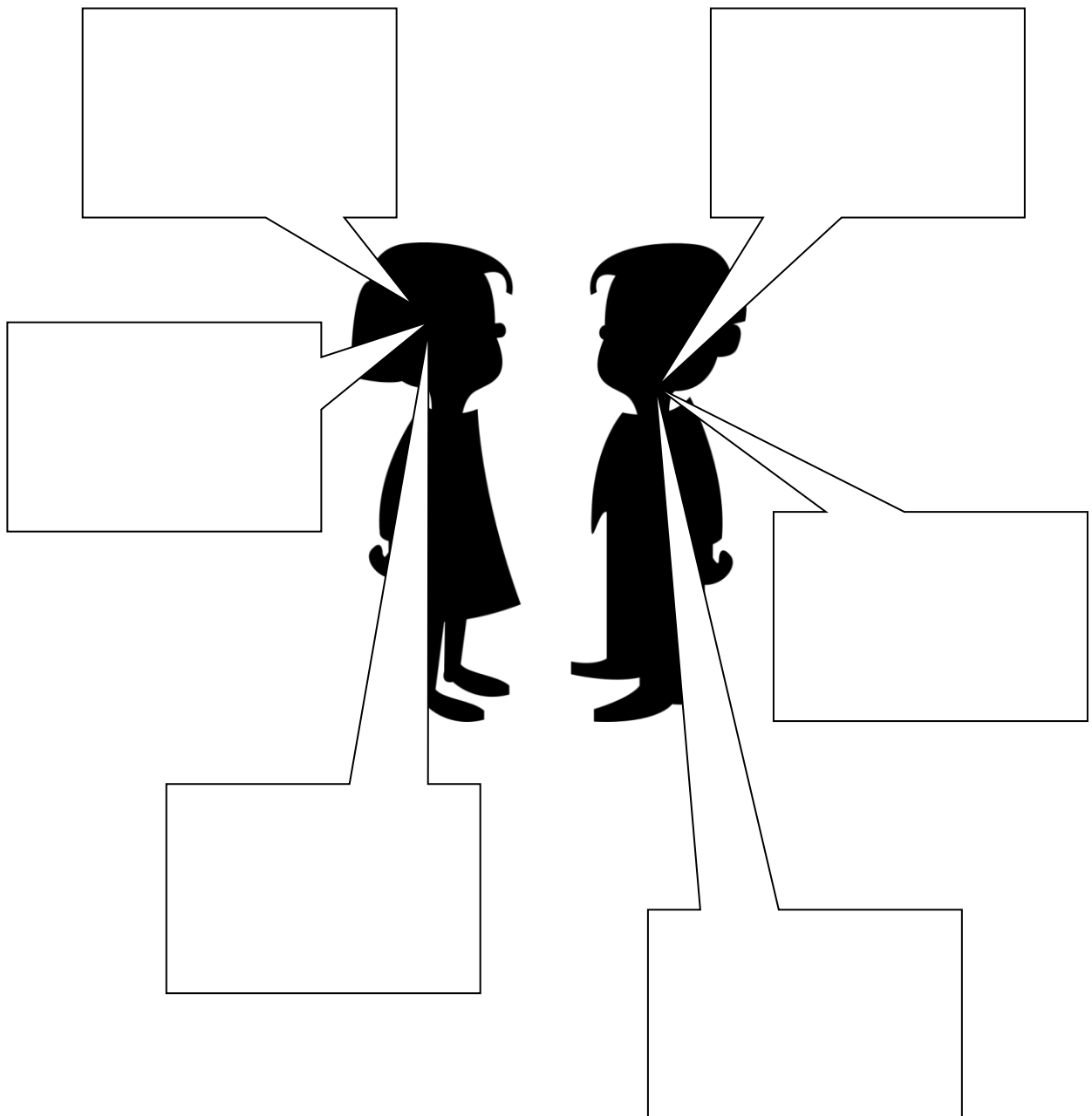
WORKSHEET

CONVERSATIONS

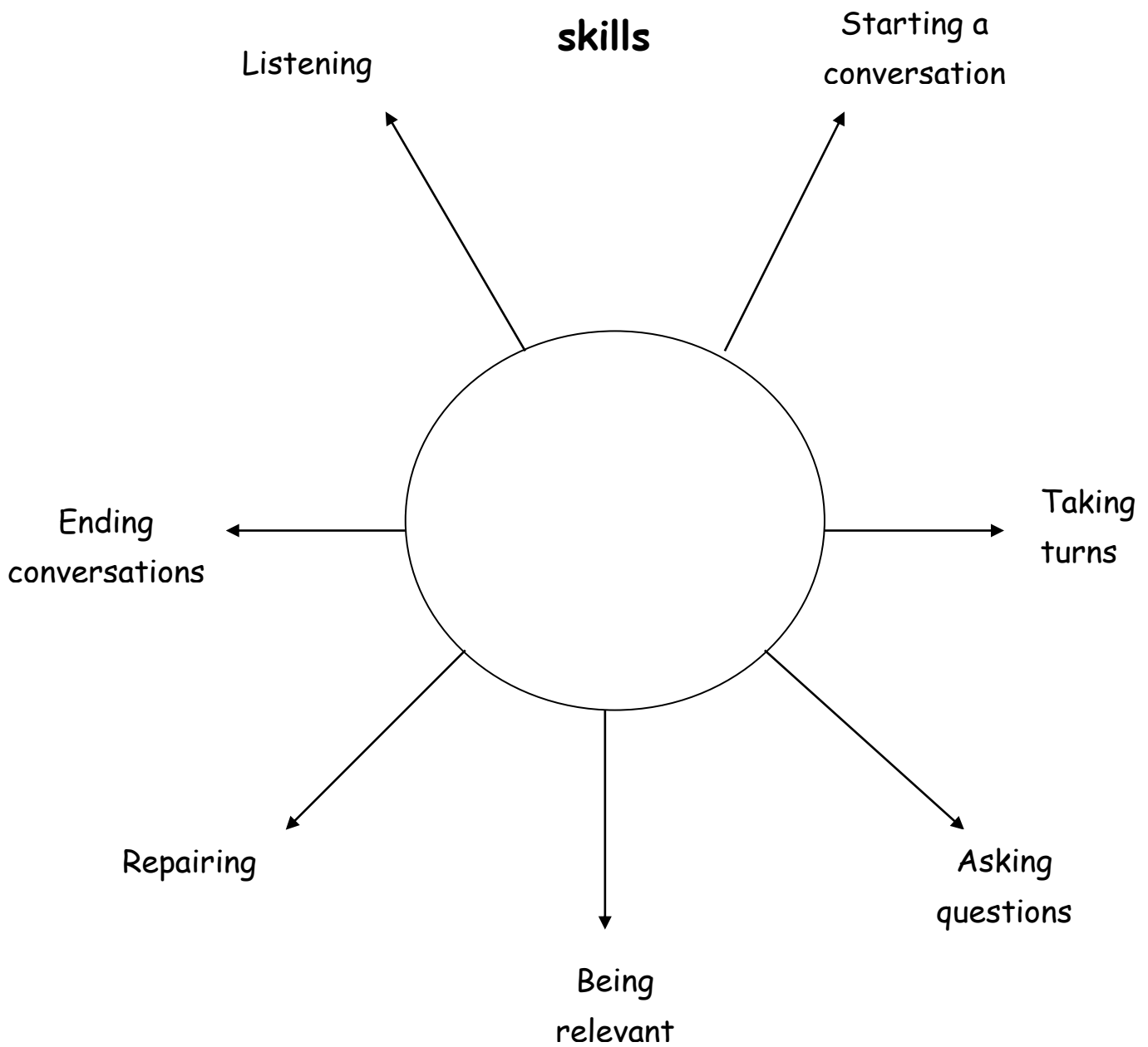
NAME:

DATE:

How can I start a conversation?

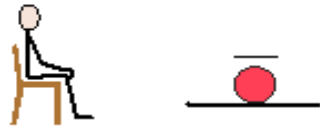


Conversational skills

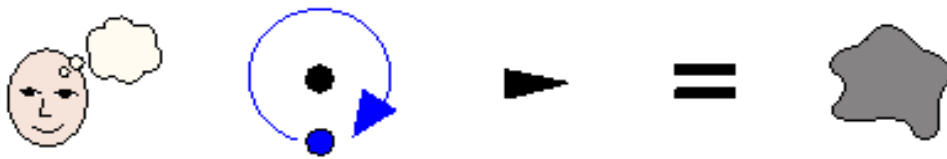




Look at the speaker



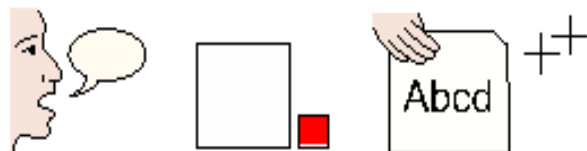
Sit still



Think about the same thing



Ask a relevant question



Say little words



Smile or nod your head

Conversation means

- Listening to the other person
- Taking turns to talk

You must

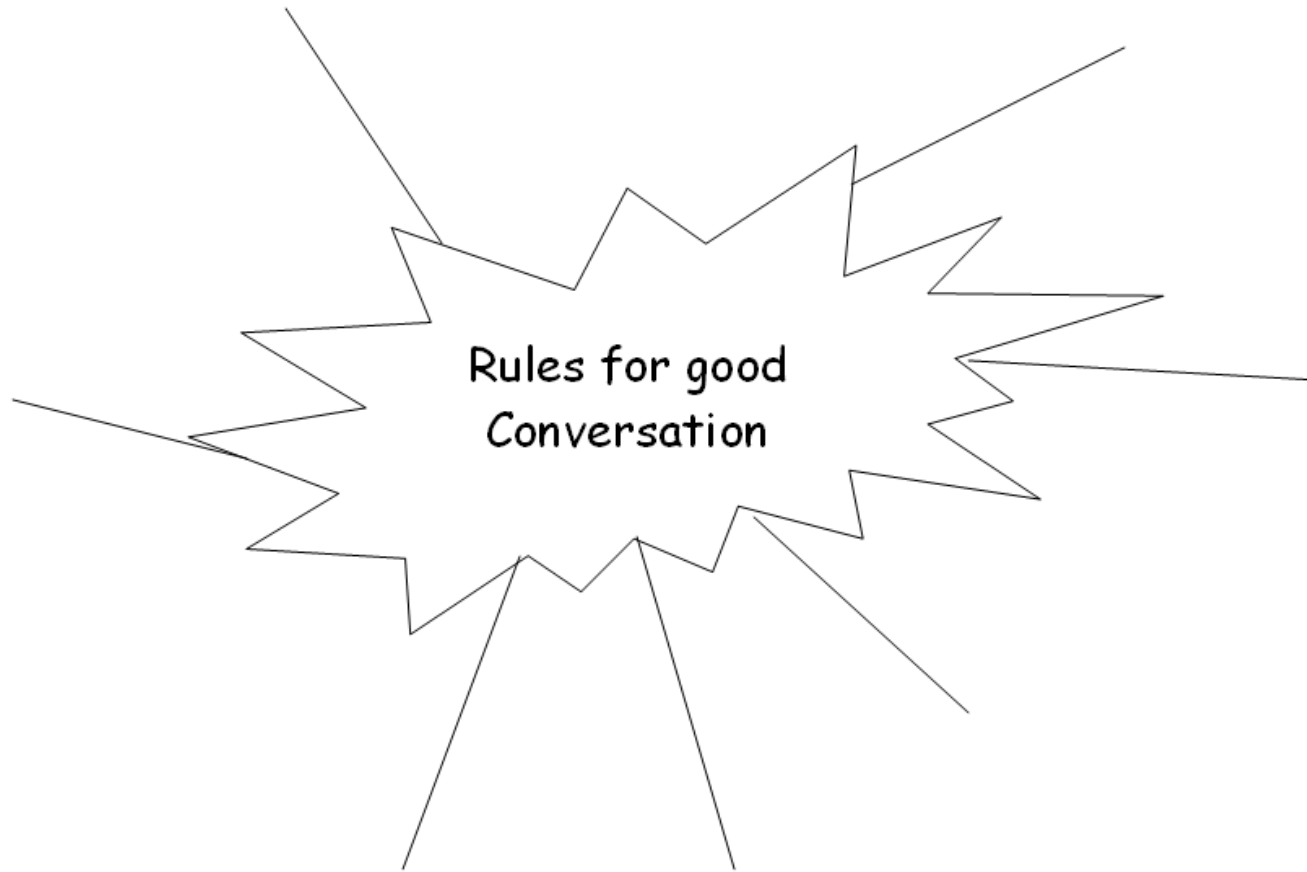
- Look at the speaker
- Think about the words

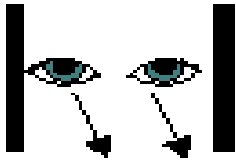
If you want to join in

- Wait for a pause
- Look at the person
- Ask a question or talk about the same

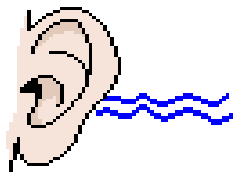
	listen
	look
	think
	talk

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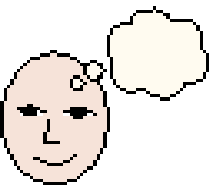




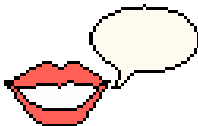
Look at the other person



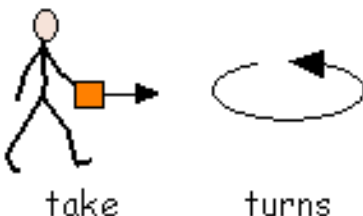
Listen to what they are saying



Think about what they are saying



Talk about the same thing



Take turns to speak

Homework - session 4

Secondary Transfer Group homework

On the mind map 'Rules for Good Conversations', write key words and draw pictures, for examples



Look at the other person

(look at the 'Rules for Good Conversations' to help you)

Homework - session 4

Secondary Transfer Group homework

On the mind map 'Rules for Good Conversations', write key words and draw pictures, for examples



Look at the other person

(look at the 'Rules for Good Conversations' to help you)

SECONDARY TRANSFER GROUP

Term: Autumn

Date:

Group:	Theme: Friends – What are they and how to make them?	Session Number: 5
Plan	Evaluation	Resources
1. Shake hands, make eye contact and say 'how nice to see you!'		
2. <u>Share Homework</u>		Homework Chart
3. <u>What is a Friend</u> a) Brainstorm b) Read through Recipe for a good friend?		Recipe for a good friend?
4. <u>How to make a friend</u> a) Brainstorm: <i>If someone was new to your school, what would be a good way to make friends with them?</i> b) Role Play: Beginning to get to know someone new (<i>refer to Good Conversation Skills – from last week</i>)		Tips for making friends
5. <u>Similar Interests</u> Role play – One pupil begins to describe interests. When listener hears something they have in common s/he reacts and reflects back with own experience/questions/etc...		- Similar interests sheet - Good Conversation from checklist (Session 3)
5.5 <u>Shyness</u>		
6. <u>Homework</u> Talk to someone at school you don't know very well. Try to find similar interests and make friends.		Complete 'Making Friends' sheet (Socially Speaking No. 9)

Recipe for a friend?

A friend could be someone who:

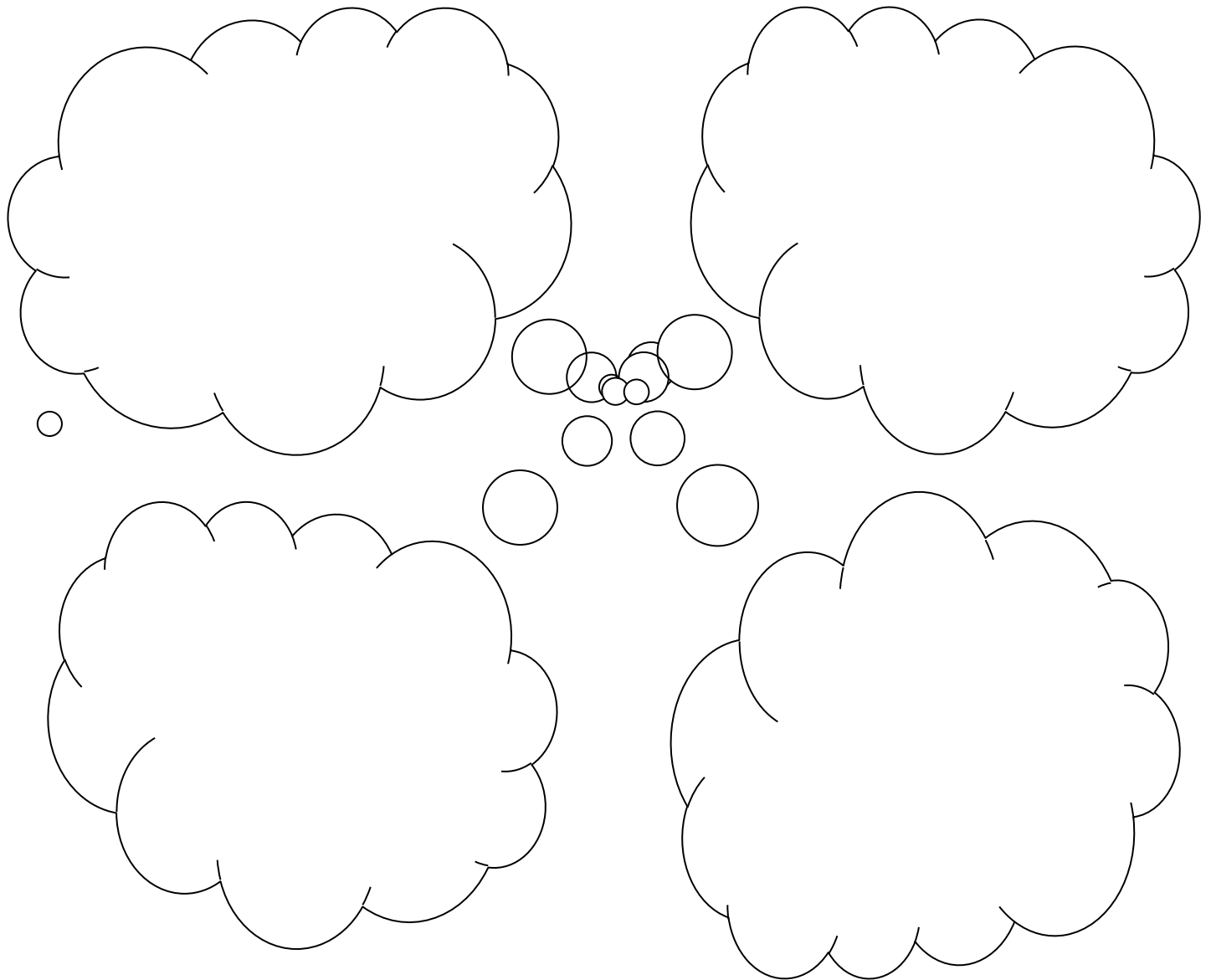
- Likes the things that you like
- Listens to you
- Trusts you
- You trust them
- You do things together that you enjoy
- Asks you for help when they need it
- Is fun to be with
- Wants to know things about you
- Makes you happy
- Cheers you up when you are upset

Tips for making friends?

- Say 'Hello' and what your name is
- Ask them their name and what primary school did they go to
- Ask if they would like to be shown around the school
- Invite them to join in at play time
- Ask them a question about what they like doing at home

NAME : _____

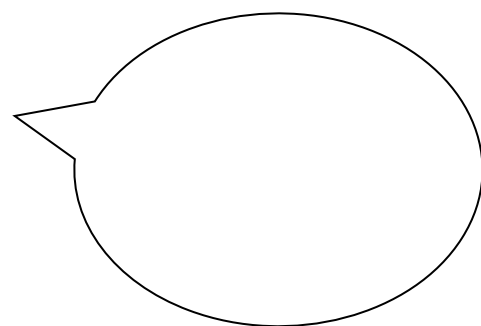
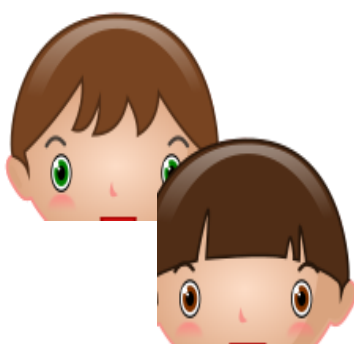
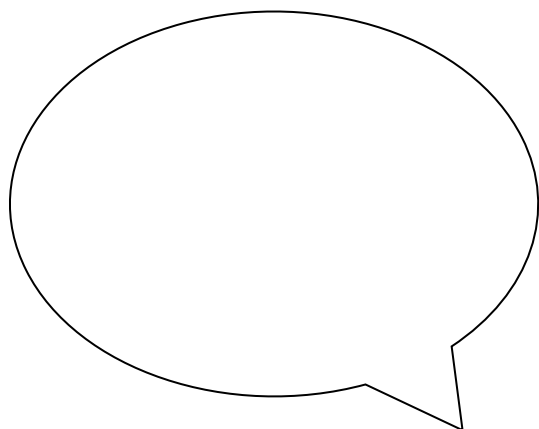
A New Friend



Write 4 things you would say to a new friend in the speech bubbles

NAME : _____

Similar Interests



Topics

An outing
Books

Food
Playtime

Films
Games

Shyness

Neeta doesn't know anyone in her group - they all come from different schools. She feels very lonely and shy.

What should she do?

Put her head down on the desk and cry. *What will the other children think about that?*

Jump around and shout so that everyone will notice her. (Role Play) *What will the teacher say?*

Introduce her self to the girls on the next table. (Role Play)

Don't speak to anyone, but just get on quietly with her work. *What will the teacher think about that? What's wrong with not talking to anyone?*

Homework Lesson 5

- Talk to someone you don't know very well
- Tell them about your interests and ask them about theirs (remember 'interests' means things you like doing and finding out about for FUN)
- Afterwards fill in the 'A New Friend' sheet
- Put what you said to each other in the speech bubbles

SECONDARY TRANSFER GROUP

Term: Spring

Date:

Group:	Theme: Subject Names +Categories	Session Number: 1
Plan	Evaluation	Resources
1. <u>Subject Names</u> • Brainstorm together – “Are there any new subjects being taught at Secondary School?”		• Paper for scribbling
2. Play Subject name-meaning matching card game		• Subject name-meaning card game (photocopy onto card and make game) Take turns to match pictures to subject names and say why
3. Work through both Understanding Everyday Writing (UEW) comprehension sheets (as Reciprocal Teaching Exercise)		Comprehension sheets 1 & 2 (X4of each + teacher copy)
4. Play “Kim’s Game” a) Memorise objects first without grouping b) Sort objects into categories and c) Say why objects are put into groups (to help us remember more easily)		• Bag of objects (choose your own) • Category cards (write categories relating to objects)
5. HOMEWORK – complete subject name symbol reference sheet		• Homework written out • Symbol reference sheet (X4) • Subject name list

SUBJECT NAME LIST	
English	
Maths	
History	
Geography	
Science	
R.E.	
French	
Art	
Drama	
Music	
Technology	
P.H.S.E	

Subject Matching Game



Art



Science



Technology



History



Geography



French



German



Spanish

ABC

English



Reading



Writing



Speaking



Biology



Physics



Chemistry



Music



Singing



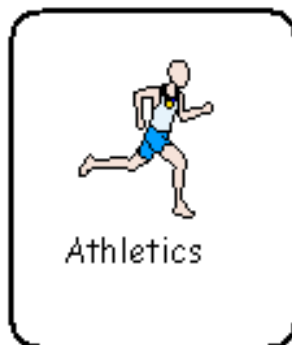
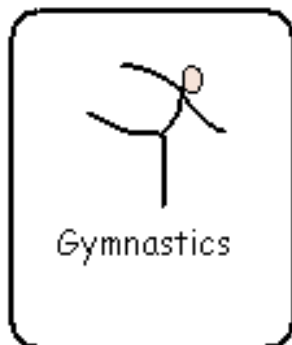
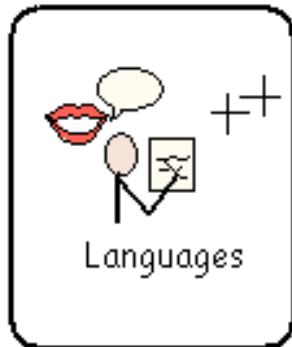
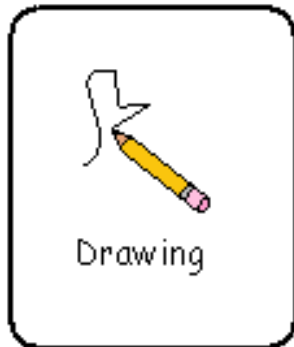
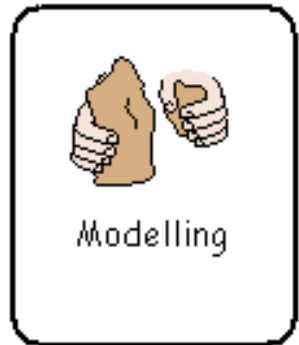
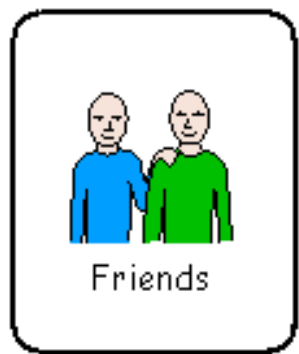
Playing

$$\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array}$$

Maths



Art





Teachers and their Subjects

Mrs. Davis gave one of these leaflets to all her pupils.

Steps Avenue School



INFORMATION ABOUT TEACHERS AND THEIR SUBJECTS

Pupil's Name: Tommy Day

Class Teacher: Mrs J Davis

Look at the leaflet.

Now answer the questions

1. What is in this leaflet? _____

2. Who does it belong to? _____

3. Who gave it to him? _____

LOOK AGAIN

1. Write the words on the leaflet with O in them

2. How many words begin with M? _____

Teachers and their Subjects

This is the inside of the leaflet.

Staff	Subject	Room
Mr. Benson	History	4C
Mr. Charles	English	8A
Mrs. Brown	Art/Craft	Art Room
Miss Milton	Science	Laboratory 1A
Mrs. Darling	Science	Laboratory 2A
Mr. Paris	French	5D
Miss Miles	Geography	2F
Mrs. Davis	Maths	6E

Look at the list

Now answer the questions.

1. How many teachers are listed? _____
2. In which room are the French lessons held? _____
3. Who teaches in a Laboratory? _____
4. Which subject does Mr. Charles teach _____
5. What is the name of the maths teacher _____
6. Who teaches what in room 2F _____
7. What does Mrs. Brown teach and where does she teach it? _____

Spring Term

Homework Session 1

Use your notes to fill in the gaps in the **subject name** list (write what each subject name mean)

Homework Session 1

Use your notes to fill in the gaps in the **subject name** list (write what each subject name means)

Homework Session 1

Use your notes to fill in the gaps in the **subject name** list (write what each subject name means)

Homework Session 1

Use your notes to fill in the gaps in the **subject name** list (write what each subject name means)

SECONDARY TRANSFER GROUP

Term: Spring

Date:

Group:	Theme: Timetables and Memory	Session Number: 2
Plan	Evaluation	Resources
1. Understanding Everyday Writing-both “Timetables” sheets (as Reciprocal Teaching exercise)		▪ Understanding general writing in school ▪ Time tables
2. Role play agreed best solution		▪ Scenarios for issues in school
3. Memory strategies (refer to categories from last week)		▪ Box of shopping ▪ Memory strategies mind map
4. HOMEWORK – fill in timetable for their school week at Primary School		▪ Homework written out ▪ Blank Timetable sheets (X4)

Class Timetable

Miss. Short is starting to write a timetable for her class.



Year 7 Class Timetable				
Monday	Tuesday	Wednesday	Thursday	Friday
Assembly	9:00 in hall			
English	11:00 in room 7			
B R E A K				
Maths	1:00 in room 9			
L U N C H				
History	9:30 in room 1			
Science				

Look at the timetable and answer the questions.

1. What sort of table is this? _____
2. Who wrote it? _____
3. Which day has been filled in? _____

Class Timetable

Miss Short has finished the timetable for Class 7B.

	Class Timetable				
	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30	Assembly	Singing	Assembly	Singing	Assembly
9.30-10.30	English	English	Maths	Maths	English
B R E A K					
11.00-12.00	Maths	Maths	English	English	Maths
L U N C H					
1.15-2.15	History	Geography	Art	PE	IT
2.15-3.15	Science	PE	Games	Drama	Science

Look at the timetable.

Now answer the questions.

1. For which class was the timetable written? _____
2. How many times a week do the pupils have English? _____
3. How many times do they have maths each week? _____
4. What is the last lesson on Friday? _____
5. On which other day do they have that lesson? _____
6. What comes after maths on Wednesday? _____
7. How many PE lessons are there altogether? _____

Talking About.....Secondary School

Scenarios for issues in school

Introduction

The transition from Junior to Secondary education is a worrying time for many children, particularly those with Autistic Spectrum Disorder, or a learning disability.

The latest in our "Talking About" series gives children the opportunity to discuss common situations and difficulties that may arise in Secondary School, as they try to cope with the extra social demands and complicated routines.

Activities/using the pack

Present one of the large pictures to the individual or group. A description of the scenario is provided, but it may be useful to widen the discussion by asking how the person might feel, or whether anyone in the group has been in a similar position. Some questions are already included on the description sheets.

Offer the small associated pictures, one at a time, to provide possible courses of action which may resolve the situation. The pictures show both appropriate and inappropriate ways of behaving, which will allow for lively discussion about the "right" thing to do. Encourage the children to think up their own suggestions.

Many of the situations lend themselves to role-play and "rehearsal" of social conversations, which are useful for small group work, and when working with children with Autistic Spectrum Disorder. These are labelled on the description sheets.

School Uniform

1. Danielle has never had to wear a school uniform before, and really hates it.

What does she have to wear?

Tell me about your new school uniform.

Do you like yours...or not?

What do you think would be a good school uniform? Draw a picture of it.

What should Danielle do?

Should Danielle wear her own clothes to school? What might happen if she does that?

Adapt the uniform so it looks better. Do you think it looks better? What will the teacher say?

Should Danielle refuse to go to school? What do you think Danielle's Mum is saying?

Should Danielle wear the school uniform, but ask her Mum if she can buy something nice to wear at the weekend. What might Danielle's Mum say?

Forgotten Homework

2. The teacher is asking everyone to hand in their homework. Mitchell opens his bag to get his work

butoh no!..... he's left it at home!!

Have you ever forgotten anything important?

Tell me about.

Do you get homework now? What do you think about doing homework?

What might the teacher say, or do, about Mitchell's "forgotten" homework?

What should Mitchell do?

Tell the teacher that he'll just run home to get it.....it'll only take 5 minutes, because he lives right next door to the school. Is this a good thing to do? What might the teacher say?

Say "sorry" and explain what has happened. He tells the teacher that he'll bring it in tomorrow.
(Role Play)

Dinner Hall

3. It's James' first day at school and he's gone into the dinner hall. He hasn't a clue what to do, now all the other children are arriving.

How does James feel?

Do you have lunch at school?

Tell me about what happens.

What should James do?

Ask some of the bigger children what to do. What might they say to him? (Role Play)

Try to find someone he knows so that he can sit near them. Who would you like to go into dinner with?

Go and hide in the toilets

Ask one of the dinner ladies what he should do (Role Play)

School Bag

4. Jacob is packing his school bag, ready for all his lessons tomorrow....but he's getting all mixed up. He's got so many books to sort through.

What new lessons might you have in Secondary School?

Where would you keep your school books?...in your room?...in a cupboard?

What should Jacob do?

Don't take any books to school. What will the teachers say?

Take all his books to school. Why is this a silly idea?

Check his timetable to see which lessons he is having tomorrow- then pack the books to go with that lesson.

Ring his friend Gina to find out which books she is taking tomorrow. This might not be a good idea. Why?

Shyness

5. Neeta doesn't know anyone in her year group-they all come from different Schools. She feels very lonely and shy.

What should she do?

Put her head down on the desk and cry. What will the other children think about that?

Jump around and shout so that everyone will notice her. (Role Play) What will the teacher say?

Introduce herself to the girls on the next table. (Role Play)

Don't speak to anyone, but just get on quietly with her work. What will the teacher think about that.? What's wrong with not talking to anyone?

Bus Queue

6. Chantelle needs to catch a bus to get to her new Secondary School, but it can be quite scary when all the big children join the queue. They're very noisy and keep pushing in front of her.

How do you get to school now? How will you get to your Secondary School?

Do you know any older children? Maybe you have any big brothers or sisters?

What should Chantelle do?

Find someone she knows to stand with.

Wait until the very last minute to get to the bus stop. What might happen if Chantelle does this?

Join a school club where she might get to know some of the older children. What clubs might you join at Secondary School?

Yell, shout and push the older children out of the way. What might the older children do?

Timetables

7. Yasmin is trying to get ready for school but she can't understand the timetable that she's been given. It's

very complicated.

How do you know what lessons you have each day?

How does Yasmin feel?

What should Yasmin do?

Write out her own timetable in a much simpler way.

Crumple up the timetable and throw it in the bin – it's stupid! What's wrong with doing this?

Ask her teacher to explain it to her again (Role Play)

Ask her friend to explain it to her. Why might this be a bad idea?

Homework

8. Tom has been given lots of homework to do. He just doesn't know where to start and he's really fed up.

What should he do?

Ignore it and just play on his games console. What will happen if Tom doesn't do his homework?

Do all his homework at once, and work until midnight. What's wrong with doing this?

Check his timetable and work out how soon each piece of work needs finishing.

Do his homework with his friend. What could go wrong here?

Getting Lost

9. Paige was moving from one classroom to another and has got lost. Everyone is already in class and she doesn't know where she should be.

How does Paige feel?

Have you ever been lost? Tell me about it.

Have you visited your Secondary School yet? Is it big? Did it have lots of signs and directions?

What should Paige do?

Knock on a classroom door and ask for help (Role Play)

Go to the main office and ask for help (Role Play)

Check her timetable to see which room she should be in. What might her teacher say if she turns up late?

Call out her friend's name. What's wrong with doing this?

The Showers

10. Stefan's class have just had a P.E. lesson and now they have to go into the showers.

How does Stefan feel?

Do you have to shower after your P.E. lesson?

What should Stefan do?

Keep his towel around him and go in and out of the shower quickly.

Don't have a shower. What's wrong with this?

Cry and say, "I'm not going in". What will the other children think?

Mess about and make rude remarks about other people. What's wrong with doing this?

After School Club is cancelled

11. Dan and Ellis have just found out that their after school computer club has been cancelled.
Dan's Mum was going to pick them up at 5.15, but now they're going to be hanging around for a long time and they're not allowed to stay in school.

How do they feel?

Why do you think the club was cancelled?

What should they do?

Walk home. What might be wrong with this?

Wait outside school.

Ask the lady in the office if they can ring Dan's Mum.

Hide in one of the classrooms. Is this a good idea?

Hard work

12. Gemma's maths teacher has given the class some work, but Gemma doesn't understand what she has to do.
It's very hard.

How does Gemma feel?

What work do you find hard to understand?

What do you find easy to do?

What should Gemma do?

Sit and do nothing. What might the teacher say?

Ask the teacher to explain again. (Role Play)

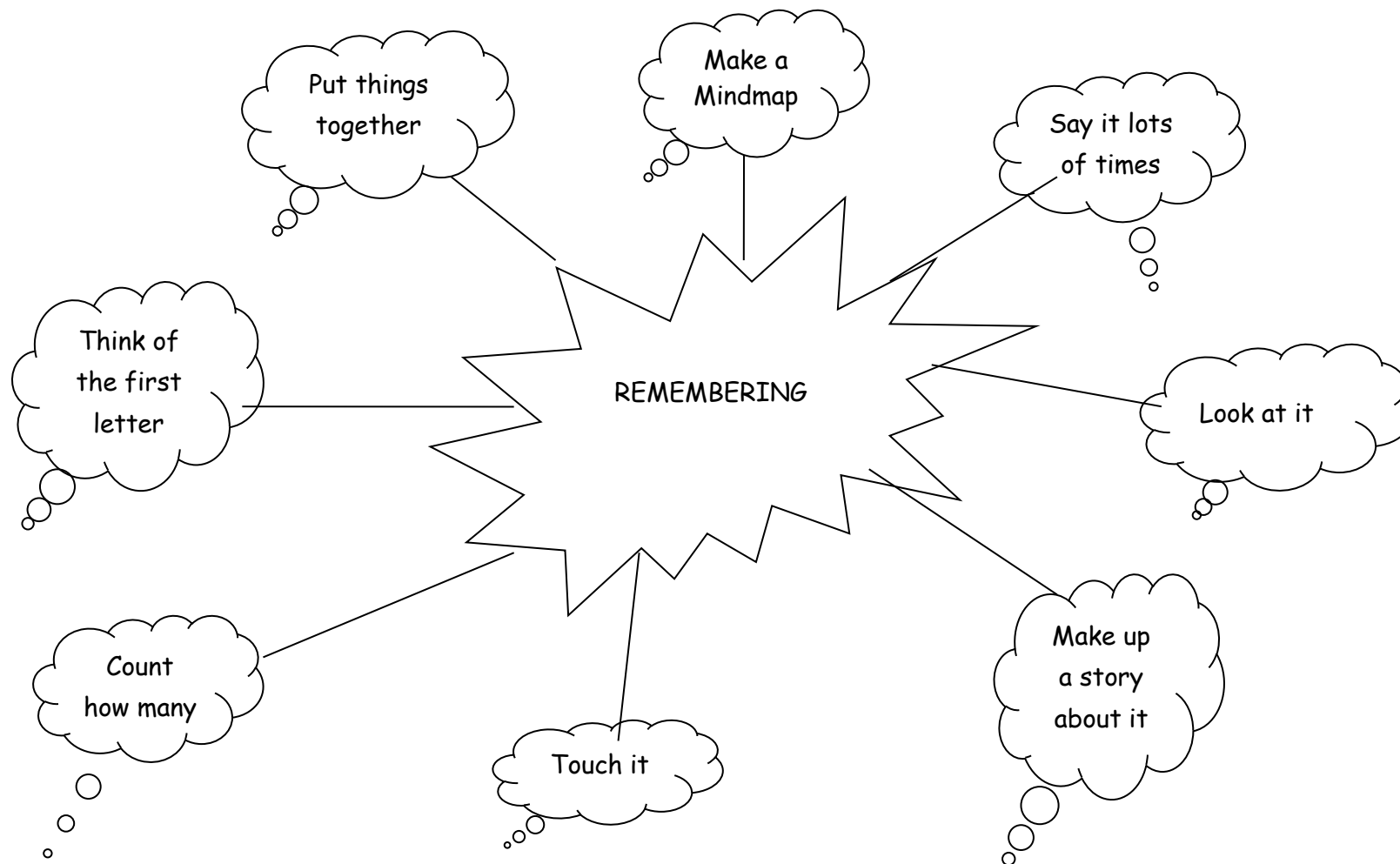
Ask the person next to her what she has to do.

Do the work - even though she doesn't really understand what she should be doing. What will happen if she does this?

Long way to school

13. Vikram's new school is a long way from his house and he's not really sure how to get there.

What could he do?



Spring Term

Homework Session 2

Fill in the **timetable** with the lessons & activities you have each week at your primary school

Homework Session 2

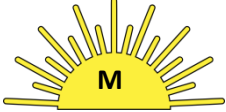
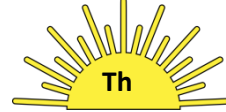
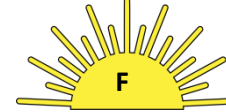
Fill in the **timetable** with the lessons & activities you have each week at your primary school

Homework Session 2

Fill in the **timetable** with the lessons & activities you have each week at your primary school

Homework Session 2

Fill in the **timetable** with the lessons & activities you have each week at your primary school

 Monday	 Tuesday	 Wednesday	 Thursday	 Friday

SECONDARY TRANSFER GROUP

Term: Spring

Date:

Group:	Theme: Homework	Session Number: 3
Plan	Evaluation	Resources
1. Remind about copying homework down quickly from the board 2. Emphasise doing homework on the night it is set 3. Read through "Rules for doing homework" and "Stop, think, start"		▪ Rules for doing homework (X4) ▪ "Stop, think, start" (X4)
4. "Homework" discussion NB – What if they just <u>didn't understand the homework?</u> (Ask a friend/tell teacher ASAP etc.)		▪ Discuss the different scenarios listed in the resources below ▪ Act out these scenarios
6. HOMEWORK – Write a) What to do if you can't do your homework b) What to say if you forget your homework		▪ Homework written out ▪ Sheet – a) "If I can't do my homework I should....." b) How I might say sorry if I forget my homework

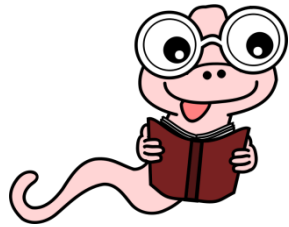
Rules for doing homework

1. Switch off the television.
2. Wash your hands.
3. Sit at a table.
4. Use a sharp pencil.
5. Remember, a rubber and ruler help!
6. Follow instructions carefully.
7. Check your work.
8. Remember to take your homework back to school





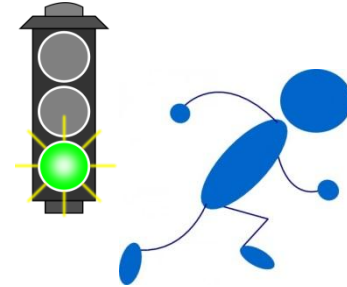
STOP



Read what it says



Think about it



Now you can start

Homework

If I can't do my homework I should:

a)

b)

c)

d)

If I forget to bring my homework to the lesson I should say:



If I did not understand my homework I should say:



If I did not finish my homework I should say:



Homework Session 3

Use the sheet called **"Homework"**

- 1) Write down 4 things you could do if you find you can't do your homework
- 2) In the speech bubbles write what you could say to the teacher.

SECONDARY TRANSFER GROUP

Term: Spring

Date:

Group:	Theme: Uniform + Memory	Session Number: 4
Plan	Evaluation	Resources
1. Understanding Everyday Writing-both “uniform” sheets (as Reciprocal Teaching exercise) ▪ Why do schools have uniforms? ▪ Is it a good thing?		Understanding Everyday Writing – 2 sheets “Uniform” (X4 of each + teacher copy)
2. Find out what the uniform at your new school looks like		Scenarios needed
3. Memory strategies (refer to categories from last week) ▪ Work on recalling list of Science facts ▪ Play bag of objects if time		▪ Science – facts about ▪ Bag of objects ▪ Memory strategies mind map
4. HOMEWORK – Memorise science facts about		▪ Homework written out ▪ Information about

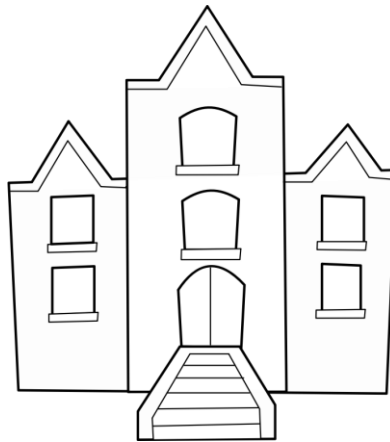
School Uniform List

This is the front of a leaflet, which lists the school uniform.
It was written by the head teacher, Mrs. Smith.

Steps Avenue School



School Uniform List



Look at the leaflet.

Now answer the questions.

1. What is listed in this leaflet? _____
2. What is the name of the school? _____
3. Who is the head teacher? _____

LOOK AGAIN

1. Write the vowels in Steps. _____
2. Write the consonants in School _____

School Uniform List

This is the inside of the leaflet.

Boys	Girls
White shirt	White blouse
School tie	Grey skirt or grey trousers
Black trousers	Grey sweatshirt with school badge
Grey sweatshirt with school badge	White socks
Grey socks	Black shoes - heels must not be higher than 4 cm
Black shoes (not trainers)	Black fleece jacket - winter term
Black fleece jacket - winter term	Black blazer - summer term
Black blazer - summer term	
Games Kit	Games Kit
Black shorts and tracksuit	Black games skirt and tracksuit
Polo shirt - white	Polo shirt - white
White socks	White socks
Football boots	Football boots or hockey boots
Trainers	Trainers

Read the lists.

Now answer the questions.

1. Do the girls wear ties at school? _____

2. What do the girls wear instead of a shirt? _____

3. What sort of jacket do the pupils wear in winter? _____

4. What sort of jacket do the pupils wear in winter? _____

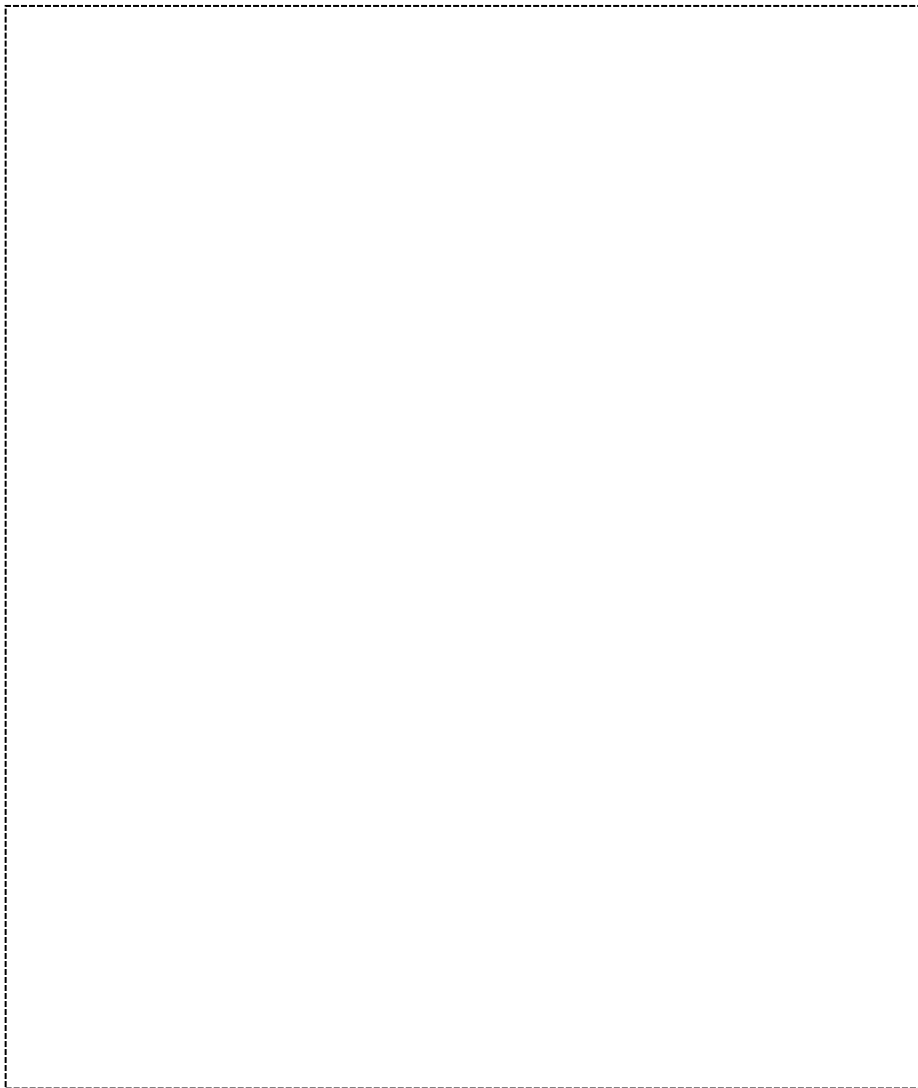
5. How high can the heels on the girls' shoes be? _____

6. What colour socks must boys have? _____

School uniform at my new school

What are the colours of your new school uniform?

Draw your new school uniform here



SECONDARY TRANSFER GROUP

Term: Spring

Date:

Group:	Theme: After school activities and Memory	Session Number: 5
Plan	Evaluation	Resources
1. Understanding Everyday Writing-both After School activities' sheets (as Reciprocal Teaching exercise)		Understanding Everyday Writing – 2 sheets “After school activities” (X4 of each + teacher copy)
2. After school club		Find out what the after school clubs are at your new school
3. Memory strategies (refer to categories from last week)		Box of Shopping
4. HOMEWORK – read through all sheets from this term and discuss with parent		Homework written out

After-School Activities

This is the front cover of a programme.

It lists all the after-school activities at Steps Avenue School.

Miss Fox wrote it.



Look at the programme.

Now answer the questions.

1. What is the name of the school? _____

2. Who wrote the programme? _____

What sort of programme is it? _____

LOOK AGAIN

1. Which word is between Steps and School? _____

2. Which word ends in S? _____

After-School Activities

Inside the programme is the list of after-school activities.

SA

Steps Avenue School: After-school activities

Monday	Football team practice Netball team practice Rouder team practice
Tuesday	Swimming - sets 1 and 3 (4-5pm) Swimming - sets 2 and 4 (5-6pm)
Wednesday	Writers' Club (1 st Wednesday in month) Chess Club - in school hall
Thursday	Tennis for Beginners Book Club
Friday	Athletics



Look at the list.

Now answer the questions.

1. How many different activities are there in a week? _____
2. Where is the Chess Club held? _____
3. How many swimming sets are there? _____
4. When would set 4 go swimming? _____
5. Which day has the most after-school activities? _____
6. List the activities on that day. _____
7. How often does the Writers' Club meet? _____

Activities
Programme

Spring Term

Homework session 5

Read all the sheets we have looked at this term with your parent or carer and talk about them together

Homework session 5

Read all the sheets we have looked at this term with your parent or carer and talk about them together

Homework session 5

Read all the sheets we have looked at this term with your parent or carer and talk about them together

Homework session 5

Read all the sheets we have looked at this term with your parent or carer and talk about them together

Secondary Transfer Group

About my new school

Summer Term: Session 1

Resources

- "Facts about my new school" sheet
- "Same or different" sheet
- "Looking forward to/worried about" sheets + prompt sheets
- Homework diaries
- Secondary Education in Greenwich booklet (or others, if available)

1. Warm up

Each person tells the group what Secondary group they will be going to and gives one piece of information about it, (e.g. location, uniform)

Each person chooses someone to ask a question about what they have heard.

Emphasise good listening, clear speaking, and relevant questioning.

2. Facts about my new school

Discuss sheet with children and put in name of school + any other information they know.

Discuss ways of researching remaining information (booklet, siblings, peers, phone directory)

3. Similarities/Differences

Enlarge sheet to A3 and complete with children.

Help them work out number of pupils in Primary School and look up average of actual Number in Secondary from Greenwich booklet. (Each school gives roll and planned admission

e.g. p35)

Estimate number of teachers (usually 50-100)

4. Looking forward to/worried about

Discuss with children using prompt sheets...

Try to emphasise the positive whilst acknowledging fears.

Record children's contributions.

Ask them to complete "5 things..." sheet

5. Homework

- Complete "Facts about my new school" sheet.
- Work through "How will I get there?" with parents/carers. (Refer to pp. 7,8,9 in Greenwich booklet, if appropriate + provide A-Z map if relevant)

Making new friends

Travelling to school

Finding my way around

Following a timetable

Bells for end of
lessons

Meeting new teachers

Being in a tutor group

Joining clubs

Learning new subjects

Being with older pupils

School rules

Bullying

Homework

Detention

Starting at Secondary School

Are you looking forward to starting at your new school?

Talk to your friends about some of the words and phrases below

making new friends

the timetable

lunch time

learning new subjects

being in a tutor group

school rules

homework

travelling to school

wearing the uniform

new teachers

joining clubs

moving rooms

finding your way around

detention

List 5 things you are looking forward to and 5 things you are a bit worried about.

I am looking forward to;

1.

2.

3.

4.

5.

I am a bit worried about;

1.

2.

3.

4.

5.

What things are the similarities and what are the differences between
Primary school and Secondary School?

Same or different Size of buildings Number of pupils Age of pupils Number of teachers Subjects you learn	<u>Primary School</u> <u>Secondary school</u>	

The school is not as big as it looks

Be ready to start

Be prepared for a good time

Be brave and don't be frightened

You might feel lonely at first but you
will soon make friends

Learn to find your way around

If you have problems with the homework
ask the teacher who set it

The lessons and P.E. are fun

Teachers are nice to you if you are nice to
them

HOW WILL I GET THERE?

If you are not sure how to get to your new school it is important to find out how you will make the journey and how long it will take

Fill in the right box for your journey

Will you walk? Do you know the way? How long will it take you? Will you have a friend to walk with? 	Will you ride your bike to school? Do you need to get special permission? Where will you put the bike when you get to school? Should you get a bike lock? 
Will you get a lift in a car? How long will the drive take? What time must you leave home? Will you get a lift back home too 	Will you catch the bus to school? Where is the bus stop? What is the number of the bus? How much fare money will you need? 
Will you go by train  What time is the train home? What fare will you need? What time is your train?	

What time does school start?

What time does school finish?

What time will you leave home?

What time will you get home?

Going to Secondary School

I am g..... to go to a new s..... in September.

It called.....

It is a s..... school.

You go to secondary school w..... you are 11.

Before you go secondary school y..... go to primary s.....

My primary school is called.....

I am in Y..... 6 at primary school.

I w..... be in year 7 secondary school.

At my p..... school is my teacher.

At secondary school I will have lots of t.....s.

I will do l..... of different lessons.

I w..... have different teachers for the d..... lessons.

The different l..... will be in different r.....s.

I will need to take different things in my b..... every day for the different lessons.

I w..... have a timetable to tell me which l..... I am going to have every day, and w..... room I have to go to.

I come to this school by

When I go to I will go by.....

Some of m..... friends are going to school as well.

They are.....

FACTS ABOUT MY NEW SCHOOL

The name of my
new school is

The address is

The telephone
number is

It is a
(boys / girls / mixed)
School

The Head Teacher's
name is

My Head of year'
name is

My Form Tutor
will be

SECONDARY TRANSFER GROUP

Term: Summer

Date:

Group:	Theme: Timetables/Home/Equipment	Session Number: 2
Plan	Evaluation	Resources
1) <u>Review/compare homework</u> 2) <u>Look at "Green Oaks" school timetable</u> a) What lesson does JK have in lesson 2 on a Tuesday in week 1? (etc. questions) b) Where does JK go for music on a Thursday in Week in week 2? (etc.) c) How many lessons of each subject are there?(colour code subjects first) d) Do Quiz: " <i>Secondary School Timetable</i> "		▪ "Green Oaks' School timetable (X4) ▪ Sam Watkins Timetable (X4) ▪ "Secondary School timetable" True-False questions
3) <u>Homework</u> a) Remind about copying homework down quickly from the board (i.e. key words) b) Emphasise doing homework on the night it's set, and why c) What to do if you don't understand/can't do homework (i.e. call a friend/ask parents/see subject teacher ASAP etc) d) Give " <i>rules for doing homework</i> "		▪ Sheet – Rules for doing Homework (X4)
4) <u>Equipment</u> a) Read " <i>What I need to bring to school each day</i> " sheet b) Read & complete " <i>What else will I need?</i> " c) Complete " <i>Equipment for secondary school</i> " sheet		▪ Sheet – "What I need to bring to school each day" (X4) ▪ Sheet 6 from "Induction Book" (X4) ▪ Sheet – "What else will I need?" (X4) ▪ Sheet – "Equipment for Secondary School" (X4)
5) <u>Introduce Homework</u> – "The school Day" quiz		▪ Homework written out ▪ "The school day" info (X4) ▪ "The school day" question sheets (X4)

GREEN OAKS SECONDARY SCHOOL

TIMETABLE WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday
REGISTRATION 8.35-8.45					
1	English F23	Maths G7	Technology G3	French F10	RE S16
2	Art F14	Science S21	Technology G3	Drama G19	Maths G7
BREAK 10.45-11.05					
3	Geography S12	English F23	Dance Gym	Maths G7	Music G20
4	French F10	History S9	English F23	PE Football	English F23
LUNCH 1.05-2.05					
REGISTRATION 2.05-2.10					
5	PE Gym	French S12	PSHE S5	Science F19	English F23

TIMETABLE WEEK 2

	Monday	Tuesday	Wednesday	Thursday	Friday
REGISTRATION 8.35-8.45					
1	Maths G7	English F23	Maths G7	PE Football	PHSE S5
2	History S9	Drama G19	RE S16	French F12	Geography S12
BREAK 10.45-11.05					
3	English F23	Technology G3	Science S21	Maths G7	Art F14
4	Dance Gym	Technology G3	Music G20	History S9	Science F19
LUNCH 1.05-2.10					
REGISTRATION 2.05-2.10					
5	French F12	Science F20	PE Gym	Geography S12	English F23

Secondary School Timetable

Name: _____

Date: _____

Look at the timetable. Read the sentences carefully, and then write T (true) or F (false) on the line next to the sentence.

1. _____ Morning break starts at 10.45 am.
2. _____ The first lesson on Monday week 1 is Art.
3. _____ English is in room F23.
4. _____ It is a ten day timetable.
5. _____ The lunch break lasts for one hour and ten minutes.
6. _____ There are six lessons every day.
7. _____ Afternoon school starts at five past two.
8. _____ There are two lessons every morning.
9. _____ There are three French lessons in week 2.
10. _____ Music is in F20
11. _____ Each lesson lasts one hour.
12. _____ School finishes at ten past three.
13. _____ You need to bring your PE kit on Wednesday and Thursday in Week 2

Rules for doing homework

1. Switch off the television.
2. Sit at a table.
3. Use a sharp pencil.
4. Remember, a rubber and ruler help!
5. Follow instructions carefully.
6. Check your work.
7. Remember to take your homework back to school



*WHAT I NEED TO BRING
TO SCHOOL EACH DAY*

Uniform

Pencil

Pens (black or blue)

Rubber

Books for the day's lessons

Homework diary

Dinner money or card (if necessary)

Games Kit (if there is a games lesson)

*Can you think of anything else you might need to
bring* _____

*WHAT I DO NOT NEED TO BRING TO
SCHOOL EACH DAY*

Money. (except for dinner or bus fare)

Jewellery

Games

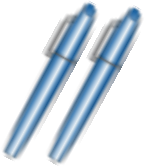
Any valuable items

*Can you think of anything else you don't need to
bring?*

Induction Book

- You must bring some learning equipment
- Have you got your _____?

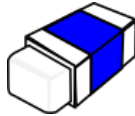
Pens



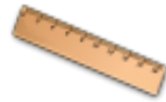
a pencil



a rubber



a ruler



- The school provides some equipment
- Can I have a/some _____, please?

Writing book



writing paper



scissors



glue



Reading book



a calculator



These are also useful.

Can you bring them?

a pencil
Sharpener



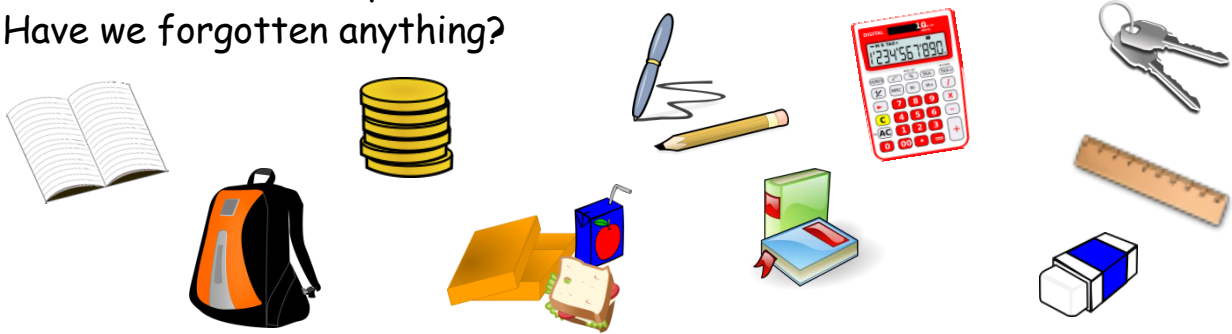
coloured pencils



WHAT ELSE WILL I NEED?

There are lots of things that you might need when you start school and it is a good idea to practise packing your bag before the beginning of term. Look at the pictures below.

Have we forgotten anything?



Put a circle around the things that you will need and draw in any that are missing.

When you go to your new school you will have the chance to learn some new subjects with new names, such as; science, craft, design and technology and personal and social education. You may need to bring special clothing or equipment for these subjects. Make a list of some of the subjects that you might do in the first year which will need some special equipment.

SUBJECT	I WILL NEED

Name:

Equipment for secondary school

Things I will take to school everyday	Things I will take to school sometimes	Things I will never take to school

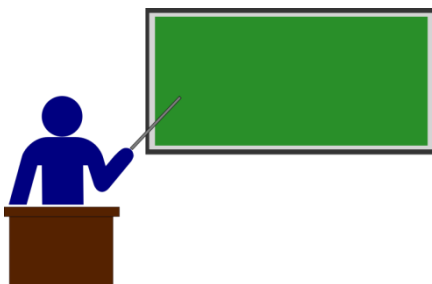
Homework - Summer Term - Lesson 2

- Read the sheet called "The School Day"
- Answer the "True or False" questions on the other sheet

The School Day

- ❖ At your primary school you spent most of your time with one teacher in one room.
- ❖ At secondary school you will see several teachers every day.
- ❖ You will need to move from room to room for different lessons.
- ❖ At the beginning of the day your form tutor calls the register.
- ❖ The rest of the day is usually divided into 5 lessons. Each lesson is about an hour long.
- ❖ A bell or buzzer will sound throughout the day to remind **teachers** that it is time to move on. You must not move until the teacher tells you to.
- ❖ You must learn to move *quickly and quietly* to your next lesson, being careful not to bump into anyone else on the way.
- ❖ Your form tutor will help you fill in a **timetable** which will help you know which lessons to go to next, and where to find them in the school.

The School Day



- Read the information on the sheet entitled "The School Day".
- Now answer the questions about Secondary School days and Primary School days.

Answer: "T" (= true) or "F" (= false)

- 1) At primary school you have at least 5 different teachers every day. _____
- 2) At secondary school you will have lots of different teachers every day. _____
- 3) At secondary school you stay in the same room all day. _____
- 4) The person who takes your register at secondary school is the head teacher. _____
- 5) At secondary school you will usually have 3 lessons every day. _____
- 6) As soon as you hear a bell or buzzer it means you must get up and rush off to your next lesson. _____
- 7) When you are going from one lesson to the next it is important to go carefully and quickly. _____
- 8) The only way you can tell where to go next is to ask other Year 7 pupils. _____

SECONDARY TRANSFER GROUP

Term: Summer

Date:

Group:	Theme: Bag packing/Saying sorry/ rules	Session Number: 3
Plan	Evaluation	Resources
1) <u>Review Homework</u> (The school day) NB Emphasise getting straight there; staying with others in tutor group; saying sorry if necessary.		
2) <u>Packing your bag</u> a) Read through " <i>Planning</i> " sheet (<i>the night before</i>) b) Look at Green Oaks timetable and answer (e.g.) "What will you put in your bag on Tuesday night in Week 2?" etc. c) Remind them to colour code exercise books to match the timetabled subjects d) Discuss having a box to keep all school stuff in at home e) Practice packing the real bag against the clock (as if at the end of a lesson)		▪ A3 sheet "Planning" (X1) ▪ Green Oaks timetables ▪ From last session (X4 or one large version) ▪ School bag + pencil case, pencils, pens, rubber etc. several books, etc. for packing ▪ Clock with second hand or timer
3) <u>Saying sorry</u> Follow sheet "Two things to practise" adults role Play scenarios well and badly. Analyse... (Emphasise tone of voice, eye contact etc.)		▪ Sheet "Two things to practise" (X4)
4) <u>Rules</u> a) Read through and complete sheet "School Rules" b) Look at 1 or 2 of the "Codes of Conduct" + "Classroom Rules" Discuss sanctions & rewards c) Pupils practise "Saying sorry" for breaking the rules (See sheet)		▪ Sheet "School Rules" (X4) ▪ A3 sheets "Alexandra Park School Code of Conduct" (X1) ▪ A3 Sheet WHL School Code of Conduct ▪ A3 Sheet "Classroom Rules" (X1) ▪ Sheet "Saying Sorry - Apologising
5) <u>Introduce Homework</u> (Problem - Solution Sheet)		▪ Homework written out ▪ Problem - Solution sheet

Planning

The night before put in your bag the things you will need for the next day. You will need to look at your timetable

GREEN OAKS SECONDARY SCHOOL

TIMETABLE WEEK 1

	Monday	Tuesday	Wednesday	Thursday	Friday
REGISTRATION 8.35-8.45					
1	English F23	Maths G7	Technology G3	French F10	RE S16
2	Art F14	Science S21	Technology G3	Drama G19	Maths G7
BREAK 10.45-11.05					
3	Geography S12	English F23	Dance Gym	Maths G7	Music G20
4	French F10	History S9	English F23	PE Football	English F23
LUNCH 1.05-2.05					
REGISTRATION 2.05-2.10					
5	PE Gym	French S12	PSHE S5	Science F19	English F23

TIMETABLE WEEK 2

	Monday	Tuesday	Wednesday	Thursday	Friday
REGISTRATION 8.35-8.45					
1	Maths G7	English F23	Maths G7	PE Football	PHSE S5
2	History S9	Drama G19	RE S16	French F12	Geography S12
BREAK 10.45-11.05					
3	English F23	Technology G3	Science S21	Maths G7	Art F14
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LUNCH 1.05-2.10					
REGISTRATION 2.05-2.10					
5	French F12	Science F20	PE Gym	Geography S12	English F23

SAYING SORRY.....APOLOGISING

If you **do** break the rules or behave in a way that upsets or hurts somebody else, you can show that you are sorry by apologising nicely.

Sometimes that is not an easy thing to do because it is hard to admit that you are wrong.

It is a good idea to practise apologising and get really good at it.

With a partner think up a situation in which you have done something which is against the school rules.

Take it in turns to be the angry teacher and the kid who says "Sorry".

What other ways are there to apologise?

What is the best way to calm a teacher down?



Try acting it out for the group and let an adult judge who used the best strategy, and explain why it worked well.

TWO THINGS TO PRACTISE



1

Even if you do forget something it is not the end of the world. It is always a good thing if you can say that you are sorry.

Imagine that you have forgotten something.

Practise saying the right words of apology with a partner or with your teacher and then it will be easier if it does happen.

FOR EXAMPLE

"I AM SORRY Sir/Miss. I am not used to my timetable yet and I have forgotten to bring the right book. I will remember it for the next lesson.



2

Mistakes can sometimes happen because we did not really understand exactly what the teacher meant. Some things may be very different from what you are used to and if you pretend that you understand when you don't, then the teacher will not know that you need help.

Think up a situation in which you have not understood exactly what the teacher meant and discuss this with a partner. Take turns to explain to the teacher what has happened.

FOR EXAMPLE

"I am sorry Sir/Miss, I have been listening but I did not quite understand what you meant when you explained what we had to do for homework. Please could you tell me again so that I can be sure that I have written it down correctly"

SCHOOL RULES

All schools have rules. Sometimes we agree with the rules and sometimes we don't but we know that if we break a rule we may get into trouble.

Why do schools have rules?

- To protect people or property
- To help the organisation to run smoothly
- To provide the best possible education for all the pupils

IT IS IMPORTANT TO KNOW WHAT THE RULES ARE
IT IS IMPORTANT TO KNOW WHAT WILL HAPPEN
IF YOU BREAK THE RULES

Think about the rules that you would make if you were in charge of a big secondary school with lots of busy teachers and lots of pupils trying to get around and get on with their work.

Write down 5 rules which will be easy to understand and easy to obey, and that will help the school run smoothly.

1	_____
2	_____
3	_____
4	_____
5	_____

Which is the most important and best rule in your primary school?

HORNSEY SCHOOL FOR GIRLS

SCHOOL RULES

Our School Rules are to be followed by every member of our school community. Our rules have been devised by staff and the School Council.

- Walk sensibly and quietly in the school building. Always keep to the left in the corridors and on the stairs.
- Speak politely and respectfully to everyone.
- Eat and drink in the dining room, the picnic area and the playground only. Chewing gum is not allowed in school.
- Students must go outside at break and lunchtime, unless they are attending a club with a member of staff or in a supervised classroom.
- Put litter into a bin.
- Students must wear school uniform every day.
- Mobile phones may not be used anywhere on the school site at anytime of day. Always ask a member of staff if you need to use a telephone.
- Listen carefully to members of staff and follow their instructions.

THE ALEXANDRA PARK SCHOOL CODE OF CONDUCT

Alexandra Park School is a rich and diverse community with a culture of learning at its heart. We all share responsibility for creating a learning environment where teachers are free to teach and students are free to learn. We must treat each other with respect and tolerance at all times. We will not accept any forms of prejudice or bullying.

All students accept that they should:

Put learning first

- Work hard to the best of your ability
- Follow instructions quickly
- Listen to others and be silent when asked
- Allow other students to work without interruption
- Work with others sensibly and seriously
- Keep a record of your achievements in your planner

Support each other

- Be considerate, trusting and thoughtful of others
- Be ready to help whenever you can
- Be polite and understanding and avoid confrontations
- Praise each others' work and acknowledge the achievements of others

Be responsible

- Wear the correct uniform at all times
- Be on time to school and to lessons
- Arrive with all your books, equipment and planner
- Write down all your homework
- Complete all the work set and meet deadlines
- Move around the building safely, calmly and quietly
- Don't bring anything to school that could cause harm to others or distract students from their learning
- Talk to a teacher about any problems

Care for our environment

- Don't eat or drink outside the dinner hall or in the playground
- Don't bring any chewing gum to school; this is strictly forbidden
- Put litter in bins, even if it is not yours
- Leave classrooms tidy and look after displays

If you ever have any problems, talk to your tutor, your Director of Studies or any other member of staff. It is never right to use verbal or physical abuse against another person, even if they have upset you.

Students must stay within the school grounds at all times during the day including lunchtimes.

CLASSROOM RULES

THESE ARE THE RULES YOU MUST FOLLOW

- Arrive to lessons on time and come into the room quietly.
- Bring the correct equipment to all lessons.
- When the teacher is speaking, remain silent and listen carefully.
- Put your hand up if you want to speak or move out of your seat. (except in lessons where you have been given permission to move whenever you need to).
- Treat others and their work with respect and speak to everyone politely.
- Listen to and follow instructions the first time. (ask your teacher politely to repeat these if you did not understand them)

If you choose to follow the rules expect:

- Praise
- "Good News" cards
- Merit Certificates
- Possibly Wednesdays out of uniform

If you choose not to follow the rules expect:

- A warning
- A 2nd warning
- Staying behind to speak to the teacher
- 10 minute detention
- To be sent out of the class

If you continue to choose not to follow the rules, you will find yourself off timetable, excluded and even before the Governors!

WHITE HART LANE SCHOOL

WORKING TOGETHER - A CODE OF CONDUCT

We are a multi-cultural, mixed School and we will NOT, therefore,
accept any racist or sexist comments or actions.
This code has been drawn up by staff, pupils, parents and governors.

GENERAL RULES

I Will

Come to school every day unless I have a good reason.

Bring a note to explain any absence.

Arrive on time for school and lessons.

Behave sensibly and look after the building.

I Won't

Damage property.

Truant from school or lessons.

Smoke, swear or spit.

WITH OTHER PUPILS

I Will

Try to be friendly and co-operative.

Get on with others regardless of who they are.

Co-operate with others in learning.

Ignore silly behaviour.

I Won't

Bully or name call.

Fight or do anything to provoke a fight.

Disturb others who are trying to learn.

WITH OTHER TEACHERS AND OTHER ADULTS

I Will

Be helpful and polite.

Be co-operative.

Listen to instructions.

I Won't

Argue.

Answer back rudely.

DURING LESSONS

I Will

Try hard at my work.

Come with the correct equipment.

Listen to instructions and explanations.

I Won't

Waste time.

Shout or call out.

Throw things around.

Eat or drink.

Homework - Lesson 3

- Look at the "*Problem*" - "*Solution*" sheet
- Think carefully about what you could do about each of the problems.
- Then write your ideas on the solution side.

Homework - Lesson 3

- Look at the "*Problem*" - "*Solution*" sheet
- Think carefully about what you could do about each of the problems.
- Then write your ideas on the solution side.



Problem

Solution



1) You have lost your book

2) You have not brought in your homework.

3) You can't find your way to the next lesson

SECONDARY TRANSFER GROUP

Term: Summer

Date:

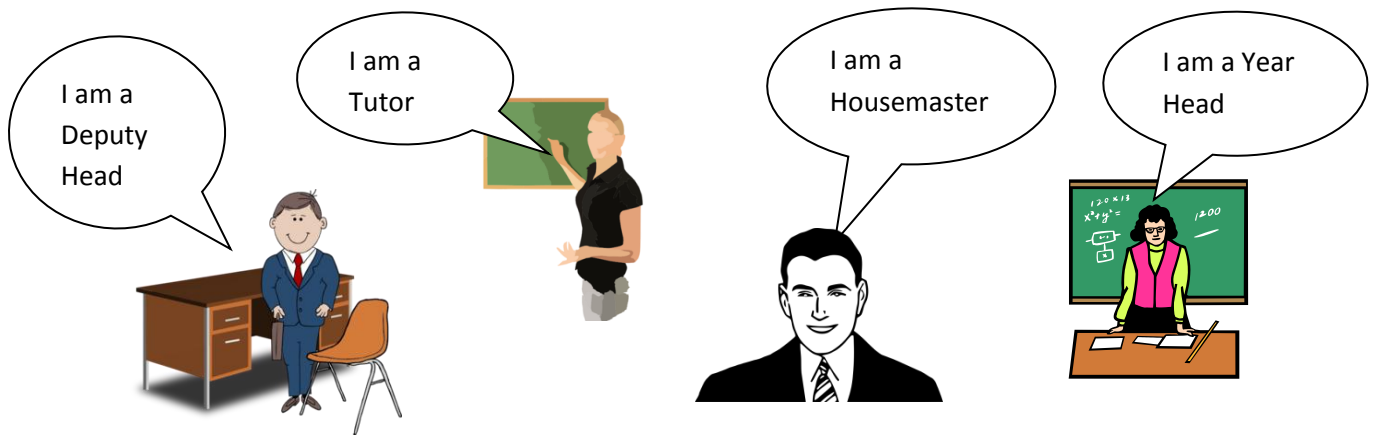
Group:	Theme: Who's who? /Lunches	Session Number: 4
Plan	Evaluation	Resources
1) <u>Review/compare homework – (Problem – Solution)</u> 2) <u>Who's Who?</u> a) Look at “ <i>Structure of the school</i> ” sheet Discuss jobs done by different people in school b) Discuss “Pupil Material” sheet – “ <i>Which teacher would you see every day?</i> ” c) Give “Who's Who?” sheet for completion when they visit their schools /ask parents.		▪ “Structure of school (X4) ▪ “Pupil Material” sheet – Which teacher should you see everyday? (X4) ▪ Who's who? Sheet (X4)
3) <u>Lunchtime</u> a) Read through and complete “The mid-day break” (use word bank to help ideas) b) Read and discuss sheet “School Dinners” c) Using “CAFETERIA PRICE LIST” complete “Choosing What to Eat” sheet. NB mention “Meal Of The Day”/“Special Day Deal” idea (=main course, vegetable & desert at special price) d) Play “Lunch Time” game (NB emphasise healthy combinations)		▪ The mid-day break sheet (X4) ▪ Cafeteria Word Bank sheet (X4) ▪ School Dinners' sheet (X4) ▪ CAFETERIA PRICE LIST (X1-A3) ▪ Choosing What To Eat sheet (X4) ▪ Lunch Time Game – (made up into cards)
4) <u>What could go wrong at lunch times?</u> Discuss their ideas. Use “What can go wrong at lunch times?” Problem Solutions sheet to suggest what you could do. NB bullying – emphasise: not everything is bullying; you have a right not to be bullied; always tell (refer to Who's Who?)		▪ What can go wrong at lunchtime? Problem Solution sheet (X1 A3)
5) <u>Homework C</u> Do Secondary School Quiz (cloze) sheet		▪ Homework written out ▪ Secondary School Quiz sheet (X4)

THE STRUCTURE OF THE SCHOOL

There are lots of adults in a large comprehensive school and not all of them will teach you. Some teachers have special jobs to do for the school as well as to teach classes. There will be some teachers who look after year groups or house groups and some who plan the subject teaching or write up the timetable. Somebody will be there to look after pupils who are worried or sick. There will be secretaries who write the letters and do the typing and people who cook and clean and look after the building and the grounds.

Each school has a STRUCTURE with the Head Teacher responsible for the whole school and other teachers sharing out all the other different jobs.

Some of the jobs have special names which you may need to learn.



Find out what is meant by these words and what the people do.

Tutor		Head of House	
Year Head		SENCO	
Deputy		Head Teacher	
Head of Department		Prefect	

Discussion

Which teacher will you see every day?

Which teach will you only see some days>

Who is Who at my New Secondary School?

In September I will go to Secondary School.

- The school is called.....
 - The school's address is.....
.....
 - The phone number is.....
-

- The Head Teacher is.....
- The two Deputy Head Teachers are.....
and.....
- The Special Needs Co-ordinator is.....
- The Learning Support Teachers are.....
and.....
- The Speech and Language Therapists are.....
and.....

The Mid-Day Break

You will have a lunch break between morning and afternoon lessons. This is the time for you to have something to eat and relax with your friends. Sometimes there are clubs or sports practice during the dinner hour.

Find out when the lunch break starts, finishes and how long it is.

Start Finish Length

There are different ways to have a meal during the lunch break.

Can you think of three?

- 1.
- 2.
- 3.

How do you have lunch at your primary school?

How will you have lunch at secondary school?

Do you think dinner time will be different or the same?

Why do you think that?

School Dinners

Most secondary schools have a **cafeteria** that provide the school dinners.

Sometimes there is one big dining hall and sometimes there are several smaller rooms.

Can you find out what the dining room is like at your secondary school?

As there are so many pupils at secondary school they cannot usually all sit down for lunch at the same time. So pupils go into different **sittings**.

How will you find out what time to go for dinner?

You will be able to choose what you eat each day.

You will pay at the cash till.

If you are on free school meals you will get a dinner card or ticket.

A **menu** and price list will be on display in the dining room.

You will choose what to eat and see how much it costs.

How much do you think you will need to bring to school to pay for lunch?

What foods would you like to choose?

What will you drink?

Cafeteria	Dinner
Canteen	Meal
Menu	Cash till
Sitting	Price
Dining hall	Packed lunch
Mid-day	Self-service
Lunch	Cash card

CHEF'S CHOICE

Meal Deal £2.10
Dish of the day £1.90
Homemade selection of quiche £0.85
Sweet & sour vegetables with rice £1.38

DINNER JACKETS

Dinner jacket meal deal £2.10
Pick & mix self serve salad selection £1.15
Jacket potato £0.95
Jacket potato with pick and mix £2.10
Filled jacket potato £1.21

SIMPLY SANDWICHES

Selection of vegetarian filled £1.15
Sandwiches, rolls, wraps and pittas
Selection of meat or fish filled sandwiches, rolls,
wraps, pittas & hoagies £1.38

WORLD OF FLAVOURS

World Choices meal deal £2.10
Freshly made ham & cheese tagliatelli £1.38
Freshly made ham & mushroom tagliatelli £1.38
Homemade spaghetti/pasta Bolognese £1.38
Homemade spaghetti italienne £1.05
Homemade lasagne £1.38
Homemade vegetarian lasagne £1.05
Mega macaroni bake £1.38
Homemade spaghetti napolitaine £1.05
Homemade pizza £1.20
Homemade pizza with salad £1.00

DRINKS, SWEETS & MISC

Homemade bread £0.23
Selection of bread rolls £0.31
Seasonal fresh fruit £0.32
Yoghurt £0.53
Selection of homemade biscuits £0.58
Daily sweet & custard £0.80
Fresh fruit salad £0.70
Choice of homemade muffins & cakes £0.75
Milk £0.52
Flavoured milk £0.52
Fruit juice Fairtrade £0.63
Aqua juice 185ml/330ml/500ml £0.47/£0.70/£0.95
Thirst Aid water 330ml/500ml £0.47/£0.65
Tea/coffee/hot choc £0.52
Fruit juice cuplet £0.47

BREAKFAST

Or mid-morning break service - a selection from
the following:

Toast 1 slice £0.26
Toast 2 slices £0.42
Fresh fruit selection £0.32
Yoghurts £0.53
Toasted tea cake £0.75
Toasted crumpet £0.70
Fruit bread selection £0.75
Cornflakes and milk £0.75

CHOOSING WHAT TO EAT

Ask your teacher to find out from your new school what the menu is for one week, together with all the prices. Plan what you would choose each day and how much money you will need.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FOOD PRICE	FOOD PRICE	FOOD PRICE	FOOD PRICE	FOOD PRICE
Total	Total	Total	Total	Total

Have you spent about the same each day?

Work out how much dinner money you will need for the whole week

TOTAL FOR THE WEEK

Take this section about the mid-day meal home and discuss it with your parents or the adults who will give you your dinner money for your food.

What can go wrong at Lunchtime?



Problems

Solutions



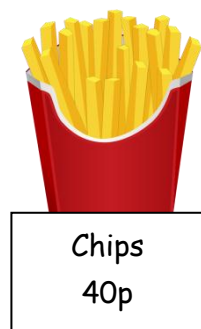
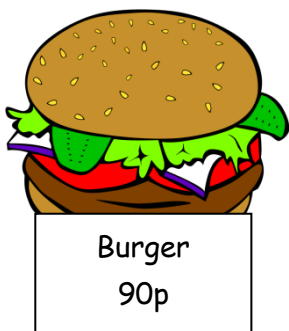
You don't have enough money for your lunch	
People are pushing in front of you in the queue	
You drop your lunch	
There's no room at the table where you want to sit	
There is no one to have lunch with. You are on your own	

Lunch Time

A game for two, three or four players.

You will need: a pencil and paper for each player for working out and "Lunch time" cards with pictures of lunch items cut out.

1. Your aim is to be the first player to collect and show to the other players a complete meal of:
 - A drink
 - A main course
 - Vegetables
 - A puddingThis scores 1 point.
If the total cost is £2 or less, score 5 bonus points.
2. Shuffle the cards, deal out four to each player and place the rest in a pile face down.
3. In turn, take the top card from the pile, look at it and decide whether to keep it or put it in a discard pile.
If you keep it, you must discard a different one from your hand.
Players can only have four cards in their hand at a time.
4. The round ends when a player puts down a complete meal.
5. Play five rounds.



Lunch time cards

Copy this sheet 3X

Find pictures of lunch time food and drink to make your own lunch time cards

SECONDARY SCHOOL QUIZ

Fill in the missing words:

1. Your.....takes the register every morning and afternoon.
2. A.....teaches you history.
3. You start each day in your.....
4. A buzzer or bell rings at the end of each.....
5. Your.....may take you for assembly.
6. There is.....head teacher in the school.
7. You usually have.....lessons each day.
8. The.....or..... may help you with your work.
9. Secondary schools usually have.....deputy head teachers.
10. The.....runs the school office.
11. The.....looks after you when you are sick.
12. The.....helps children in the school canteen.

subject teacher
form tutor
one
three
five
head of year
lesson

welfare officer
admin officer
learning mentor
lunchtime supervisor
support teacher
tutor group

Homework - Summer Term - Lesson 4

- Fill in the Secondary School Quiz Sheet
- Remember to use words at the bottom to help you fill in the gaps
- You should have used all the words from the bottom by the end

Homework - Summer Term - Lesson 4

- Fill in the Secondary School Quiz Sheet
- Remember to use words at the bottom to help you fill in the gaps
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SECONDARY TRANSFER GROUP

Term: Summer

Date:

Group:	Theme: Meeting new people/ Journey/Looking back/Certificates	Session Number: 5
Plan	Evaluation	Resources
1) <u>Review Homework – Secondary School Quiz</u> 2) Meeting new people (ref. back to lunchtimes-said What could go WRONG – can also be OPPORTUNITY to meet new people) a) Read “making new friends” sheet. b) Role play – talk to someone new about your junior school – let others watch, then give feedback using “spotter sheet” (speaker keeps) c) Speaker gives feedback re: what was easy, what was hard for them		▪ Making new friends’ sheet (X4) ▪ “Spotter sheet
3) <u>Journey</u> a) Read and discuss “How will I get there?” (NB – lots of questions they can’t answer – emphasise homework will be to find out) b) Ask whether they will go alone (compare with present journey to primary school) c) Discuss what to do if something goes wrong on the journey, especially – How to avoid difficult behaviour on the bus; talking to strangers; what to do if late; how to keep safe dealing with busy bus journeys/ discuss with parents d) Practice 1) politely avoiding talking to strangers 2) apologising for lateness		▪ 2 How will I get there?” Sheet (X4)
4) <u>Looking Back</u> a) Complete “Soon you will be going to a new school” sheets and discuss b) Give certificates		▪ “Soon you will be going go a new school” Sheets (X4) ▪ Certificates Filled in (X4)
5) <u>Introduce Homework</u> a) Find out information about your new school b) Practice the journey and answer questions on “How will I get there?” sheets (esp. what time to leave home)		▪ Homework written out ▪ “Facts about my new school” (X4) ▪ How will I get there? Sheets (see above)

Making New Friends

When you go to your new school it may be up to you to start talking to other kids.

There are some important things to practise now which will make it easier. It's a bit like rehearsing for a play; it makes it easier when you do the real thing.

Some points to remember

- 😊 Smile when you say "Hello"
- 😊 Remember the person's name
- 😊 Have something interesting to say
- 😊 Be a good listener
- 😊 Say something nice about the other person

Eye Contact

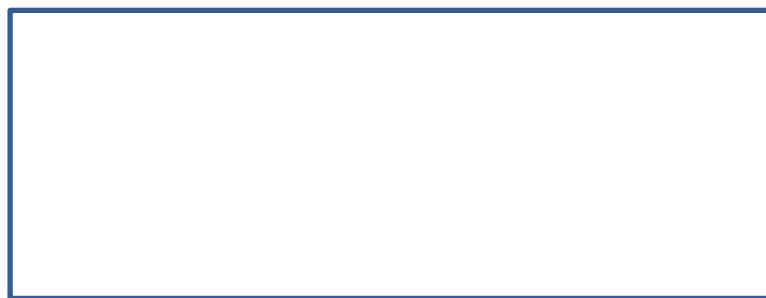
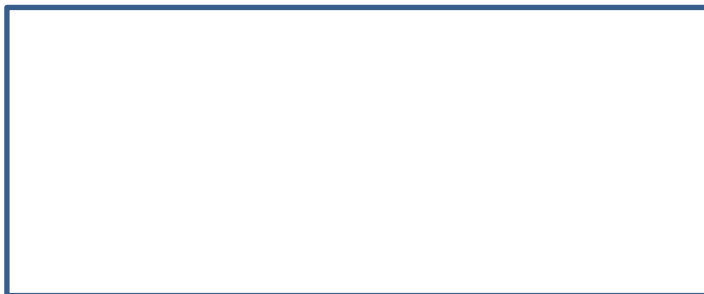
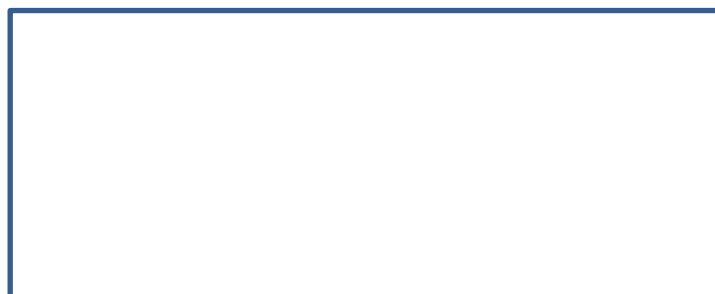


Eye contact means looking nicely into a person's face when you talk to them. This is important.

If you look out of the window or at your feet they will think you are not listening, you are bored, or you don't like them.

Practise a conversation with your friend and ask him or her to notice whether you make good "eye contact"

What I noticed when you spoke to a new person about your primary school:

A large, empty rectangular box with a dark blue border, intended for writing a response.A large, empty rectangular box with a dark blue border, intended for writing a response.A large, empty rectangular box with a dark blue border, intended for writing a response.A large, empty rectangular box with a dark blue border, intended for writing a response.

HOW WILL I GET THERE?

If you are not sure how to get to your new school it is important to find out how you will make the journey and how long it will take.

Fill in the box for your journey

Will you walk? Do you know the way? How long will it take you? Will you have a friend to walk with?		Will you ride your bike to school? Do you need to get special permission? Where will you put the bike when you get to school? Should you get a bike lock?	
Will you get a lift in a car? How long will the drive take? What time must you leave home? Will you get a lift back home too		Will you catch the bus to school? Where is the bus stop? What is the number of the bus? How much fare money will you need?	
Will you go by train What fare will you need?		What time is the train home? What time is your train?	

What time does school start?

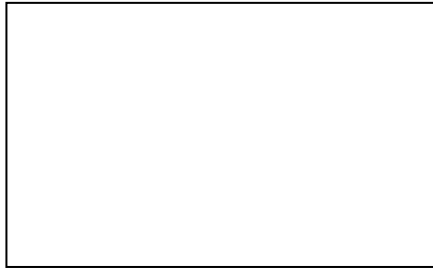
What time does school finish?

What time will you leave home?

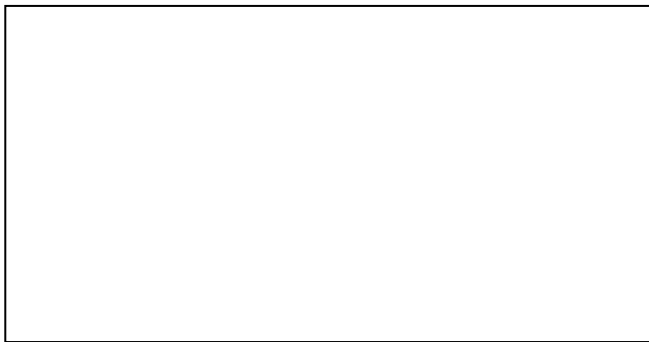
What time will you get home?

Soon you will be going to a new school. Before you go you might like to take some time to think about your primary school and the time you have spent there.

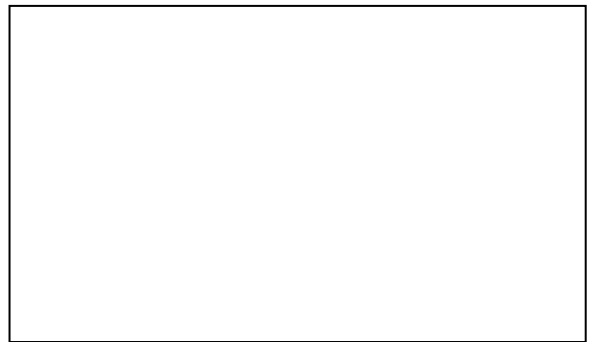
My school



something I learned



something I will miss



a teacher I liked



something that made me laugh



a good friend



something I will not miss



something I will remember



Homework - Summer Term - Lesson 5

- Talk to your parents or carers about how you will travel to secondary school
- Use the sheet called "HOW WILL I GET THERE"
- Try to practice the journey with an adult
- Remember to find out how long it takes and work out what time you will need to leave home to get to school on time
- When you visit your new school find out the information such as: the address, phone number and key people's names
- Use this information to fill in the sheet called "FACTS ABOUT MY NEW SCHOOL"
- This information will be useful for you later, when you start your new school

GOOD LUCK!

FACTS ABOUT MY NEW SCHOOL

The name of my
new school is

The address is

The telephone
number is

It is a
(boys / girls / mixed)
School

The Head Teacher's
name is

My Head of year'
name is

My Form Tutor
will be

A LETTER FOR PARENTS AND CARERS

Dear Parents / Carers,

As you know, this year your child has been a member of a Year 6 Secondary Transfer group.

The aim of the group has been to increase their skills and understanding in order to prepare them and make them more independent when they go to Secondary School in September.

I hope the work we have done has helped your child to feel more confident about going to Secondary School and more able to cope with the practical things, like following the timetable, and so on.

It would be very useful if you could spend some time during the summer holiday looking at their "Going to Secondary School" folder and discussing it with them.

Another very useful thing you can do is to allow them to practise the journey to their new school with an adult so that they can find out which route to take, where to stand up to get off the bus etc. Depending on which way they will be travelling.

I do hope the work we have done has been useful as well as enjoyable. I wish your child all the best at their new school.

Yours truly,

WELL DONE

.....

This year you have worked hard in the
Secondary Transfer Group and are now
ready to go to Secondary School in
September

You can be proud that during the year you
have made these improvements:

.....

.....

.....

Next year you can continue to work on:

.....

It has been good to work with you
GOOD LUCK AT YOUR NEW SCHOOL

Signed.....