

Year 6 – Distance Teaching and Learning – Topic



Week beginning: **6/7/20 and 13/7/20**

Topic: Transition

The following tasks can be completed in any order, but it may be simpler to complete them in order. All of the tasks link to a page in your transition booklet. Each of these tasks are designed to help you think about your move to secondary school. We have included information as to which task refers to which pages, some tasks will be completed in your transition book and others may need to be completed in your writing book or on plain paper. The tasks need to be completed over a two-week period so you may need to complete more than one task a day. There are also 5 wellbeing tasks for the next two weeks. On the days that you complete only one topic (transition) task, complete a wellbeing task as well.

Task 1 – All About Me – Page 1	Task 2 – Zones of Regulation – Page 2	Task 3 – Thinking about Change – Page 3	Task 4 – Coping with Change – Page 4	Task 5 – My New School – Page 5
<p>On page 1, you need to fill in some essential information .</p> <p>You also need to write what you are looking forward to and what you're not sure about in regards to moving to your new school.</p>	<p>On page 2 you will find information about the zones of regulation.</p> <p>When you go to secondary school the teachers will expect you to be ready to learn when you are in there classroom, just like we do!</p> <p>What does it mean to be ready to learn? Watch this video which will explain the zones of regulation. They will explain what each zone means, what you might be feeling if you are in that zone and what you can do to make sure you are ready to learn. https://www.youtube.com/watch?v=JG7ww01pgyg</p> <p>Create your own toolbox of things that you could do to help you get back to the green zone, so you are ready to learn. For example, if I am sad or anxious I think I should speak to an adult – even if they just listen. This is something I would write down as something that will help me move out of the blue zone and into the green zone. Have at least 5 suggestions in your toolbox to help you stay in the green zone.</p>	<p>When you go to secondary school lots of things are different but lots of things will be the same as primary school too!</p> <p>Complete the activity on page 3 by placing the words in the box correctly in the Venn diagram. This will help you to identify what will be different and what will be the same.</p> <p>Are there any other things that you can think of that you could add?</p> <p>Discuss what you notice with an adult at home.</p>	<p>Starting at secondary school will bring with it lots of new experiences and opportunities.</p> <p>Read the three statements on page 4, which explore how to cope with change. For each statement, note down possible concerns about them and then possible solutions to those concerns that you have acknowledged.</p> <p>Once you have completed all three, speak with a parent, carer or trusted adult and discuss what you wrote. Using a different coloured pen/pencil, note down any other suggestions or solutions that they came up with during your discussions</p>	<p>On page 5, you need to answer some important questions about your new school.</p> <p>To find out the information you can look at information your school has sent you. You may also need to look on their website or use google maps.</p> <p>Answer the questions in your book.</p> <p>Are there any other facts about your school that you have found out about or would like to know? Record some more questions and answer them if you wish on a separate piece of paper.</p>

Task 6 – Who Will Help Me? – Page 6 and 7	Task 7 – Let’s Get Organised – Page 8 and 9	Task 8 – Finding Your Way – Page 10 and 11	Task 9 – Can I Organise Myself? – Page 12	Task 10 – Making Good Choices – Page 13
<p>On page 6, there is some information about adults that can be found in your secondary school. Read the information carefully. You may know the names for some of these adults in your school, for example your Form Tutor, Headteacher or Head of Year.</p> <p>Now look at page 7. Can you work out which adult could help you with each problem? If you know their name, write it instead of or as well their position.</p> <p>Talk to an adult at home. Are there any other things you might need help with? Who do you think would help you? Do you know how to find these adults during the school day?</p>	<p>When you go to secondary school, it is important to be organised!</p> <p>You will need to know what lessons you have each day, at what time and what you need in school each day.</p> <p>It will be up to you to be prepared!</p> <p>Complete the timetable activity on page 8 and the pack your bag activity on page 9.</p> <p>When you have completed your activity, talk to an adult at home about it. Was it easy? What could you do to help you remember what you need each day?</p>	<p>When you go to secondary school, you will be in charge of getting to class on time! Usually in the first week or two, each school will make sure an adult helps you and teachers won’t mind if you are a little late to lessons.</p> <p>To help prepare you for reading maps and finding your way, look carefully at the school map on page 10 then answer the question on page 11.</p> <p>Extension: do you have a map of your new school? Could you write some questions for an adult to answer? Or they could write some questions for you!</p>	<p>As already mentioned, being organised is a key skill required for secondary school. From September, you will be entrusted with the responsibility of organising yourself, your possessions and meeting deadlines.</p> <p>Read the three statements on page 12, which explore getting organised. For each statement, note down possible concerns about them and then possible solutions to those concerns that you have acknowledged.</p> <p>Once you have completed all three, speak with a parent, carer or trusted adult and discuss what you wrote. Using a different coloured pen/pencil, note down any other suggestions or solutions that they came up with during your discussion.</p>	<p>As you continue your transition into becoming a young adult, you will be taking on far more responsibility and independence.</p> <p>Read and discuss the sentences on page 13 with a parent, carer or trusted adult. What do you think you should do in each scenario? If you aren’t sure, can you identify someone who could help you find a sensible solution? Did the trusted adult you are discussing the points with agree with what you suggested? Did they offer some different advice?</p> <p>Note down the key points or messages from your discussion. You could even create a Problem Poster for future reference to remind you of the advice and solutions you came up with.</p> <p>If an adult isn’t immediately available, note down your responses to the scenarios and then discuss with an adult afterwards.</p>

Task 11 – Behaviour for Learning – Page 14 and 15	Task 12 – My Strengths and Qualities – Page 16	Task 13 – A Letter to My New School – Page 17	Task 14 – Word Search – Page 18	Task 15 – Final Checklist – Page 19
<p>On page 15, there is an example of a rewards and sanctions chart that is used at many local secondary schools (yours may be different).</p> <p>Read the chart carefully and answer the questions on page 14.</p> <p>To start with, teachers will understand if you make mistakes, but it may help to talk to an adult if you are worried about anything. Could you come up with some solutions for your worries? Could an adult at home help you plan to be successful at school?</p>	<p>An exciting part of starting at secondary school is that you will have the opportunity to make many new friends!</p> <p>Think about your own skills, strengths and special qualities: the things that make YOU a good friend. Use these to write an acrostic poem, using one word that describes you for each letter.</p>	<p>Write a letter to your new school, telling them all about yourself. You might want to include: your likes and dislikes, your key strengths, skills and qualities, things you are looking forward to, things you are worried about, and your favourite subjects. You may even add some questions at the end.</p> <p>Try to include at least two paragraphs and impress with your punctuation and grammar. Write your letter on page 17 of your book. You may choose to write a draft first before copying it neatly into your transition booklet.</p>	<p>You have nearly finished your transition booklet! Well Done!</p> <p>On page 18, complete the word search. It contains many words that we have encountered whilst completing the activities.</p>	<p>On this page, there is a list of all the things you will need and all the things you need to know.</p> <p>Do you know what each item is and why you might need it?</p> <p>It is important to read this page with an adult at home that can help you. Tick off each item that you have/know already.</p> <p>Make a plan together about when you can get/learn about the things that are not checked off yet.</p>