

Year 6 Transition



This booklet has been developed in partnership with Primary Behaviour Service, Robin's Oak and The Lennox Centre, and surrounding Primary and Secondary Schools.

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I can say and believe good things about myself...

Why important?

- Improved self-esteem
- Improved confidence
- Improved self-worth
- Improved motivation
- Builds resilience
- Recognise when they need help

What might happen if I cannot do?

- Low self-esteem can lead to difficulties with social situations
- Loss of learning
- Not willing to take a risk/chance in their learning
- May avoid extra-curricular activities
- Lack of resilience

Ideas of activities for summer

- Proximity praise – let them hear you praise them to other people.
- Give age-appropriate tasks around the house and praise when they have completed them.
- Create an achievement wall which highlights efforts and determination.
- Visual reward system to celebrate effort and determination.
- Daily positives.
- Discuss the day at social times (i.e., dinnertime). Adults to discuss their days too.
- Post it notes of compliments in lunch boxes/around the house.

Introduction

The information contained within this booklet has been compiled to help guide parents and carers in supporting their child as they transition from Primary Year 6 into Secondary Year 7 schooling.

Each page looks at an 'I can...' statement; these statements are from your child's point of view and identifies a key skill that, if fully grasped, should enable them to have a successful transition into their secondary school.

Under each statement we will look at 'Why' it is important for your child to be able to grasp the identified skill and then look at how not having the skill may impact on them as individuals. Finally, to help you support your child to have a successful transition we have identified some summer activities that you could undertake with your child to help build and develop on their existing skill.

We hope you find this a useful resource in the coming months and beyond.



I can problem solve for myself...

Why Important?

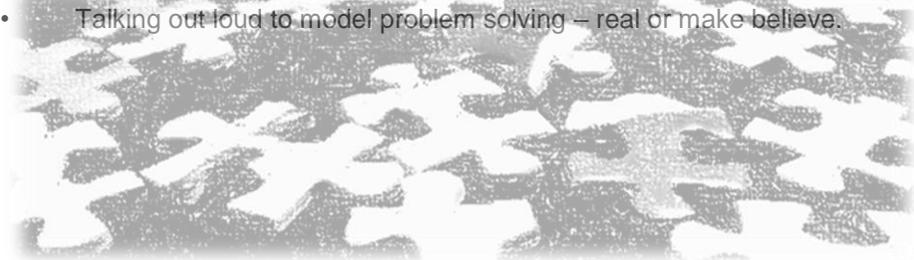
- Support with conflict, resolution
- Build confidence and self esteem
- Support with resilience and independence
- Support social awareness
- Encourage risk taking
- Understand different perspectives
- Show creativity and imagination
- Encourages analytical thinking

What might happen if I cannot do?

- Struggle to complete learning tasks
- Will struggle to engage with peers
- May lack independence and resilience needed to navigate difficult situations
- May become overwhelmed and anxious
- May be unable to verbalise their worries and barriers

Ideas of activities for summer

- Play games i.e., monopoly, card games etc.
- Set open ended challenges e.g., **Egg Drop Idea** – the objective of the game is to build a container to protect the egg when dropped from a specified height using the material provided.
- Promote and encourage independence where possible. Discuss potential impacts and outcomes of their choices and decisions.
- Talking out loud to model problem solving – real or make believe.



I can use appropriate language...

Why important?

- Can communicate with a range of people about their needs (emotional and physical)
- Promotes respect for themselves and others
- Avoids confusion and misunderstanding
- Builds positive relationships
- Promotes mutual respect
- To be able meet school expectations
- Improved problem-solving skills

What might happen if I cannot do?

- Sanctions
- Misunderstanding and misinformation
- Break down in relationships
- Poor behaviour choices
- Unable to get their needs met in an acceptable way
- Feeling of isolation and disconnection

Ideas of activities for summer

- Openly discuss emotions and feelings. Ensure they are promoted as 'normal' and natural so that they are willing to talk in the future.
- Practice how to introduce yourself and how to address an adult you already know and adult you do not know.
- Discuss how to match their language to the situation. When is it ok to use certain language? Is it better to use certain language with a trusted adult in a safe environment? Where could they go in school to have tricky conversation?

I know when and where to ask for help...

Why important?

- Need to know who key people are and where to find them
- Need to know school routines for asking for help and follow these e.g., buddy first
- Being able to recognize when they need support and the best way to get it

What might happen if I cannot do?

- Can become anxious
- May make inappropriate choices (fight, flight, freeze)
- May get in to trouble for not asking

Ideas of activities for summer

- To share photographs of key people (if possible) e.g., Tutor, Head of Year, Pastoral Support.
- To have conversations about worries and practice asking for support.
- When out on day trips get them to ask people for support i.e., “excuse me, could you tell me where the toilets are”, “Where would we find.....” etc.
- Explore school website, virtual tour, practice the journey to school.



I can cope with others' decisions positively...

Why important?

- Builds positive relationships with others
- Following school rules and expectations
- Feeling part of the school community
- Encourages positive behaviour choices
- Promotes respect of others
- Support with conflict resolution
- Be adaptable to different teachers and approaches

What might happen if I cannot do?

- Sanctions
- Relationships could be damaged
- Loss of learning
- Could start to alienate themselves
- Poor behaviour choices
- Frustrations and confusion
- Lose respect from others
- Escalation in behaviour leading to detentions/exclusions

Ideas of activities for summer

- Discussions around the importance of respecting other people's decisions.
- Discuss scenarios of what could happen if they are not respectful.
- Model the appropriate way of addressing a situation where we disagree with someone's decision.
- Discuss when is an appropriate time to respectfully challenge someone's decision and when we have to just accept it.

I can cope with changes in routines...

Why important?

- Builds resilience
- Reduces anxieties
- Builds confidence and self-esteem
- Encourages problem solving
- Encourages positive behaviour choices
- Able to access learning in different scenarios and environments
- Improved social skills

What might happen if I cannot do?

- Lacks confidence
- Increased levels of anxiety
- Loss of learning
- Could make inappropriate choices to avoid the changes
- Escalation in behaviour leading to detentions/exclusions

Ideas of activities for summer

- Introduce subtle and small changes to begin with and discuss feelings around it.
- Introduce bigger changes and solve them together.
- Specific praise around how they have coped with a change i.e., “you coped amazingly well with not being able to go to the park like we planned, that makes me very proud.

I can ensure all my equipment is readily available...

Why important?

- Important to have planner and stationary organised
- To ensure you are ready for all lessons to engage in learning
- To have PE kits on the correct days
- Able to follow school rules and routines
- Feeling of being prepared and in control – lessens anxieties

What might happen if I cannot do?

- Will miss PE lessons
- Will not be ready for learning
- Will not know timetable of the day (planner not packed)
- Embarrassment/shame
- Higher levels of anxiety and panic
- Could potentially end up with sanctions for not meeting expectations

Ideas of activities for summer

- Packing backpacks for days out- given responsibility.
- Promote independence by giving them tasks i.e., cook a meal for dinner and they will have to gather the ingredients and utensils needed etc.
- Create a check list together for equipment which will be needed each day.
- Create a school morning routine to ensure they are prepared.
- Go shopping together for equipment so that they are aware of what they have and what they need.