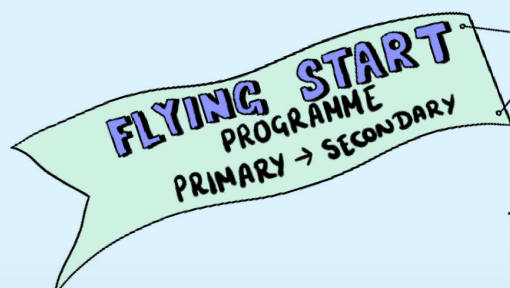




Doncaster
Council



— PRACTITIONERS GUIDE — TO TRANSITION to Secondary School



CONTENTS



WHAT'S INSIDE

2

Rationale for Transition and Purpose for the Pupil Transition Workbook	3
Sessions 1 – 2	4
Sessions 3 – 5	5
Session 6	6
Printable Resources	7 – 19
Ice Breaker / Team Building Activities	20 – 24
Notes	25 – 27



RATIONALE FOR TRANSITION

Transition refers to a change, journey or movement from one stage, state or position to another. When students transition between schools, they must adjust to new surroundings, become familiar with new teachers and peers, learn new ways of working, and make sense of the rules and routines that operate in their classes. While students are navigating the school environment, they are also adjusting to the social changes that happen when changing schools.

WHILE STUDENTS ARE NAVIGATING THE SCHOOL ENVIRONMENT, THEY ARE ALSO ADJUSTING TO THE SOCIAL CHANGES THAT HAPPEN WHEN CHANGING SCHOOLS.

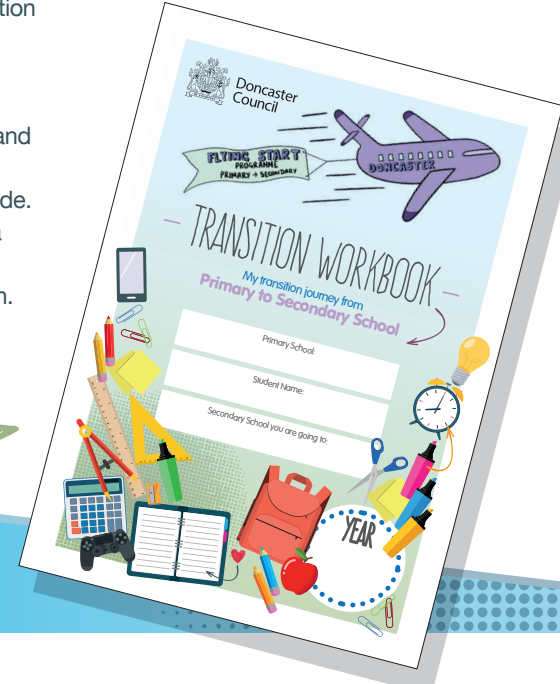
Purpose for the Pupil Transition Workbook

Our aim of the workbook is to support year 6 students with the big changes ahead. These resources can be used either as a whole class activity, small groups or in a one to one situation with targeted pupils. The programme is designed to promote healthy discussion and develop confidence, relationships, resilience, self-esteem and good friendship networks, which are key areas in the transition process.

Research has shown that:

- Two out of every five children fail to make expected progress in the transfer between primary and secondary school.
- Transfer can affect negatively on children and young people's anxiety, motivation and enjoyment.
- Schools need to do more to prepare children and young people for significant changes in teaching and learning, decrease anxiety and increase motivation and enjoyment.

This booklet will guide you through the process of delivering transition sessions and using the pupil transition booklet, with additional resources at the end of this guide. The workbook is designed to work over a 6-week programme, with a suggested framework and guidance for each session.



3

SESSION 1

Activity 1 My profile and Activity 2 All about me at school

The activities in the pupil's handbook are based on themselves. These pages promote discussion, thoughts and feelings.

Ice breaker activity
(see resources for activities).

Discuss with the group/class around some of the key points on the page. Such as: Where do you live? In a house/bungalow/area?

What am I good at? Prompt children to tell each other what they are good at.

My family tree- this does not have to be the people that you live with. It can include loved ones and people you trust.

In the future, I will be... give examples such as a footballer, scientist, art teacher etc...

Activity 3 In my head

Ice breaker activity if wanted.

Give examples if needed for what helps the students learn e.g. visual aids, sitting near the front. Differentiate for ability if applicable.

Talk with group about their fond memories from primary school and their hopes and worries for secondary school.

At the end of this session, create a worry jar (Resource A) with the class/group. You can do this on A4 paper or make a jar. Keep these jars for each child as this will be revisited in activity 11.

SESSION 3

Activity 4 Going to school Activity 5 School and keeping safe

Ice breaker activity if wanted.

Plan your journey think of the means of travel, time scales traffic, bus pass etc. Additional Journey plan attached to and from school (Resource F)

Students can create their own specific safety rules or using examples from the clipboard on the activity.

Using apps such as google maps or the first bus app can help plan a journey for you. This can range from walking, catching a bus or train. Start with home destinations to the secondary school.

www.think.gov.uk/education-resources/explore-education-resources/?age%5B0%5D=7-to-12&resource_type%5B%5D=film
Suggested road safety videos to watch.

SESSION 4

Activity 6 Getting organised – equipment Activity 7 Getting organised – school uniform

Ice breaker activity if wanted.

Support children in deciding what equipment they may need to take to school; they may look to you for guidance. Additional items can be added in the bag at the bottom of the page; they may need PE Kits or cooking items depending on their timetables.

It would be helpful for the students to see the uniform of their secondary school by photo or sharing with the class what the website looks like for their designated secondary school.

A back pack activity is also available (Resource B) to show the potential weight of their secondary school bag.

SESSION 5

Activity 8 Coping with change Activity 9 Memory Page

Ice breaker activity if wanted

Discuss with class or group what similarities and differences are ahead for them, share examples and promote discussion.

Discuss good memories from primary with peers and staff. A Memory comic book (Resource E) can be an extra activity; this can be created at home or at the end of the session if you have time. There is a friendship crossword (Resource D) and a split pin person (Resource C) in the resources pack as an extra activity.

SESSION 6



Activity 10 Routines and Activity Activity 11 What do I do if...

Ice breaker activity if wanted

Mention that everyone is different and we all follow a different routine. As an example, you can run through a typical routine for the day at their primary school.

Discuss the importance of planning, breakfast, hygiene and sleep.

Mention that there may be some hiccups along the way therefore, it may be a good idea to think of ways the child can overcome some issues they may face. In the pupil's workbook are possible scenarios of what might happen in their new environment. Discuss ideas with the class/group and think of solutions. Revisit completed worry jars for further discussion e.g. Have any of these worries been resolved? However, emphasise worries are a natural part of change.

At the end of Year 6, teachers and school friends to sign signature pages.



6



RESOURCE A - WORRY JAR



7



150g

FIFTH EDITION

150g

1kg



150g

Past Times Study Guide

KEY STAGE 3

Religion *Today*



150g

Key Stage 3

INFORMATION TECHNOLOGY IT from the START



100g

Edited by IVOR MOUSE

FRENCH



150g

BOOK ONE

Design Drawing on Success



250g

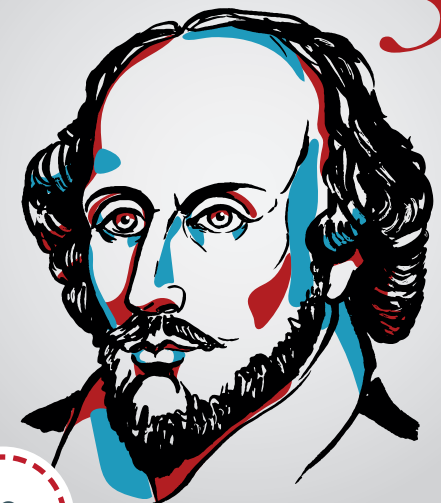
By H. B. PENCIL

PSHE



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New English 3



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Shakespeare, Elliot and Lee

P.E. KIT OUTDOOR

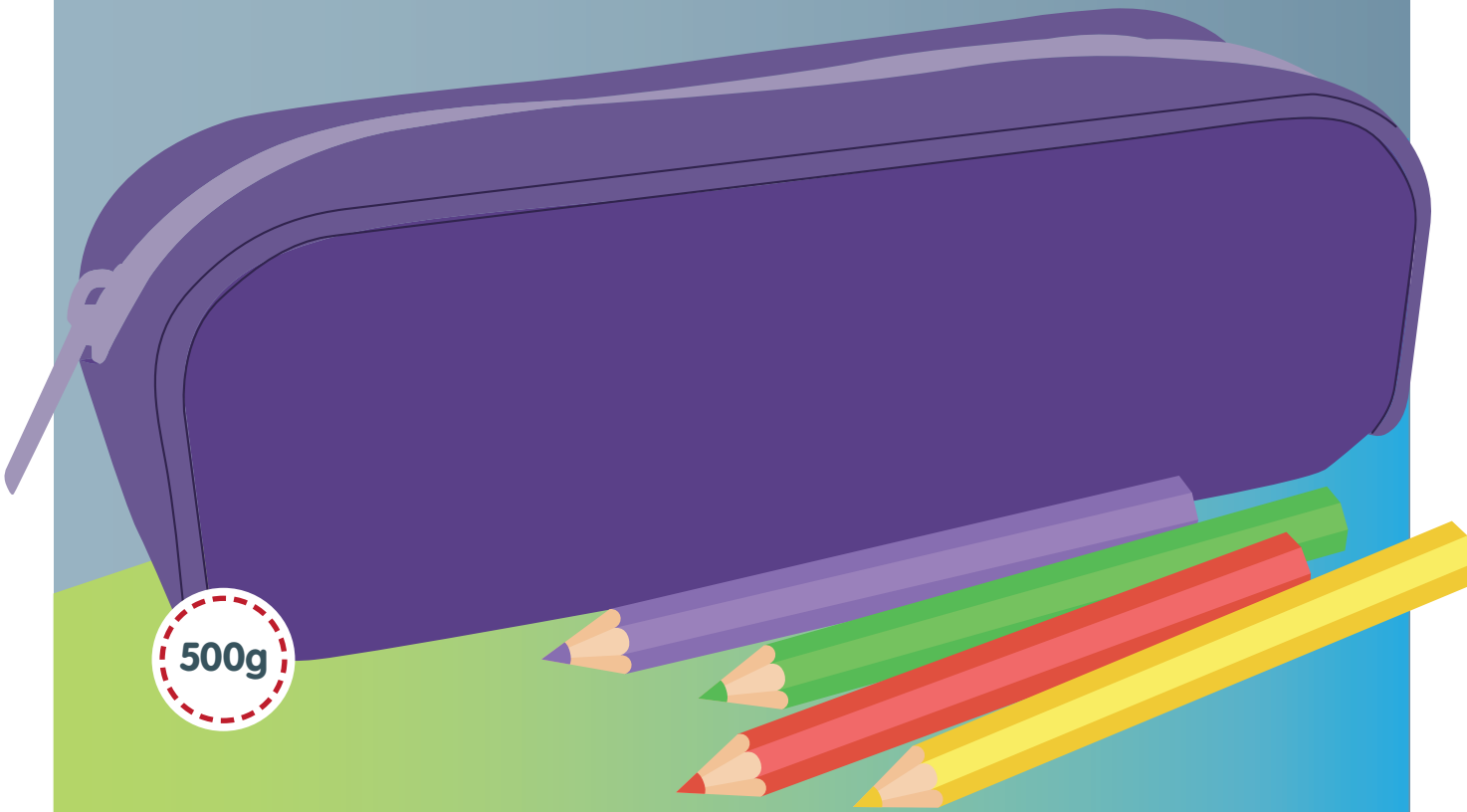
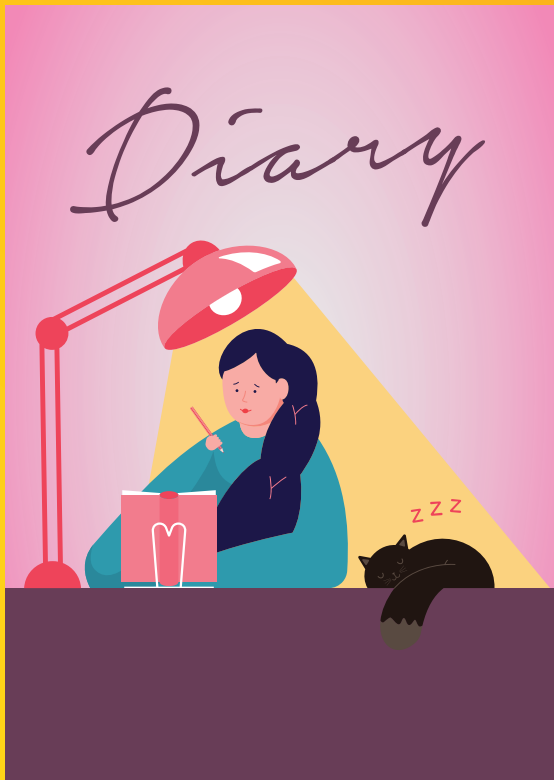
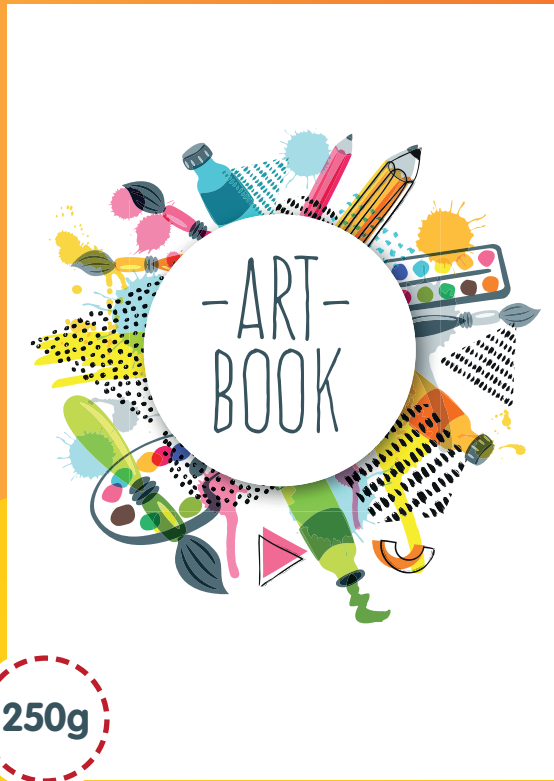


1.5kg

An introduction to Geography

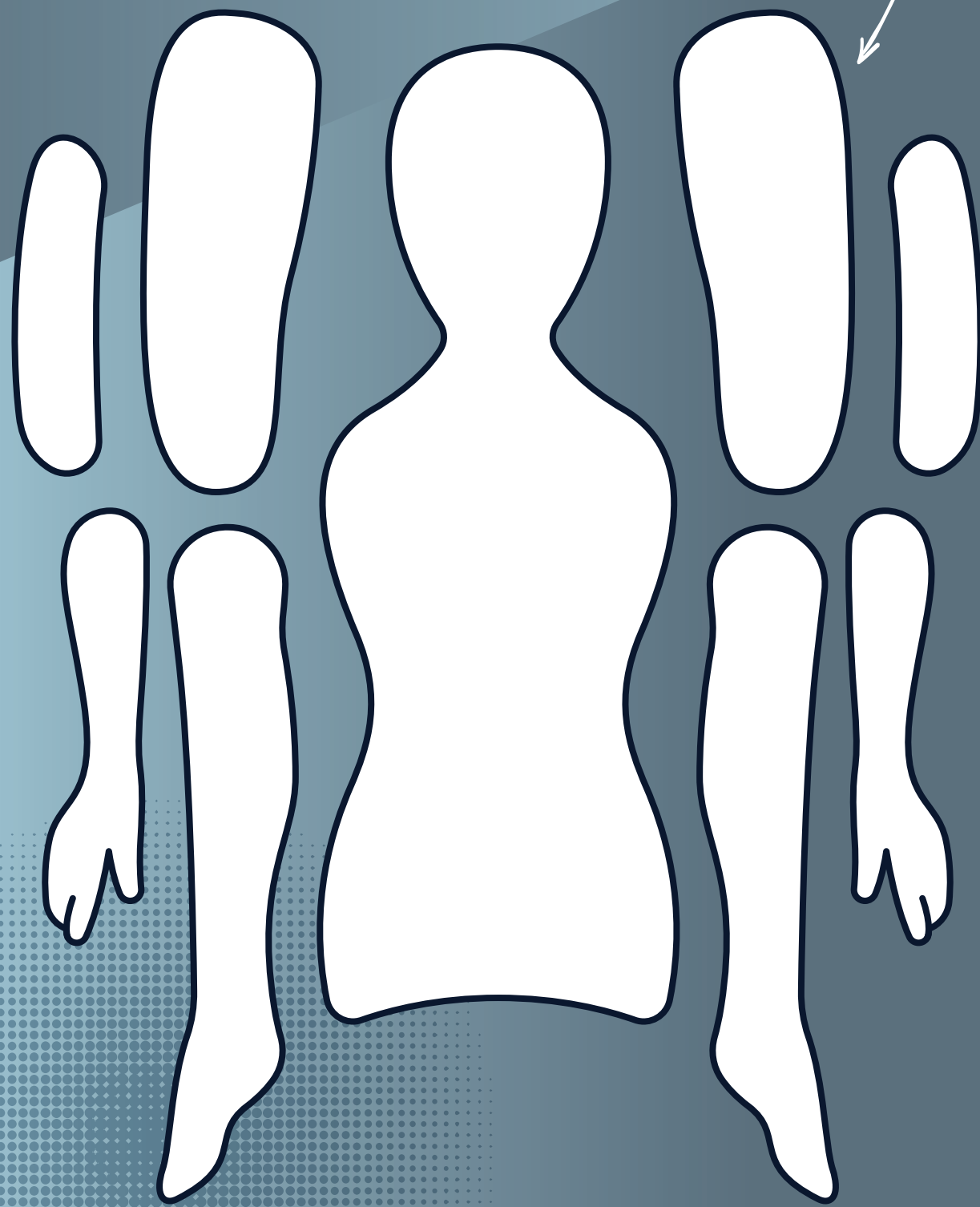


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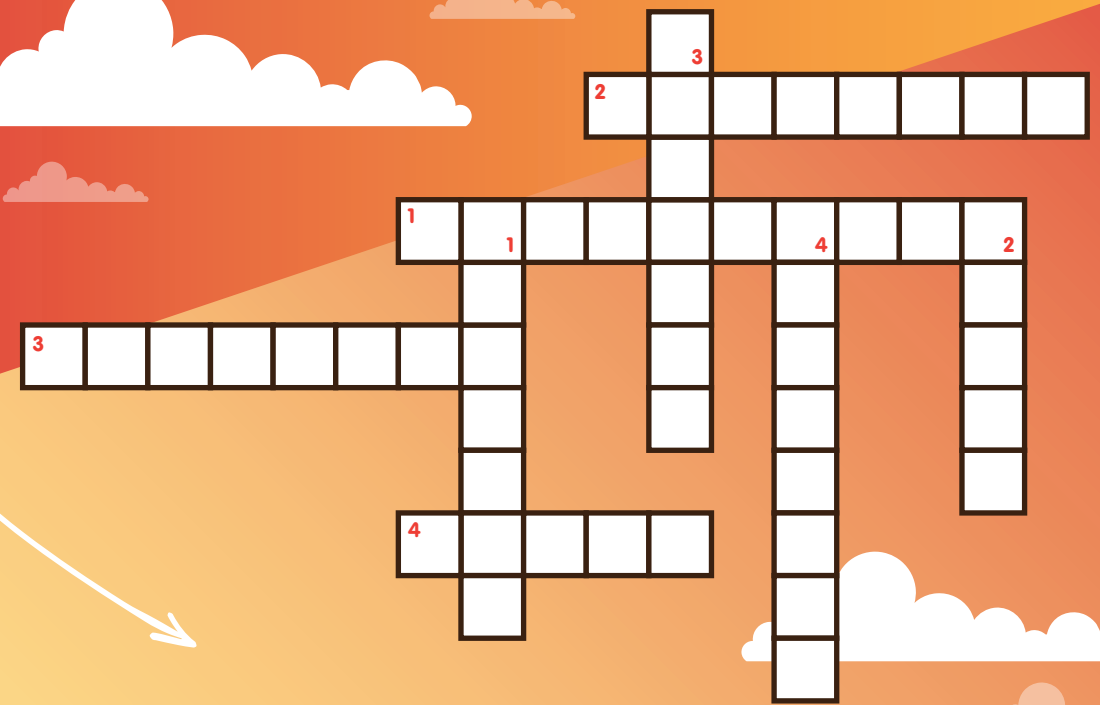
Week 1							
Day	Period 1		Period 2	Period 3		Period 4	Period 5
Monday	Science TR F44	B	History SM F28	Maths FR S24	L	Art FG G23	Geography MG S29
Tuesday	Science HN G47	R	Technology JS G61	French WT F03	U	I.T. DN S45	English KY F22
Wednesday	Drama CS G05	E	English KY F22	Maths FR S24	N	Games RM SP HALL	Games RM SP HALL
Thursday	R.E. SV S41	A	History MA F28	PHSE MU F28	C	Science BY G44	Art LK G23
Friday	Geography HS S29	K	Technology JS G61	Maths HN S24	H	Music PH S04	English KY F22

RESOURCE C - SPLIT PERSON TEMPLATE



14

RESOURCE D - FRIENDSHIP CROSSWORD



Across

- 1 Thinks of others (10)
- 2 Team work, involves working..... (8)
- 3 Loyal, true, starts with an F ends in L (8)
- 4 If someone makes you laugh, they are..... (5)

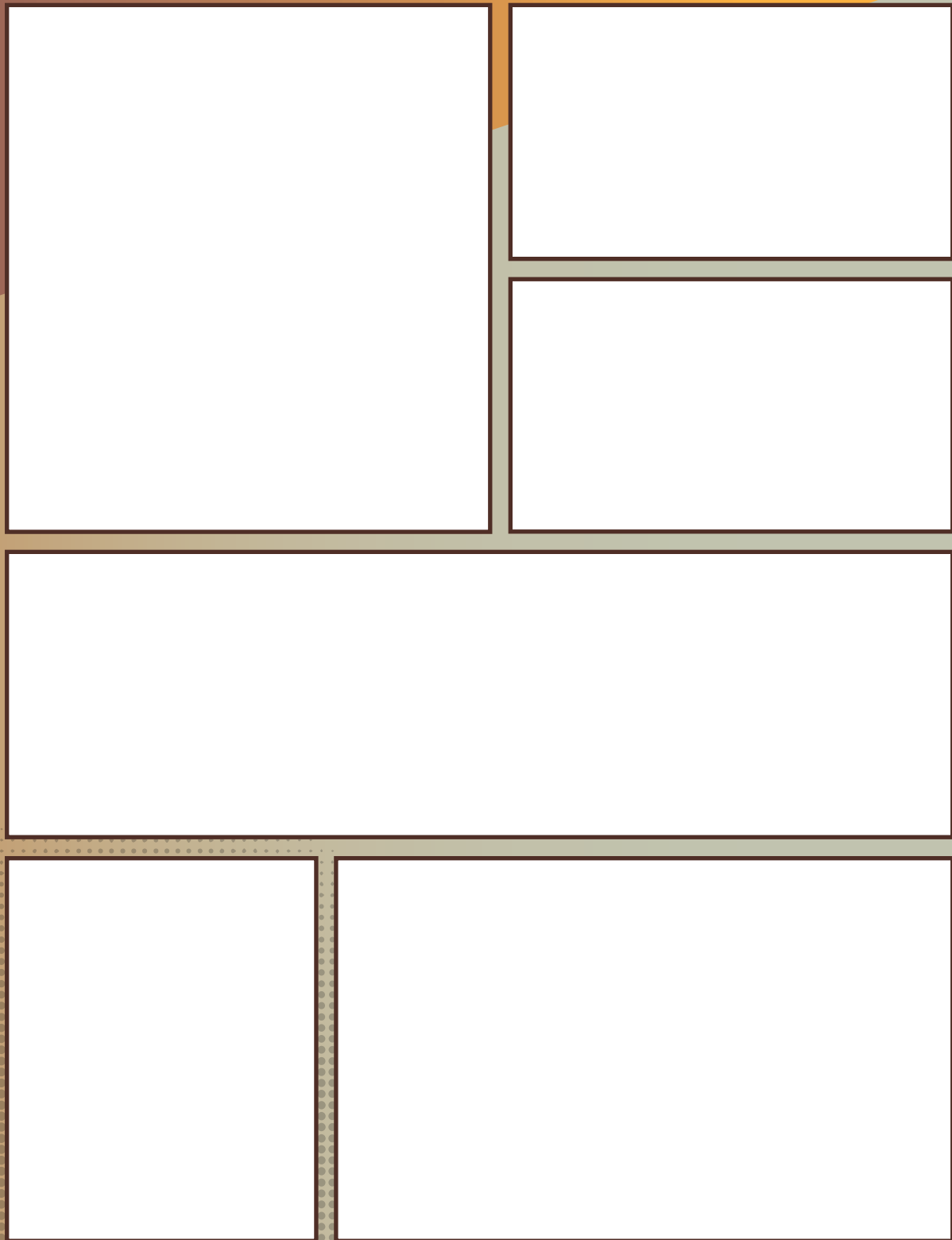
Down

- 1 Providing assistance (7)
- 2 Anagram of alloy. Another word for devoted (5)
- 3 To f..... and forget (7)
- 4 Honest / doesn't lie (8)

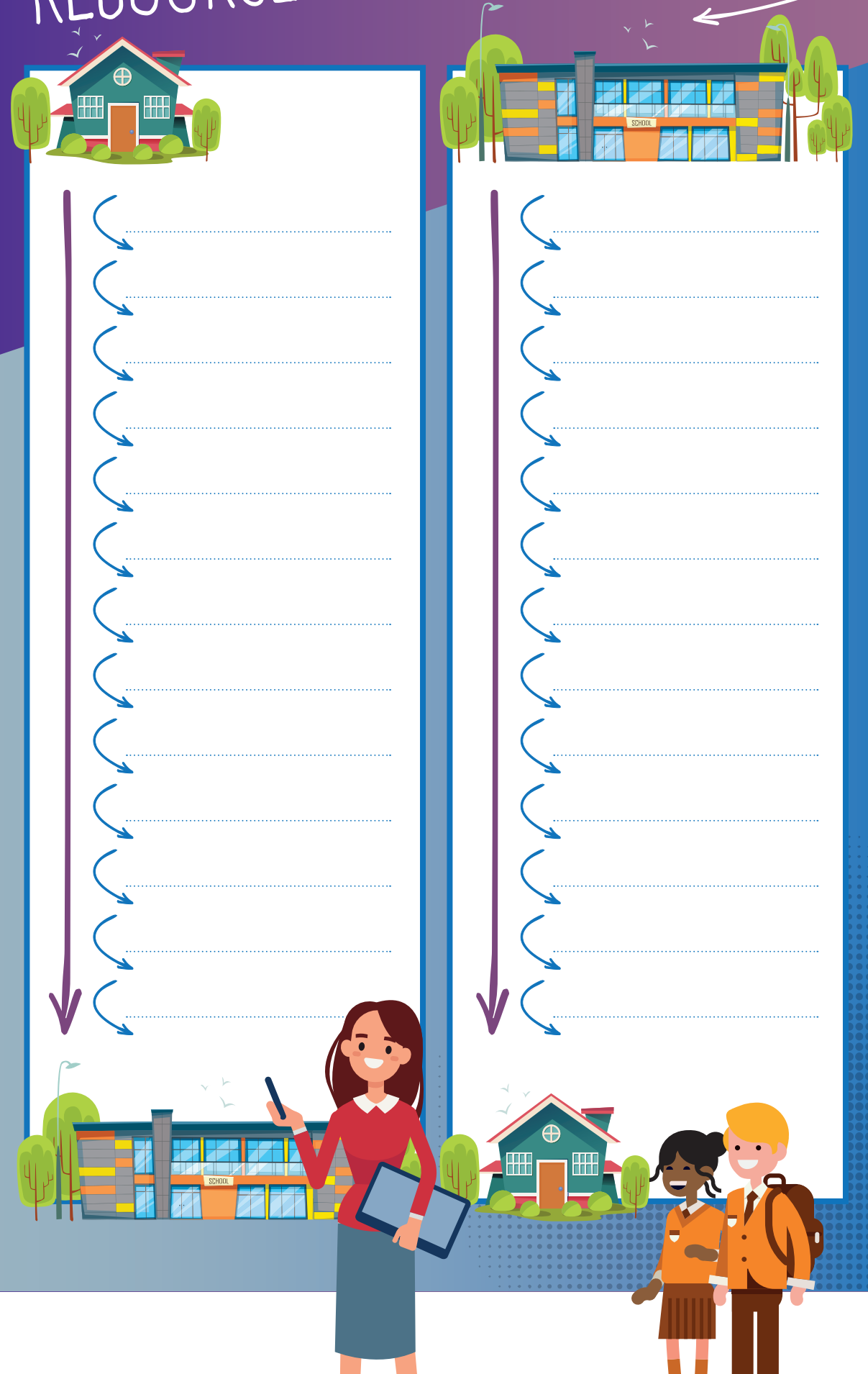


15

RESOURCE E – COMIC STRIP



RESOURCE F – PLAN JOURNEY ACTIVITY



RESOURCE G – BINGO PEOPLE

BINGO CARD

- Has blond hair
- Has a brother
- Has brown eyes
- Has a pet
- Likes chocolate
- Has a hobby

BINGO CARD

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BINGO CARD

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BINGO CARD

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ICE BREAKER ACTIVITIES

Name	Instruction
Heads Down Thumbs Up	Two or more children stand while the rest of the children put their heads down, eyes closed and thumbs sticking out. The chosen children must creep around the group and gently squeeze a person's thumb. Everyone sits up and the children who were touched stand and guess who did it. If they guess correctly, they can swap places, if not the children have another go.
Wink Murder	One person chosen to be the detective and leaves the classroom or is blindfolded while another person is chosen to be the murderer. The detective can either return or remove the blindfold and stands in the centre of the circle. The murderer must try to send others to sleep by winking at them without the detective noticing. Any player winked at must pretend to sleep and fall to the floor. The detective must try to guess the murderer before all players are sleeping. The detective has three guesses. Players are encouraged not to stare at the murderer, as this will let the detective know who the murderer is.
Eleven	The group sits or stands in a circle. The person who begins the game starts with counting from 1 but can count up to 3 and no further. The next person follows on, starting with the next number and counting. Again, between one and three numbers. Whoever reaches 11 is out and the game begins again.
People Bingo	Make a bingo card for each child containing different descriptions/characteristics on each card (see resource G for ideas). The aim of the game is for the children to find a member of the group who matches the criteria on their card, and sign next to the description. The first person to have their entire card signed calls out "BINGO!" Pupils can only sign bingo sheets once.



ICE BREAKER ACTIVITIES

Name

Instruction

Mirror, Mirror

Pair players up and ask partners to face one another and pretend they are looking in a mirror. One child initiates the action and the other mirrors it. Challenge players to mirror as closely as they can. Some ideas they can try are pulling different expressions, arm movements, leg movements, brushing teeth etc. After some practise, players can try to imitate each other's actions simultaneously with no designed leader.

Wriggle

Get everyone to pair off then stand and face each other. They then put the ball between their foreheads and place their hands behind their backs. The challenge is to wriggle the ball to their knees and back up to their heads without using their hands, arms or elbows. The fastest pair wins.

Hoop Around

Get everyone to stand in a circle and hold hands, put the hula-hoop on someone's arm and get them to hold hands again. The task is for them to manoeuvre the hoop around the circle in the quickest possible time without letting go of their hands. When they have completed this, add a smaller hoop at the same time and have both hoops going in different directions. It is interesting when one person gets both the hoops! If you have large numbers teams compete against each other.

Tomato Ketchup

Choose a child to come to the front and turn their back to the class. Point to another child who says 'Tomato Ketchup' in a funny voice. Child has 2 guesses as to who said 'Tomato Ketchup'. If they do not guess correctly, the child who did say 'Tomato Ketchup' gets another turn.

Tangled Mess

Split into groups of 6 to stand facing each other within the group. Each person in the group must put their left hand into the circle and take hold of someone else's hand. Then repeat this with their right hands. After, they should look like a big tangled mess. The task is to untangle themselves so that they are back in a circle without letting go of their hands. If the groups do this easily join two groups together, this is a lot harder.



TEAM BUILDING ACTIVITIES

Name

Instruction

River Crossing

Key Skills –
Problem solving
Communication

Play this activity as a whole class or in groups of around 9 pupils. Each team will need 3 sheets of A4 paper and some objects that are difficult to carry. Mark a start and finish line in the room and on the word go, the teams using only the given equipment, have to get themselves and all the equipment to the finish line in the fastest possible time. If a team member or part of an object touches the floor, make them start again or give a time penalty.

Tangle

Key Skills –
Communication

As a group, split into two teams of 4 or 5. Using a 4m piece of either wool, string or rope, loosely tie a knot between each person that will be holding the rope. Then each person places both hands on the rope between the knots. When hands are on the rope, they must not take them off. The task is to untie the knots in the fastest time without letting go of the rope. Anyone letting go of the rope will mean that the whole team has to start from the beginning again.



TEAM BUILDING ACTIVITIES

Name

Instruction

A4 Tower

Key Skills –
Problem solving
Sharing ideas
Resilience
Turn taking
Delegation
Listening

This challenge requires teams of 2 or 3 and one piece of A4 card per team. The aim is to build the tallest freestanding tower they can, using only the card in the allocated time. They may cut it, fold it, tear it or manipulate it in any way they want. Give them a pair of scissors but do not give them a glue stick. Give the group 10 minutes with the rule that they must not touch the card for the first 5, this encourages them to plan and come up with a strategy first. After their 5 minutes, they can begin creating. At the end, measure the towers to find out who wins.

The Invisible Maze

Key Skills –
Observations
Turn taking
Communication
Resilience

Using masking tape mark out a grid on the floor that is 6 squares wide by 8 squares long, (square carpet tiles are perfect for this activity). The squares must be big enough for a person to stand in. Mark out on a piece of paper a correct route through the maze made up by you. The team nominate one person to be the route master who keeps the piece of paper with the correct route through the maze. Once they have this, they are not to talk to the rest of the team or share the marked route. They can use hand gestures e.g. thumbs up or down to confirm if the tile selected by another team member is correct. The aim is for the team to find their way across the invisible maze one at a time. You can only step on an adjacent square. If you step on an incorrect square, you go back to the beginning and a different team member takes their turn. Team members help one another whilst on the maze (except the route master). No writing down or marking the route. This can be a timed event with multiple teams, which adds a real competitive edge and can lead to more mistakes.



TEAM BUILDING ACTIVITIES

Name

Instruction

Number Sequencing

Key Skills –
Observational skills
Resilience

Mark out a game space, using tape or rope if outdoors. Place numbers 1-30 randomly inside the game space. The object is for the team to touch every number in order starting with number 1. The team have five attempts to gain the fastest time possible. Once a player has crossed into the game space the timer will start, only one person can be on the game space at a time. No verbal communication during the game and every team member must be involved. The timer will stop when every team member is outside of the game space after the number 30 has been touched. The game will start again if; a number pressed is out of sequence, if any verbal communication is used, if more than one person is on the game space at a time.

Card Sort

Key Skills –
Resilience
Patience

Give at least 3 packs of cards mixed together to each team. The object is to sort the cards into packs and suits in order and display them face up on a table. If the cards have, different designs on them make them sort these out too. Time the team and then see if they can beat the record. Simple but effective.

Duplicate

Key Skills –
Communication
Listening
Following instructions

Split the group into pairs, position them back to back giving each person an identical set of building blocks or Lego. One person will then create a model within 2 minutes and will then describe to their partner, who must not turn round what they have built. Their partner has to recreate the same model by following the instructions given. Give each person the opportunity to be the model creator.



TEAM BUILDING ACTIVITIES

Name

Instruction

Blindfolded Shape Make

Key Skills –
Communication
Listening
Trust
Resilience

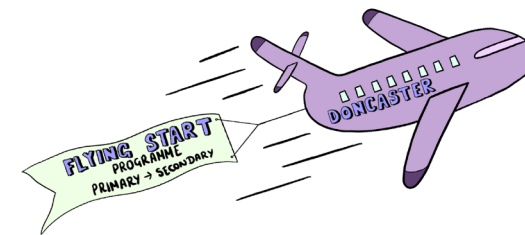
In groups of around 6, you will need a long length of wool or string and a blindfold for everyone. Wearing their blindfolds, the team use the wool or string to create a circle. When achieved the group then need to create a more complex shape whilst discussing between themselves how to do it. The group have 10 minutes to practice this first task and then a 2-minute break to evaluate (removing blindfold). The team replace their blindfolds and then have a further 10 minutes to create a shape with 6 equal sides under the following conditions; the rope fully extended, every team member must be touching the rope with both hands and all sides must be the same length. They can ask for the time remaining as often as they want. When the team feel they have finished, stop the timer and remove their blindfolds allowing them to see their effort, if they have time remaining replace their blindfolds and let them try and improve on it.

Square Shuffle Puzzle

Key Skills –
Communication
Problem solving
Listening
Following instructions

The game requires a minimum of 9 people. The group should nominate one person to be the coordinator of the group; the other 8 people have number cards 1-8. Use masking tape to mark a 3x3 grid (nine squares). Each square needs to be big enough to stand in. Number holders stand in a random square, (make sure the numbers are not in order). The coordinator must stand in front of the grid, giving instructions to the group to position them in number order, 1 being the far left and 8 the middle right nearest the coordinator. Numbers can only move horizontally or vertically into an empty space. Either do this as a time challenge or run two groups at the same time.

NOTES:



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NOTES:



26



NOTES:

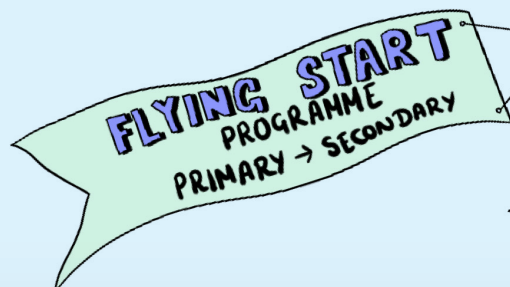


27





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For further information please contact
your school **Transition Officer**
or **Ruth.Parkes@doncaster.gov.uk** **Transition Manager**

