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# YEAR SIX TRANSITION TO YEAR SEVEN PREPARATION BOOKLET

Name:

Primary School:

Secondary School:

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# My New School.

Print a picture of your new school and stick it here.

Note the key information about your secondary school here – you can find this by visiting the school website:

The name of the school is_____

The address is _____

The telephone number is _____

The e-mail address is _____

The website address is _____

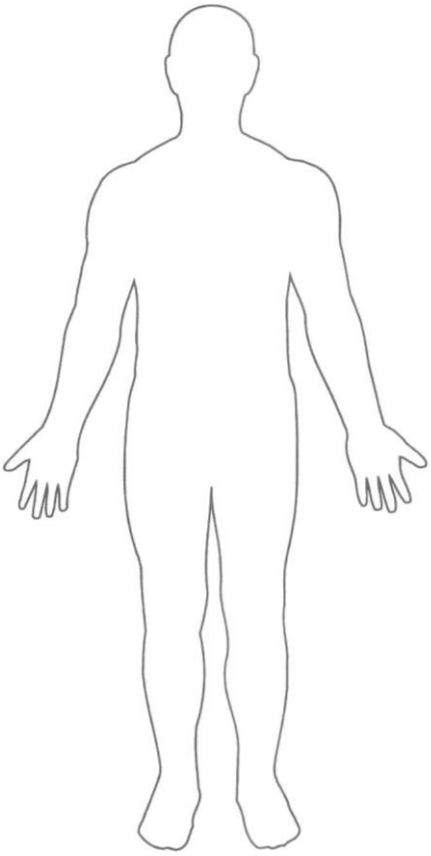
The name of the head teacher is_____

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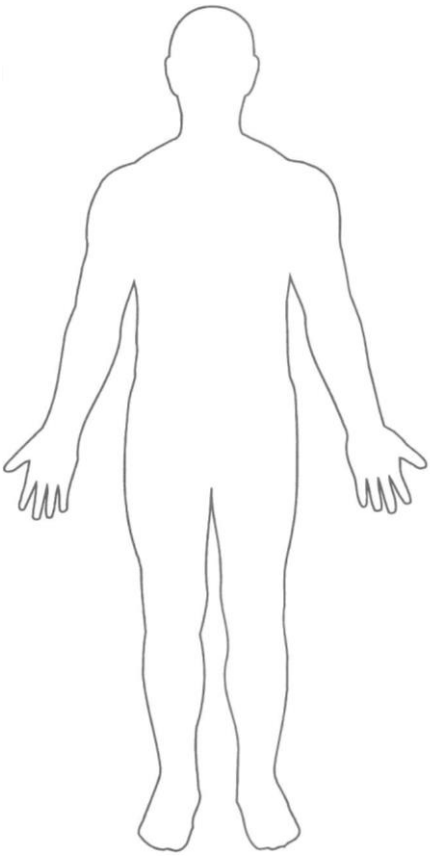
# School uniform.

Find out what the uniform is for your new school and sketch it here:

Main uniform



PE kit.



Is there a dress code? Are there any items of clothing or jewellery that you are not allowed to wear?

Is there anything you need to practice?

- Tying a tie?
- Changing quickly for PE?
- Tying shoelaces?

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# Timetables: Reading a timetable.

Study this timetable from a secondary school and see if you can answer these question…

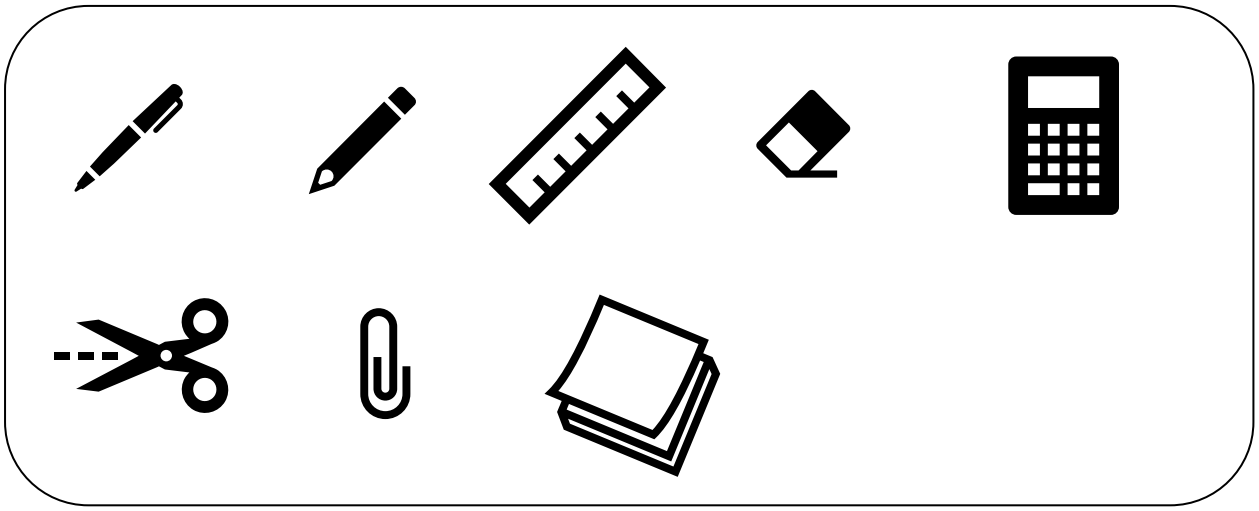
1. When do you have to be in school?
2. What time will you have a break and when is lunchtime?
3. Which days will you do P.E.?
4. What equipment will you need to pack for Thursday's lessons?
5. Which subjects have double lessons?
6. When is your favourite lesson?
7. What time do lessons finish each day?

| Class: Y7LC | Daily Assembly Time (9.00 –9.15) | 1<br>9.15 to 9.55 | 2<br>9.55 to 10.45 | Break time (10.45 – 11.05) | 3<br>11.05 to 11.55 | 4<br>11.55 to 12.45 | Lunch time (12.45 – 1.45) | 5<br>1.45 to 2.35 | 6<br>2.35 to 3.25 |
|---|---|---|---|---|---|---|---|---|---|
| Monday | | Literacy | English | | Maths | ICT | | PSCHE | Geography |
| Tuesday | | English | Art | | French | Science | | Design Technology | |
| Wednesday | | Literacy | DT | | Art | Drama | | ICT | Science |
| Thursday | | PE | Maths | | RE | English | | History | PSCHE |
| Friday | | Literacy | Maths | | Art | Science | | PE | |

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# School Equipment.

**Things I need to bring every day:** Every day you will need your writing equipment. Circle the equipment you need in your pencil case. Draw in anything else you need.



Some days you will need extra equipment. This will depend on the lessons you have that day. Look at the timetable and work out the additional equipment you need each day.

| Day | Things I will need to bring |
|---|---|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

Make sure you have a bag that is suitable for all you need to carry.

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# Getting to school.

How are you going to get to School?

| | |
|---|---|
| How long will my journey take? | |
| What time must I leave home? | |
| What time will I get home? | |

You might **walk** or **cycle** sometimes, if you do then answer these questions:

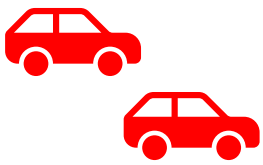




| | |
|---|---|
| Do I know the way? | |
| Will I have a friend to walk or cycle with? | |
| Where will I put my bike? | |

You might go by **car** sometimes, if you do then answer these questions:

| | |
|---|---|
| Will I go by car every day? | |
| Who will drive me? | |
| Will I get a lift home as well? | |



You might go by **bus** or **train** sometimes, if you do then answer these questions:





| | |
|---|---|
| Where is the bus stop or train station? | |
| What time is my bus/train to School? | |
| What number is the bus? | |
| Will I need money or a card for the fare? | |
| What time is my bus/train from School? | |

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# Going to secondary school – how am I feeling?

*Going to secondary school is a significant change – it can lead to lots of different feelings.*

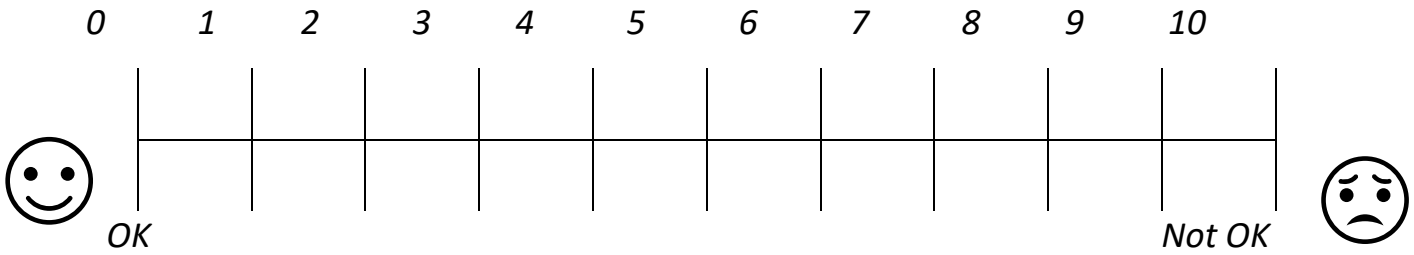
*Think about these different aspects of the move - use two different coloured highlighters, highlight the phrases that you are looking forward to in one colour; use a different colour for those you are worried about.*

| | |
|---|---|
| Making new friends | Remembering a new timetable |
| Lunch time | Taking a shower after PE |
| Having a different uniform | Getting up earlier and being on time |
| Finding my way around | Break times |
| Getting to school | Learning new subjects |
| Meeting more people my own age | Joining clubs |
| Being with friends | School rules |
| Home learning | Meeting my new tutor |
| Meeting my new teachers | Being able to do the work |
| Using the school canteen | Being more independent |
| Organising and carrying things | Using new equipment |
| Being with older pupils | Getting changed for sport / PE |

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# Dealing with worries – finding a solution.

Think about something that worries you about the learning and work at Secondary School.




What is the worry?_____

On the scale of 0 to 10 how worried are you?_____

Think of a time when you have been worried about that kind of thing before. What helped you move down the scale that time?

What can you do that is similar in this situation?

Where on the scale would you like to feel in the summer holidays, on your first day and after a week at your new school?

What would help you move one point nearer?

What will have changed so you know you are less worried?

Who could you ask for help or support?

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# A guide for those times that you feel anxious.

Use this chart to find ways to manage each step towards feeling less anxious.

| Realise | Relax | Regroup | Re-engage | Review |
|---|---|---|---|---|
|  |  |  |  |  |
| • My hands feel wet and sweaty.<br>• My tummy feels odd.<br>• I can feel my heartbeat.<br>• My head hurts.<br>• Everything sounds too loud or seems too bright.<br>• I want to go to the toilet, but nothing happens when I do.<br>• I am crushing up my hands.<br>• Part of my body wants to move all the time.<br>• I want to hide or sleep.<br>• I feel like I need to chew something.<br>• I want to get out or run away. | • Do some box breathing.<br>• Count to 10 slowly.<br>• Do some exercise.<br>• Have a drink of water.<br>• Read a book.<br>• Use a fidget toy.<br>• Listen to some music.<br>• Find a friend.<br>• Tell a trusted adult.<br>• Imagine your happy place.<br>• Doodle, draw or colour.<br>• Take some time out.<br>• Go to a safe place.<br>• Go for a walk. | • Think about what was ok and what was going well.<br>• Think about what you could change.<br>• Work out one next step.<br>• Check that will make things better – or at least not make things worse.<br>• Make a plan.<br>• Make sure you have what you need to carry out your plan.<br>• Decide when you will try it out.<br>• Ask for help. | • Focus on the moment.<br>• Step into the space you need to be in – and take time to prepare – maybe take a few deep breaths or close your eyes and listen for a moment.<br>• Tell someone your plan if they do not already know.<br>• Take your planned next step. | • Wait and watch.<br>• Think about what happened and how you felt.<br>• Tell yourself – or tell someone else – the story.<br>• Give the outcome a score of 1 to 10.<br>• Decide if you would try that again – or if you would do anything differently.<br>• Refine your plan.<br>• Journal it if it helps you. |

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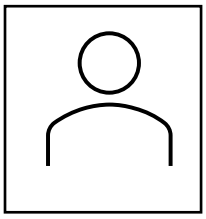
# Preparing for my Induction Day.

Think about the things you want to see, find out and learn about on the day you visit your secondary school. Make a note of your ideas here:

| | |
|---|---|
| **Places**  <br>○ Student entrance.<br>○ Form/tutor group room.<br>○ Canteen<br>○ Toilets<br>○ Main office<br>○ Library<br>○ My ideas… | **People**  <br>○ Form tutor.<br>○ Head of Year.<br>○ Deputy/ Head of Lower school.<br>○ Head Teacher<br>○ Classmates.<br>○ My ideas… |
| **Procedures**  <br>○ Arrival/registration<br>○ Moving lessons<br>○ Break times<br>○ Lunch<br>○ End of the day.<br>○ Homework<br>○ My ideas… | **Plus…**  <br>○ Get a map?<br>○ Laptops?<br>○ Lanyards and cards?<br>○ My ideas… |

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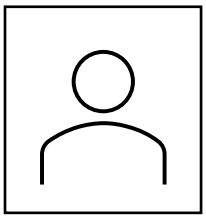
# After my Induction Day: Key People.



The name of your form tutor:_____

What do they do?_____

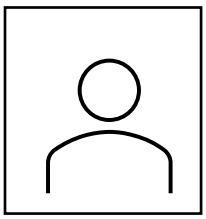
When may you see them?_____



The name of the Head of Year 7:_____

What do they do?_____

When may you see them?_____

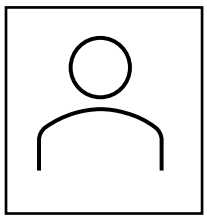


The name of the Head of Lower School:_____

What do they do?_____

When may you see them?_____

Is there anyone else who might help you?



What is their name?_____

What do they do?_____

When may you see them?_____

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# After my Induction Day: Reflection.

Describe what you did and saw.

What did you like at the school?

What were you unsure about?

How was it different from your Primary school?

Is there anything else you want to find out?

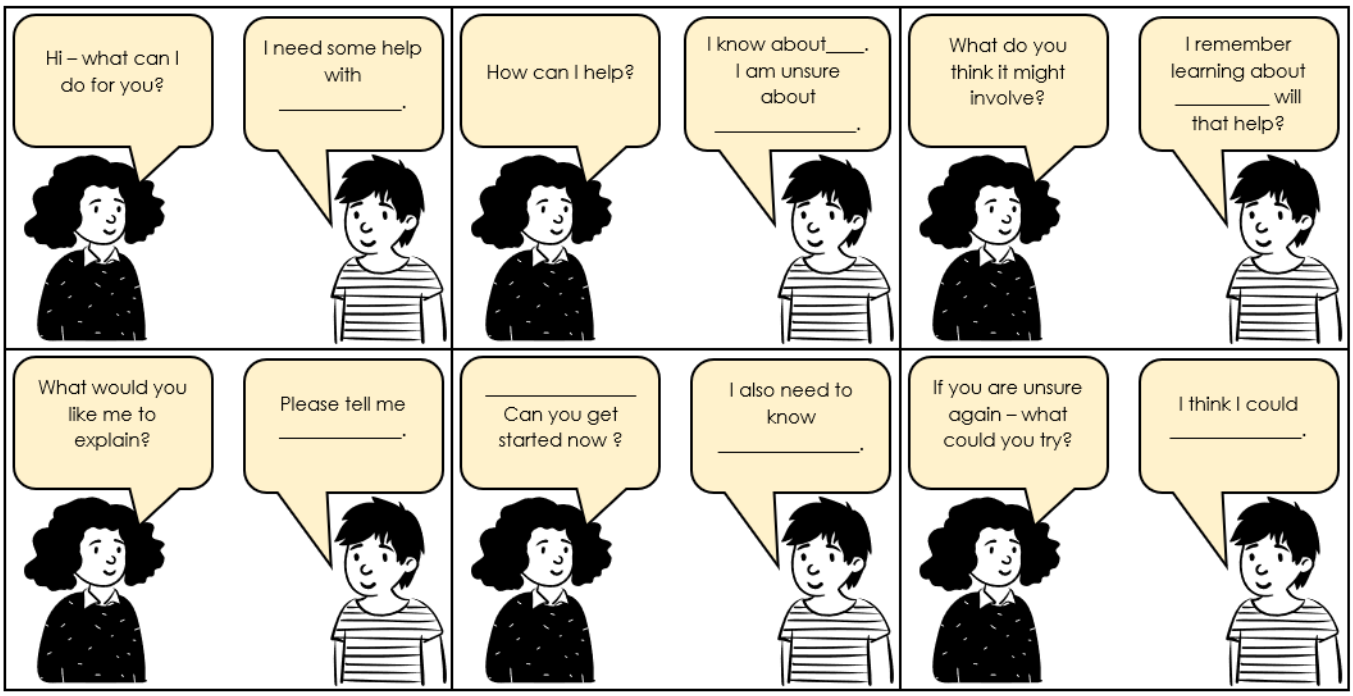
Who could you ask?

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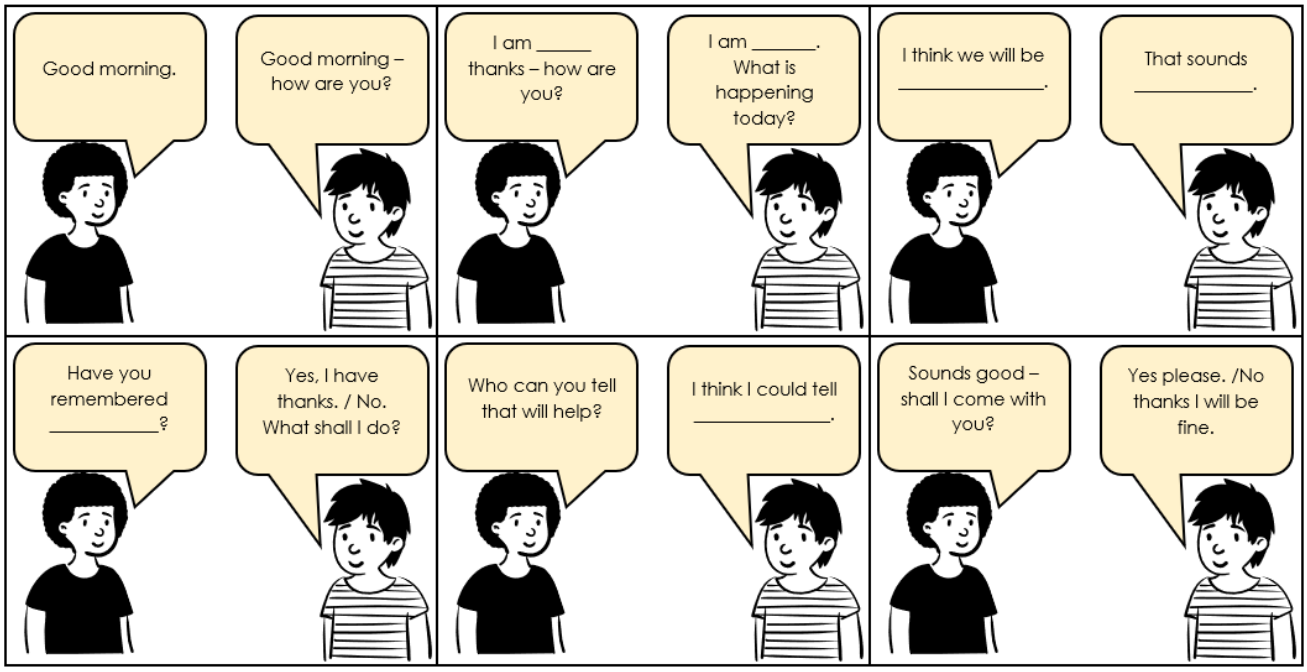
## Preparing for conversations at Secondary School.

Use these cartoon scripts to role play key conversations you might have at secondary school. You could write in them or create a script based on them.

**Comic Strip Conversation: Asking for help with my learning.**




**Comic Strip Conversation: Morning Discussion with a Friend.**



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# Using a canteen – making a choice and tracking the cost.

Here is an example of a secondary school canteen menu and price list…

| Set meal | | Hot snacks | |
|---|---|---|---|
| Main meal and dessert deal | £2.53 | Jacket potato – 1 filling | £1.65 |
| Main meal only | £2.29 | Jacket potato – 2 fillings | £1.95 |
| **Deli options** | | Pizza slice | £1.53 |
| Filled baguette | £2.30 | Chicken wings | £1.76 |
| Bloomer bread sandwich | £2.15 | **Breakfast or Break (8.30am till 11am only)** | |
| Filled wrap | £1.90 | Bacon roll | £1.06 |
| Salad pot | £1.80 | Sausage roll (large) | £1.30 |
| Potato wedges | £1.00 | Pretzel | £1.30 |
| Fruit pot | £0.72 | Cheese and crackers | £1.00 |
| Yoghurt | £0.85 | Egg muffin | £0.80 |
| **Cakes and biscuits** | | **Drinks** | |
| Cookie | £0.82 | Bottled water | £0.70 |
| Flapjack | £0.85 | Fruit juice carton | £0.75 |
| Muffin | £1.20 | Flavoured milk | £1.05 |
| Ring doughnut | £1.10 | Fizzy cans | £1.20 |
| Oreo pack | £0.60 | Calypso drink | £0.65 |

Which options are not available at lunchtime?

If you did not like the main meal – what could you get that would cost around the same price?

Highlight all the items that would be considered 'healthy eating' choices.



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Plan out what you would like to eat over the week and how much it would cost.

| Day of the week | Food | Price |
|---|---|---|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| | Total for the week | |

Look at your choices carefully...



- Have you chosen a variety of foods?
- Have you included some fruit and vegetables in your choices?
- Are there at least 2 days that you have chosen healthy options?
- Have you chosen at least one drink each day?



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# Paying for things at secondary school.

Now that you are going to secondary school you will be responsible for managing your money on a daily and a weekly basis.

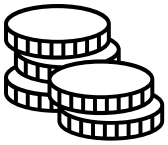
Practice setting and managing a budget:

The amount of money I have each week is £____.____

Some of this money needs to be spent on a daily basis.

| Items to be bought | Mon. | Tues. | Wed. | Thurs. | Fri. | Total |
|---|---|---|---|---|---|---|
| Snack | | | | | | |
| Lunch | | | | | | |
| Travel expenses | | | | | | |
| Daily total | | | | | | |
| | | | | | Weekly Total | |

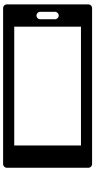
How will you be managing your money? Tick those that apply...



Cash



Card



Online/App

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# 10 Habits for Success at Secondary School.

Illustrate this chart to make an infographic to remind you of key habits for success at secondary school.

| | |
|---|---|
| Manage your time | Be organised |
| Ask questions | Create a schedule |
| Take notes | Get enough sleep |
| Face mistakes – and do something about them | Work with others |
| Use support to develop your independence | Balance – social, study, and self-care |

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# Study Skills for Secondary School.

## Key Skill #1: Listen and take notes.

Listen to this 6-minute talk about the Maasi Tribe in Kenya and lions.

http://learnenglishteens.britishcouncil.org/skills/listening/upper-intermediate-b2-listening/maasai-lions



Take notes as you listen – you can write bullet points or draw a mind map:

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Test your listening skills – can you answer these multiple-choice questions? (You could do this online – or the questions are here.)

1. How did the Maasai people feel about lions in the past?



a. They strongly disliked them.

b. They were not sure how they felt.

c. They loved them.

2. What is the aim of the Lion Guardians scheme?

a. To move the lions to a different, safer area.

b. To protect the lions and allow experts to do research.

c. To train local people to protect the lions.

3. Why do the Lion Guardians tell local farmers where lions are?

a. So they can kill the lions.

b. So they can take their cows to a different area.

c. So they can protect their families.

4. How do other local people feel about the Lion Guardians?

a. They respect them.

b. They don't understand them.

c. They are annoyed by them.

5. Why did Olubi Lairumbe change his mind about killing lions?

a. He saw how dangerous hunting lions could be.

b. He killed a pregnant lion and felt very bad about it.



c. He learnt more about lions and realised he was wrong.

6. How does Mingati Makarot know where the lions are?

a. He uses special tracking equipment.

b. He uses his knowledge of the area and hunting skills.

c. He uses information provided by his team.

7. How do Maasai warriors get a lion name, traditionally?

a. By killing a lion.

b. By having the characteristics of a lion.

c. By doing something brave.



8. How has the naming tradition changed?

a. Young men have to kill more lions to a get a name.

b. Young men can use their father's name.

c. Young men are given special names without killing lions.

9. What do the Lion Guardians do to help people see lions as part of the community?

a. Give people photos of the lions.

b. Tell people stories about the lions.

c. Give the lions Maasai names.

10. What is the key factor in the scheme's success?

a. The Maasai have changed their culture but kept their identity.

b. The Maasai can influence people from neighbouring areas.

c. The Maasai have always wanted to protect lions.



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# Study Skills for Secondary School.

## Key Skill #2: Reading – skimming, scanning, and taking notes.

Read this history text about the Stone Age. Skim and scan for the main points – you could highlight them or note them as bullet points.



### The Stone Age

*In the Stone Age, people didn't have big cities or towns. They lived in small groups called tribes. These tribes would move from place to place, following the animals they hunted and the plants they gathered. People in the Stone Age were called hunter-gatherers because they hunted animals for meat and gathered fruits, nuts, and berries for food.*

*The homes of Stone Age people were quite different from our houses. They lived in round houses made of materials like wood, mud, and straw. These houses were called roundhouses because they had a circular shape. They were built by weaving branches together and covering them with mud. Inside, there would be a central fire for cooking and keeping warm.*

*Stone Age people were always on the move, but sometimes they would find a good spot with plenty of food and water. When this happened, they would set up a settlement. A settlement is a place where people stay for a while. They would build more permanent homes called huts and create a comfortable space for their tribe.*

*Living in a tribe was important for people in the Stone Age. They worked together to survive. They shared the responsibilities of hunting, gathering, and taking care of each other. Everyone had a role, and teamwork was essential.*

*Stone Age people had to be very resourceful to survive. They used animal skins for clothing and made tools from stones, bones, and antlers. Sometimes they would paint on the walls of caves, leaving behind beautiful artwork that we can still see today.*

*Remember, our world has changed a lot since the Stone Age, but by learning about how people lived in the past, we can better understand our history and appreciate the modern comforts we have today.*



Summarise the key points here:

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# Study Skills for Secondary School.

## Key Skill #3: Turning notes into sentences for a report.

Once you have studied something by listening or reading and taking notes – you will then need to be able to turn your notes into sentences as part of writing up your learning.

Here are some notes about the inner Solar system:



- Sun –star- large ball of gas – centre
- Earth – 3rd planet – 365 days orbit – 24 hours rotate – life
- Moon – satellite of Earth – orbit 28 days
- Mercury – closest to sun -88 days orbit
- Venus – second from sun – 225 days orbit – hottest 475 degrees
- Mars – red planet – 687 days orbit – 2 moons

Turn each note into a full sentence – the first one has been done to show you how…

- The sun is a star, sitting at the centre of our solar system, which is a large ball of burning and fiery gas.

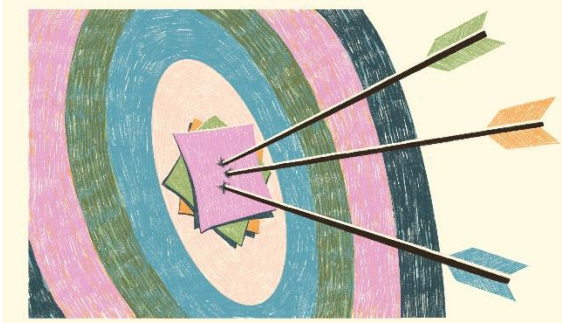
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# Target setting for my first term at Secondary School.

Good targets are SMART:



Specific
Measurable
Achievable
Relevant
Timed



Think of 3 things you would like to achieve in your first term at your new school – it might be good to have one academic target, one social target and one personal development target.

The 3 targets I would like to focus on **in the first term** are:

| Target | What I will do to help me meet my target |
|---|---|
| 1. | |
| 2. | |
| 3. | |

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# Sources of further support.

These websites might be useful for students, teachers, and families:

- BBC Bitesize for KS3 – for homework and academic help https://www.bbc.co.uk/bitesize/levels/z4kw2hv
- Young Minds – for mental health and wellbeing support https://www.youngminds.org.uk/young-person/
- Anna Freud video to watch about moving to secondary school https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/#:~:text=identify%20potential%20worries%20associated%20with,health%2C%20including%20self%2Dcare.
- Advice about the online aspects of moving to secondary education https://www.childnet.com/resources/moving-on-up/



Get Ready – Get Set – Go!