



**BEDFORD**  
BOROUGH COUNCIL

# Social and Emotional Aspects of Learning (SEAL)



**Transition Year 4 to Year 5  
Learning Opportunities**

*Children's Services, Schools and Families*

## Introduction

This resource has been written to support the transition process between lower and middle schools, from year 4 to year 5. The Primary SEAL Year 3, 4 and 6 Changes Theme was used as the starting point. Existing SEAL resources have been adapted and new materials have been introduced in order to meet the needs of transfer in the primary phase.

The aim is to help pupils by considering the issues before transition (at lower school) and after transition (at middle school).

Within the Learning Opportunities italics are used to denote activities that may be continued in the middle school or that are designed to be delivered by middle school pupils and staff. It is important that lower and middle school staff familiarise themselves with all of the Learning Opportunities and that lower and middle schools work together to provide a transition programme that meets the needs of their pupils.

Staff development opportunities are provided from page 29 to page 31. We recommend that these are undertaken before the delivery of the transition programme.

## Anti-Bullying

Before transferring to middle school pupils often express concerns about bullying although in most cases it is not experienced. Although not covered in this resource middle schools should consider how they will address this. Pupils will need to know the systems that are in place if problems arise. The Primary SEAL resource includes a theme about bullying that could be used.

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## Transition Year 4 to Year 5 SEAL

### Learning Opportunities

#### Transition Theme:

##### Theme overview

The transition theme is designed for use as part of a school's programme to support pupils through the process of transfer from lower to middle school. The transition theme is set out as:

- four learning opportunities in year 4;
- three learning opportunities for transition days, and
- four learning opportunities for year 5.

It is designed so that the opportunities can be combined in a flexible way. Most learning opportunities include a starter, energizer or warm-up activity, one or more core learning opportunities and a plenary.

It is assumed that this theme will be part of a broader programme preparing Year 4 for the transition to middle school. The learning opportunities do not therefore focus on the practical aspects of the transition process, but on identifying, understanding and managing the feelings-thoughts-behaviour cycle that is often experienced in the face of this change.

##### The theme provides learning opportunities that encourage pupils to:

- develop the social and emotional skills that help them to understand and cope with change;
- understand and actively participate in the building of a school and class climate that promotes social and emotional learning;
- reflect upon themselves as individuals with unique skills and talents, within a range of groups that make up a learning community;
- understand and help create a class community where all members feel safe and that they belong.

Social and emotional learning around the process of change requires a complex interaction between ranges of skills. This theme will draw upon all five of the aspects of learning – self awareness, managing feelings, empathy, motivation and social skills.

**These are not lesson plans but provide ideas for learning opportunities that are to be interpreted and used flexibly.**

## Questions for reflection and enquiry for year 4 and year 5

These questions can be used throughout the transition period and are to encourage pupils to consider the concepts explored in the theme in depth, taking into account some of the complexities and ambiguities of real life. There are many ways to use them. They might provide the basis for discussion or for a community of enquiry. You might like to display them one at a time on a whiteboard or notice board as the Question of the Week and encourage pupils to record their thoughts and post them on the board. The pupils' responses can then be read out and discussed at the end of the week.

- Can a change ever be both good and bad?
- Does change get easier next time?
- Can worries be good?
- How can we tell a challenge from a stress?

### Starters and warm-ups

**These ideas can be used at any time within the theme.**

To mix up the group and organise random pairs or groups.

Have the pupils sitting in a circle for the following activities.

The pupils should swap places when you read out the following:

Swap places if ...

- you came to school by bus;
- you like chocolate;
- you would like to travel to space.

Choose volunteers to think of criteria for swapping places. When you feel the group is well mixed, you can put pupils into pairs with the person they are sitting next to. This starter can be used in many ways and might focus more specifically on the topic. For example, the statements might be associated with change.

Swap places if ...

- you like to try new things;
- you have been to more than three schools;
- you are missing your old school;
- you have made new friends.

## Groupings

There are many ways to involve pupils in getting into random groupings. This is one example.

Ask the class to line up along the side of the classroom in order of birthday, age, shoe size, how far away they live from school or any other criterion you can think of. Groupings can then be made by counting along the line or by taking first and last pupils, next to first and next to last.





## Learning Opportunity 1:

### Year 4 – Looking back and looking forward

#### My Life Journey

##### Learning outcomes

I know that everybody goes through many different sorts of change all the time.

I can tell you about some of the things that have changed in my life, and how I feel about them.

I can describe some of the feelings people have when there are changes.

#### Resources

Resource sheet: **R1 My Life Journey**

Paper and a variety of drawing/art materials

#### Starter

Circle Time rounds and games

Changing places

##### Change places or put your thumbs up, if you have:

- moved house;
- been to more than one school;
- a younger brother or sister;
- joined a club where you didn't know many people;
- Ask the children to spot the link – changes – and then think of other examples of changes to continue the game.

##### Rounds

- When I change places in the circle I feel ...
- Something that has changed in this school since I have been here is ...
- Something that has changed in my life in the last year is ...
- A change I would like to make is...

## Core Activity

Together count the number of children in the class who have experienced the following changes and make a simple frequency table:

- moved house;
- gone to a new school;
- got taller since they were three;
- made a new friend in the last year;
- had a supply teacher;
- had a new person in the family or someone who has left the family (this could be a younger brother or sister arriving, or someone going, such as an older sister going to college or a parent leaving);
- got better at reading or drawing;
- changed their favorite TV programme.

Make the point that change is normal, necessary and can be positive (even if it is sometimes difficult).

Draw your own life journey on a piece of paper, including only the things in your life that you are happy to share with the children. For example, you might draw a winding road and write at the top 'I was born'. The road represents your life and at certain points along the road there will be changes, some big, some small. Share this with the children.

Give them some thinking time to consider what the significant events in their life are so far. Discuss and record the sort of things that children could include, emphasising that they themselves should decide what is important to record, and that they don't have to share all the changes in their lives if they don't want to.

Set them the task of recording their own life journey in whatever way they like.

**Events could include, for example:**

- was born;
- learned to talk;
- learned to walk;
- learned to ride a bike;
- brother/sister born;
- went to school;
- learned to write;



Ask the children to think about how the changes they have written down made them feel. Collect as many feelings, words or phrases as you can, and try to make sure that comfortable and uncomfortable feelings words are recorded. You could use the **Feelings detective poster** from the whole-school resource file to explore any unfamiliar feelings words. The words might include: full of anticipation, butterflies in my tummy, wobbly, frightened, small, lost, insignificant, resentful, excited, anxious, and nervous.

Ask the children to think of a change they have experienced that they did not want to happen, or were nervous about. Was the change expected or did it come as a shock? What were the most difficult things/feelings? How did they cope? What did they do? Who helped them? What else could they have done? Did anything good that they hadn't expected happen as a result of the change?

Note down their responses.

## Plenary

Provide an opportunity for pupils to share their drawings/collages, etc., and to talk about their hopes for the future and how they will overcome any problems.

## Applying learning

Provide each pupil with a blank copy of Resource sheet R1 and suggest that they note down the new things they experience during the first week at their new school and how they feel. This could lead into a discussion about strategies for dealing with any problems and sharing and celebrating successes.

## Learning Opportunity 2:

### Year 4 – Understanding feelings of change

#### Learning outcomes

- I know that all feelings, including uncomfortable ones have a purpose and give us information.
- I know that when I move to middle school many things in my life will stay the same.
- I have some strategies for managing the feelings that I might experience when I change schools.

#### Resources

Resource sheet **R2 Concerns and Solutions Grid**

#### Starter

Provide one minute of thinking time.

Ask the pupils to think about the hopes and fears they have about their new school.

Pupils write each hope and fear they have on to a sticky note and then place them on to the appropriate sheet of paper. Ask the pupils to be specific, for example, rather than write homework, what is it about homework that concerns them?

#### Core activity

Give each pupil a copy of the Resource sheet 2.

Ask them to put their concerns into the concerns column and ask them to think of a solution to each of their concerns.

*Explain to the pupils that they will be able to review their concerns after their visit to their new school. The grid can also be reviewed in year 5.*

#### Plenary

Ask pupils to look at the grid and to choose something that concerns them. What can they do to make it less of a concern?

#### Applying learning

Leave the two sheets of paper labelled 'hopes' and 'concerns' up in the classroom so that pupils can add to the lists. Pupils can remove concerns as issues are resolved.

Pupils place their hopes and fears into an 'Ask it basket' to be answered by pupils from the middle school.

Middle schools could choose some of their pupils to be a panel of experts about their school for the year 4 pupils, focusing on all the opportunities there are. Other middle school pupils could identify worries they had before they started middle school and could identify ideas to 'beat the worry'. These ideas could provide email exchange between schools.

## Learning Opportunity 3:

### Year 4 – Thoughts feelings and behaviour

#### Learning outcomes

I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

#### Resources

Resource sheet **R1 My Life Journey** – use drawings from learning opportunity 1

Resource sheet **R3 Ways to calm down**

#### Starter

Ask pupils to close their eyes and to concentrate on their breathing to make them feel calm and relaxed.

#### Calming-down strategies

Pupils will use the 'Life Journey' they produced in Learning Opportunity 1. They should look at this and identify times in their lives when they had pleasant or uncomfortable feelings to cope with or times when they needed to calm down. On their Life Journey ask the pupils to draw and write the feeling they had and how they felt physically, e.g., sweating palms, wobbly knees etc. They should work in pairs, or individually if they prefer, to consider what they did at the time to manage those uncomfortable feelings.

#### Ideas for calming down and feeling confident

Tell yourself to STOP! Give your brain 'thinking time'. Tell yourself you can handle this. Say to yourself 'be calm...be calm...be calm'. Walk away. Count backwards from 10, 20, 100. Tell someone else how you feel. Breathe deeply – in and out five times. Tense and relax your muscles. Take some exercise. Go into a deserted place and shout. Picture yourself dealing with the situation calmly and strongly.

You might like to remind pupils of 'calming-down strategies' from their knowledge of Primary SEAL. It is likely that there will be one or more pupils who have already had an opportunity to explore this idea and might have their own ways of calming down. These are likely to fall into one of the following broad areas of:

- Relaxation, for example, counting to ten, breathing deeply, imagining they are in their own special calming down space;
- Exercise, for example going for a run, going for a long walk;
- Distraction, for example, concentrating on a favoured activity, such as drawing a picture, doing a Sudoku, or simply doing something different.

Pupils might draw their strategies and add them to a class display.

## Plenary

Ask each pupil to consider their own favoured way to calm down when they are angry.

## Applying the Learning

Pupils agree to spot when they are feeling anxious, scared or angry and try out their own calming-down strategy. Provide some time to review how they got on during the week or at the beginning of the next session.

Give each pupil a piece of card the size of a credit card; on this pupils can list their own personal 'calming down strategies or use Resource sheet R3 so that pupils can choose their strategy. Pupils with known difficulties could use these, with the support of a learning mentor or teaching assistant, across the curriculum.



## Learning Opportunity 4:

### Year 4 – What do I have to offer my new school?

#### Learning outcomes

I can identify my strengths and feel positive about them.

I can tell you some of the good things about me that my classmates like and value.

#### Resources

Resource sheet **R4 Advertisement – This is me!**

#### Starter

Circle Time

Round

- I am proud of.....
- A skill I have is.....
- My new school wants pupils who.....
- My new school will be pleased to have me because.....

#### Core activity

Pupils may need to be reminded of the 'gifts' they will be taking to their new school.

Write the name of each child at the top of a blank A4 piece of paper. Attach a (smallish) photograph of the child in the centre of the page (alternatively ask the children to draw themselves). Number the children. Each child passes on the sheet to the child with the next number, and that child has a minute or so to write down something positive that the child whose name is on the sheet will bring to their middle school. After the allotted time period each child passes on the sheet to the child with the next number.

Keep an achievement list for children to add to over the course of the term. This could be a list of all the things that children achieved in and out of school, and how they have changed since they started school. A 5-minute focus could be set aside each day for children to think of something they are proud of or have got better at to add to their list. One child each day could be chosen to share something from their list, and given praise or a small reward.

Using the information gathered as a result of the previous two activities ask the pupils to produce an advertisement to show their new school what they have to offer.

Give each pupil a copy of Resource 4.

Ask the pupils to draw themselves in the centre box or use a photograph. Discuss what might go into each of the boxes.

## Plenary

Ask the class if they could only take three attributes/gifts to their new school, what would they take with them and why.

## Applying learning

These advertisements can also be used as part of the transition process, for example, by being shared with each child's new form tutor.

The completed advertisement could be used as a planning sheet to produce a letter to the form tutor in the middle school.





## Transition Day Activity Learning Opportunity 5:

### Getting to know you

#### Overall Learning outcomes

I have worked with and talked to everyone in my class/group.

### Resources

Copies of Resource sheet **R5 Find someone who...**

### Starter

Find someone who ...

Resource sheet R5

Ask the class to try to complete the resource sheet by asking the questions of as many of the group as they can and getting the members of the group to sign the boxes which apply to them. The winner is the first to complete the sheet with a different signature in each box.

### Core activity

#### Finding out about each other

Pupils will need to be sitting in a circle.

Begin with a mixing up game.

These are used for mixing pupils up and to allow pupils to make statements about themselves without speaking.

Change places if you have a brother or sister at the school

Change places if you enjoy reading.....science fiction, comics, adventure books

Change places if you enjoy watching .....football, Neighbours

Change places if your birthday is this term/is in March etc

In pairs ask the pupils to find out two things they have in common with their partner. Each pupil in turn introduces their partner to the class and tells the class one of the things they have in common.

This will give pupils confidence as they will be speaking on behalf of their partner and not themselves. It is important to give the pairs enough time to talk to each other about what they have in common so that they can get to know each other.

Ask each pair to make a four with another pair and to introduce themselves to each other and then to find out what hobbies or talent each other has.

## Plenary

Make notes of the interests of individual class members and then as part of the plenary ask questions, for example: can you remember who enjoyed scuba diving, eating chocolate, etc.

## Questions

- What was the most interesting thing you were told? Why?
- What thing was most surprising? Why?

## Applying learning

The ideas presented might be recorded for use in the first week of the new term, written up as part of a form magazine, as a class display or as part of a class website. Digital photography and illustrations might be used.



## Transition Day Activity Learning Opportunity 6:

### Finding my way

#### Jigsaw teambuilding

Jigsaw can be used to get pupils into random groups. It works equally well as an icebreaker activity, team building exercise or information gatherer.

#### Overall learning outcomes

I can join a new group.

I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.

### Resources

**Jigsaws:** Write or type a challenge onto one side of A4 paper in fairly large print. Photocopy onto different coloured sheets. When you know how many participants you have cut up the sheets into the appropriate number of jigsaws. If you have thirty participants then make five jigsaws, cut each into six pieces and you have five random groups of six people.

Resource sheet: **R6 Jigsaw**

Resource sheet: **R7 What are the attributes of a good team?**

A small prize for the winning group.

Materials appropriate to the challenge.

### Starter

Give out the pieces of the jigsaw and ask the pupils to find others with pieces of jigsaw the same colour as theirs. Once they have found each other they then need to put the jigsaw together to find out what is their challenge.

Before they begin their challenge ask the pupils to think about the skills needed to work together.

- Ask the pupils to individually think of five skills they need to be an effective member of a team.
- Share their list with the other members of the group and decide on the five most important skills.
- Write these on Resource sheet R7.
- List all the members of the group.

### Group challenge

This is an example of a challenge that will help pupils become familiar with their new school environment.

Collect a blank (unlabelled) outline plan of the school/year 5 area and use it to create a large map showing all the useful features.

If a whole school plan is used show the best route from a year 5 classroom to an identified specialist room or area.

The winning group will have drawn a map that shows the most information in the most interesting way.

Any activity that will enable the pupils to work together can be used, for example an art activity or a sporting activity.

## Plenary

Use the skills the pupils have listed and ask the groups to rate themselves from 1–10 as to how well they worked together against each attribute. Encourage them to think carefully and to question themselves by considering the following questions.

- Why have you given yourself that rating?
- How well would you like to do next time?
- What will you do differently next time?

Display the maps and ask the class to evaluate each one in turn.  
Which one fulfilled the challenge?

## Applying learning

Ask the group to consider how well they work in groups in other lessons and report back next time.

## Transition Day Activity Learning Opportunity 7:

### Newspaper Headlines

#### Learning outcomes

I can work and learn well in groups, taking on different roles, cooperating with others to achieve joint outcome.

### Resources

Paper for working out the headlines.  
Flipchart paper and markers to write them up.

### Starter

Any activity that will sort pupils into random groups of three or four.  
Remind pupils of the skills of working in a group.

### Group challenge

Challenge each group to invent a newspaper headline that will describe something about their group. Use the things the members of your group have in common, for example abilities and talents.

The headline should draw people's attention and must not contain more than ten words.

Once they have worked out what their key information should be, and have devised their headline, they should write it up in large letters on flip chart paper and be prepared to shout it out like a newspaper seller.

### Plenary

Did everyone in your group have a part to play?  
Did the headline describe your group accurately?

### Applying learning

Display the headlines in September to welcome the new Year 5 pupils.  
Ask the pupils to write an article to match the headline.  
Use the headline as a title for a mural.

## Learning Opportunity 8:

### Year 5 – Creating a Class Agreement

#### Learning outcomes

I can identify my strengths and feel positive about them.

I can tell you some of the good things about me that my classmates like and value.

#### Starter

Use a round starting with the following:

I can learn in class when...

I find it hard to learn when...

Or ask the pupils to talk to a partner to identify as many endings to the sentences as possible in a minute.

#### Creating a class agreement

Explain to the class that by being at middle school they are beginning a new phase in their learning. For the next four years they will be on a learning journey together. To be successful they will need to help and support each other. It is the responsibility of everyone to create a class where everyone can be as happy and successful as possible during their learning journey.

This will be an agreement by all members of the group of key ideas that they will all follow to make their form group a good place to be and to learn. The following steps might be part of the process.

Using the responses to the starter activity pupils identify the rights of all members of the community, for example, to feel safe both physically and emotionally, to learn and to have their achievements recognised, to be healthy and to make a full contribution to the community.

In groups, pupils generate ideas for the elements of the class agreement and select between four and six of these for inclusion. The teacher and other adults might write their own ideas for elements that might be included. The charter should apply to all members of the form group, both adults and pupils.

Ideas might include:

- we will listen to each other;
- we will try to encourage each other and not use put-downs;
- we will be considerate and not hurt each other.



## Plenary

In groups, pupils take turns to present their ideas and answer any questions from other pupils and staff. The following questions might be helpful.

- Which ideas do you think are essential?
- Why is this the case?
- Would it always be so?
- Which ideas do you think are not so important?
- What might happen if they were not included?

## Applying learning

All pupils should sign the agreement which should be displayed in their form room and be copied and circulated to all who teach the class. In the next lesson discuss how easy or difficult it has been to abide by the class agreement. Does the agreement need reviewing? Review regularly so that it can inform the behaviour policy and its' development.



## Learning Opportunity 9:

### Year 5 – When do I need help and how can I get?

#### Learning outcomes

I can recognise when I am using an excuse instead of finding a way around a problem

I can recognise when I am feeling worried and can do something about my worry.

#### Resources

Flipchart

10 Sticky notes per pair

#### Starter

Game: Silly answers

One pupil stands in the middle while others take turns to ask him or her questions. The person in the middle gives a silly answer whilst trying not to smile. If he or she smiles, the person who last asked a question takes his/her place.

Round

- I may need help at middle school when...
- I might not ask for help because...

#### Core Activity

Teacher to role play an imaginary pupil.

I don't like maths. The teacher is always being unfair to me. I did try at first but I can't do the work so I just chat or doodle. I got a detention last lesson. I don't like asking for help because I feel stupid. Nobody else asks for help.

Ask the pupils to offer help using the words 'would it help if...' Thank each offer of help and state whether this would be useful or not and why.

Further questions: how does this pupil feel? What kind of comments from people might improve or ruin his/her confidence. What would happen if this pupil did not ask for help? Does the same apply to other sorts of problems?

#### Plenary

Ask pupils how supporting the imaginary pupil has helped them overcome their concerns/fears.

#### Applying learning

Suggest that pupils might use the calming down techniques developed in their lower schools (Transition Year 4 to Year 5 Learning opportunity 3 page 11).

## Learning Opportunity 10:

### Year 5 – Make the most of opportunities – achieving my goals

#### Learning outcomes

I can set myself a goal or challenge.

I can make a long-term personal or learning plan and break it down into smaller, achievable goals.

#### Resources

Some pupils may be familiar with goal setting from Primary SEAL.

Flip chart paper.

#### Starter

Use a round stating with the following:

I am motivated to do things when...

I give up on a task when...

Or ask pupils to talk to a partner to identify as many endings to the sentences as possible in a minute.

Collate answers on a whiteboard or flipchart.

Ask the pupils to group the answers into the different things that motivate people e.g., rewards, feeling good etc and to group answers into the reasons people have for giving up. These can be used during the activity as supports or obstacles to achieving goals.

#### Core Activity

##### Setting a goal

Ask the pupils to sit quietly and to imagine themselves on the last day of the school year and read them the following: You are looking back at your first year at middle school. You are feeling really good about something you have achieved. It could be learning a new skill, supporting a friend, overcoming a fear. Think about what you have achieved and how it makes you feel. Who is there celebrating your success?

Ask the pupils to record what they have achieved and how it has made them feel. They can do this as a drawing or a piece of writing. Ask the pupils to make the record as detailed as possible.

Using the record of what they have imagined they have achieved ask the pupils to turn this into a goal they could set themselves during this school year.

In pairs ask the pupils to share their goal with a partner. They should question each other about each other's goal and help each other with the steps that might be taken to achieve the goal.

The following questions can be used to support the process:

What is your goal?

What obstacles or blocks could hinder your progress?

How will you deal with any obstacles? (Refer to the list made during the starter.)

Who might help you to achieve your goal?

What is the first step you will take to reach your goal?

What further steps will you need to take to achieve your goal?

How will it feel when you meet your goal?

Who will know when you have met your goal?

Who else will know?

Pupils should support each other in describing the steps to success and to begin to plot them in any way they choose on a piece of paper.

## Plenary

Ask pupils how sharing a goal with someone else has helped them with the process.

Ask pupils to consider what they might do that could get in the way of achieving their goal and how they could prevent this happening.

Suggest that pupils with similar goals might help each other to be successful.

## Applying learning

Suggest to pupil that they might like to use the goal setting technique to set a home-based goal for an out of school activity. Copies of these could be kept by the teacher and reviewed mid year and end of year for reinforcement, support and celebration.

## Learning Opportunity 11:

### Year 5 – Saying goodbye

#### Learning outcomes

I can describe how starting in a new school feels and why.

I can describe how it felt to leave my old school.

I can talk about the things that I miss about lower school and can manage the feelings of loss.

#### Resources

Resource sheet **R8** 'The goodbye challenge'

#### Starter

As an initial activity ask pupils to think of as many words and gestures as they can to say hello and goodbye.

#### Saying goodbye and moving on

Explain that when we have left somewhere and moved to somewhere new it is often good to say goodbye to those we have left behind. Remind pupils that this activity will provide them with the chance to say goodbye to their old school.

Provide a short time for reflection, and then ask pupils to find someone who went to a different school and tell them the good things about their old school.

In a circle they should take it in turns to share one of the good things.

Finally, pupils should work in groups of pupils from the same school. Any 'single' pupils should work together.

Ask groups to complete Resource sheet R8 'The goodbye challenge'.

#### Plenary

Ask pupils to reflect upon the group processes.

- How did you do the task?
- How did you work together?
- Did your original plan work or did you have to change it?

#### Applying learning

Pupils might like to return to their old schools to meet with the people there and share their hello–goodbye message.

## Learning Opportunity 12:

### Year 5 – Review of Transition Theme

At the end of the theme you should review the key learning from the theme. It will be particularly important to leave this theme on an upbeat note but with reference to:

- the new community you are building together and the responsibilities you all have to ensure that the whole group is successful;
- the class agreement;
- the value of moving on.

One way in which the class might do this is by creating a leaflet, booklet, scrapbook or poster to tell the adults who work with the class what they need to know about the class members. Different groups might choose to be responsible for some of the following sections.

- Our class. This section will give the names and faces of the class members with some specific information about each individual.
- Our 'home groups'. This will consist of the name of each group and its members with their gifts, talents and interests. This section should be created by the 'home groups' working together.
- The class agreement.
- Our stresses, challenges and comforts. This will be an opportunity to use the examples from the hopes. (identified in Learning opportunity 2)
- How to calm us down and how to make us keen and enthusiastic.
- Other information.

Most of the information needed to complete the activity will have been created during the other learning opportunities in this theme.

You might encourage pupils to keep a journal of their first few weeks at school.

This should include:

- the people they have met;
- the class agreement;
- the new things they have learned, for example, a map of the school, some of the school routines;
- the worries or concerns they have overcome and how.

You will need to agree what they will do with the journal. Do they want you to read their journal or do they want to keep it secret? Would they like you to comment and add your thoughts?

Remember that the journals should not be corrected in any way but you might like to add comments and suggestions.



## Reinforcement across the school day

- Provide time at the beginning of each new lesson to reflect together on what the pupils have already learned about the topic to be studied.
- Build on the established small groups in the class and ensure that collaborative small groups are used whenever possible.
- Reinforce the whole-class identity and emphasise that the purpose is to learn together and help each other to learn.
- Use the class agreement as a starting point and negotiate any additional subject-specific rules.
- Provide opportunities for pupils to talk to each other in pairs. Ensure that pupils work with as many different partners as possible.
- Use name games to help you, and the pupils, remember each other's names.
- Consider ways to ensure that the pupils feel emotionally safe. Don't put them on the spot or embarrass them.
- Each subject teacher should discuss how the learning is to be covered in the year.
- The pupils should be encouraged to consider the benefits of their learning journey to themselves and to society in general.
- Review the learning at the end of each lesson both in terms of subject objectives and in social & emotional learning.

## Whole-school approach

The whole school might consider the following to support the learning in this theme:

- Creation of safe havens for vulnerable pupils;
- Establishing systems to support new pupils, based on pupils' ideas;
- Using a checklist/prompt sheet for effective group working (see SEAL Further reading 5.4.2.);
- Supporting pupils to be members of clubs – with established rules and expectations;
- Displaying agreements or codes, including an anti-bullying charter, and having all members of staff refer to them;
- Revisiting the school council;
- Displaying, in public places, ways to calm down.

## Ideas for involving the family

Find out about your parents/carers' experience of school. Pupils should talk to three members of their family, for example, parents/carers, grandparents, uncle, brother/sister, and identify three interesting similarities and three differences between their experiences of school.

## Staff development

These following activities are designed to support staff who are actively involved in running Year 5 transition session within tutor time or PSHE and across the curriculum.

The activities are designed to be explored by groups of staff in preparation for delivering the theme.



### Staff development activities to complete before you start.

It will be important to explore some key issues before you start to ensure common understanding. These are suggestions:

## Staff Development Opportunities

### Activity 1.1: Why teach SEAL?

#### Purpose

To demonstrate the importance of promoting social and emotional skills in school.

#### Resources

Sticky notes (20 per group of two or three participants).

Flipchart divided into six sections that have been labelled: self-awareness, managing feelings, motivation, empathy, socials skills and other.

#### Process

Participants should:

1. Jot down on a piece of paper the behaviour that are a barrier to learning or success in school shown by pupils in Year 5
2. Get into pairs or threes and agree the ten most important behaviours of concern that are a barrier to learning. They should record these so there is one on each sticky note.
3. Agree on alternative opposite but positive behaviour for each of the behaviours of concern.

The facilitator might like to ask participants to throw the behaviours of concern in the bin and explain that the positive behaviours will be those things that we want to see in school.

Suggest that if we teach these then behaviour in school will improve.

4. The participants should stick the positive behaviours on the flipchart under the most appropriate heading.

It is anticipated that most of the attributes will fit within the five social and emotional aspects of learning. Alternatively you might ask staff to match these to the more specific learning outcomes.

This provides a graphic representation of the importance of the social and emotional aspects of learning for pupils in Year 5. If we teach these aspects effectively then there should be a reduction in the number of pupils experiencing behaviours that are causing concern and learning will be enhanced.

## Activity 1.2: The Journey

This is based on the activity in the Yellow set: Year 3.

### Resources

One large sheet of paper per person, felt pens

### Process

Draw your life journey on a piece of paper including only the things in your life that you are happy to share. For example, you might draw a winding road and write at the top 'I was born', with the date. The road represents your life and at certain points along the road there will be changes, some big, some small. It is important that each person decides what is important to them and includes only what they are happy to share with colleagues.

Individually, use different coloured pens to write some of the feelings you experienced at the time, next to some of the changes on your life journey. As a group, discuss the most common feelings you all identified.

Consider which of the changes you identified on your life journey were:

- natural – that is, the kind of changes that happen to us all in the course of growing older;
- changes you chose or actively sought;
- changes that were imposed, and outside your control;

### Applying the learning

Use your understandings of the feelings associated with change and apply this to your understanding of how the new pupils might be feeling. Talk to them about the changes they have experienced and their feelings about this.

## Activity 1.3: Belonging

### Purpose

To consider what it is like to feel you do not belong.

### Resources

Flipchart paper for each group of four to six  
Pens

### Process

Individually, consider a time when you have believed that you haven't belonged or been valued and think of the way it made you feel. You might want to share the situation with the group or you might want to keep your thoughts to yourself.

One person draws a circle in the centre of the paper. In your group take it in turns to write down (in the circle) any words to describe your feelings in the situation you were thinking of.

Round the edge of the paper, list the way you or others might behave when they have these feelings.

Underline any negative behaviour you have written.

### Applying learning

What are the links between our feelings of belonging and behaviour?

What might we learn from this activity that we can apply when we are establishing our new form groups?

# Resource Sheets



## Resource Sheet 1:

### R1 My life Journey



## Resource Sheet 2:

### R2 Concerns and Solutions

Concerns and fears	What will I do?
I might forget my homework	Put my homework in my bag as soon as I have done it
I might get lost	
A teacher could ask me to read aloud in class and I might go red and be embarrassed	

## Resource Sheet 3:

### R3 Ways to calm down

Credit card prompts for pupils ...it is important that children are encouraged to use their favoured calming techniques each time the need arises. All adults in the school should know the range of strategies.

Ways to calm down: <b>Tell yourself to STOP!</b>	Ways to calm down: <b>Give your thinking brain time</b>
Ways to calm down: <b>Say to yourself</b> <b>‘be calm... be calm... be calm...’</b>	Ways to calm down: <b>Walk away</b>
Ways to calm down: <b>Count backwards</b> <b>from 10 or 20 or 100</b>	Ways to calm down: <b>Tell someone else how you feel</b>
Ways to calm down: <b>Breathe deeply –</b> <b>in and out five times</b>	Ways to calm down: <b>Tense and relax your muscles</b>
Ways to calm down: <b>Take some exercise – run or jog</b>	Ways to calm down: <b>Go into a deserted place and shout</b>

## Resource Sheet 4:

### R4 Concerns and Solutions

The diagram consists of a central rectangular box with the label "Me:" at the top. Five lines radiate from the corners of this central box to the corners of five surrounding rectangular boxes. The boxes are arranged as follows:

- Top Left:** A box labeled "I am".
- Top Right:** A box labeled "I can".
- Bottom Left:** A box labeled "When I".
- Bottom Center:** A box labeled "I will".
- Bottom Right:** A box labeled "I am looking forward to".

Each of these five surrounding boxes is empty, providing space for a student to write their concerns and solutions.

## Resource Sheet 5:

### R5 Find someone who...

... has been to more than two schools	...is left handed	...has a pet that you have (or would like to have)
...has an interesting hobby	...will catch the bus to middle school	...likes a film that you like
...is born in the same month as you	...has visited another country that interests you	...shares a similar interest with you
...has a brother or sister at the school	...can speak a language other than English	...went to a different lower school than you

## Resource Sheet 6:

### R6 Jig Saw

# JIG SAW

## Well done!

You have found everyone in your group

You have 20 minutes to complete the following task

Collect paper and pens from the desk

**List five skills you need to work in a team**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Resource Sheet 7:

R7 What are the attributes of a good team?

Fill in the table below with the agreed attributes. When your group has completed the task, score how well you did.

Attributes of a good team	How well did we do?				
	Low		High		
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

## Resource Sheet 8:

### R8 The goodbye challenge

Now you are feeling a bit more settled into your new school it is time to stop and reflect about the school you left behind.

Your challenge is to work in a group to mark this occasion and create a message that will let the people you left behind know that you are OK. You can choose what you create but it should include:

- something that lets people know you are OK;
- a record of some of the feelings you had when you started your new school and how you dealt with them;
- something to show people about your new life;
- something to say thank you for the things you valued in your old school;
- a personal message.

You should make your 'Hello, goodbye' message as interesting as possible. It should have a visual element and some words. You might want to write an illustrated letter, create a short film, or use the computer or video camera.

In your groups make sure that everyone shares their own personal message and everyone is involved in making the challenge a success.



## Acknowledgements

I would like to thank Alison Chamberlain and Miriam Brewis (Education Consultants) for providing ideas and materials and their considerable support and guidance in preparing this booklet.

I should also like to thank Beth Bowmer and all the team at Borough Hall for collating the booklet, adding the images of students and staff and giving it that 'professional touch'.

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## Finding out more

If you would like further copies please telephone or write to us at our address below.

This booklet can be produced, on request, in an alternative format (e.g., audio tape, Braille or large print). If you require one of these formats please use text phone number: **(01234) 221827**.

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