

<p>Learning Objective: Relationships To prepare for the transition to secondary school.</p>		<p>Learning Outcomes: When teaching this unit, adjust the content according to your school's policy for transition. This should include visits to the children's new school or new teacher visiting the class.</p>	
<p>Vocabulary:</p> <p>transition tutor</p>		<ul style="list-style-type: none"> • To reflect on their time at primary school. • To discuss how to form new relationships. • To explore the ways in which secondary school might be different. • To consider different strategies to help me adjust. <p>Thinking Skills</p> <ul style="list-style-type: none"> • Show an interest in the progress of an enquiry • Show that they have extended their thinking beyond the PSHE session • Evaluate a range of reasoned conclusions • Identify assumptions and evaluate their impact • Summarise the progress of an enquiry • Suggest ways in which an enquiry might move to make progress • Suggest and explain new and novel ideas that build on the ideas of others 	
<p>Suggested Lessons</p>	<p>Aims of Sessions:</p>	<p>Content:</p>	
	<p>Recap of prior learning:</p>		
<p>1</p>		<p>L.O. - To reflect on their time at primary school.</p> <p>Skills Focus: Show an interest in the progress of an enquiry Evaluate a range of reasoned conclusions</p> <p>Ask the children to think back over their time at their primary school. What have they enjoyed? What progress have they made? What are their friendships?</p> <p>Is there anything you wish you could have done differently? Is there anything that is worrying you about going to high school?</p> <p>Introduce that the opportunity to go to high school is exciting because you can start to do things differently, you can show your talents and skills to new people.</p> <p>Discuss: Are there any things you will do differently when you get to secondary school? Why?</p> <p>Activity – Begin to create a 'scrapbook' of things that they are proud of from their time at primary school.</p>	

<p>2</p>		<p>L.O. - To explore the ways in which secondary school might be different.</p> <p>Skills Focus: Show an interest in the progress of an enquiry Identify assumptions and evaluate their impact Summarise the progress of an enquiry Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others</p> <p><i>*Be mindful which high schools the children will attend. If different, split them into groups with support staff.</i></p> <p>Talk about the primary school day – rules, routines etc. How do you think secondary school will be similar/different?</p> <p>Show the children a timetable and picture from the local high schools. Get the children to discuss them e.g. moving around the school, homework, carrying schoolbooks around.</p> <p>Introduce the theme of responsibility – managing their own learning, bringing textbooks, completing work, PE kits etc. Making your own way to school and how to do this safely (Stranger Danger and Road Safety)</p> <p>Bring the children back and have a whole class discussion about things that might be worrying them about starting high school.</p> <p>Activity – Create a list of concerns that could be sent to their Head of Year at the new school.</p>
<p>3</p>	<ul style="list-style-type: none"> • Know how to make friends and recognise when they feel lonely and what they could do about it • Know what friendly behaviour is and what makes you a good friend 	<p>L.O. - To consider different strategies to help me adjust and how to form new relationships.</p> <p>Skills Focus: Show an interest in the progress of an enquiry Identify assumptions and evaluate their impact Summarise the progress of an enquiry Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Recap their worries from the previous lesson drawing a mind map and brainstorm any solutions to help ease worries.</p> <p>E.g. Write things down in your homework diary to stay organised, keep extra copies of timetables, don't be afraid to ask where different rooms are. Stress that there will be a whole year group of people in the same situation so it's okay to feel overwhelmed.</p> <p>Discuss how to make new friends, recap what makes a good friend from previous years.</p>

		<p>On the first day, you might talk to people who you decide who you might not want to be friends with and that's okay to feel that way. Your current friendships might change as you meet new people that you might have more in common with.</p> <p>Their tutors will have icebreaker activities so you get to know your new classmates. There will be many clubs to join to meet new people. You might meet people who take the same journey to and from school as you.</p> <p>Activity – create a fact file of themselves of interesting things that they will want to share with their friends, they can add this to their scrapbook.</p> <p><i>*Consider having a teacher from the secondary school come and teach a lesson to the children in their primary classroom and then have their primary teacher teach a lesson to them in their secondary classroom.</i></p>
4-6		<p>Continue to create a scrapbook to prepare them for the transition to High School.</p> <p>This could be when any remaining children in the class attend transitions for different schools.</p> <p>Things to include might be:</p> <ul style="list-style-type: none"> • Work they are proud of. • Routines • Key adults • Location of the school/contact details • Uniform.
Evidence for assessment will be from:		<ul style="list-style-type: none"> • How growing up and becoming more independent comes with increased opportunities and responsibilities • That friendships may change as they grow and how to manage this • How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing
Resources needed for project:		<p><i>Scrapbook</i> <i>Details of the high schools and which each child will be attending.</i></p>
Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.		<p>Challenge through questioning</p> <p>Support through pre learning and scaffolds</p>