

A Wild Adventure

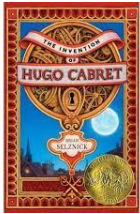
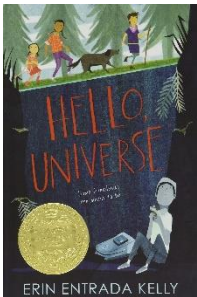
Y6



Make Us Proud!

English	Fantasy Narrative Speeches Autobiographies Letters Poems
Maths	Factions decimals and percentages calculates
Science	Evolution and inheritance, investigations
Computing	To learn how to use the question types within 2Quiz. -To make a quiz that requires the player to search a database. To research and find out about the age of the internet. - To think about what the future might hold.
History	What was the 'Golden Age' of Islamic civilisation? Can I locate Baghdad on a modern map and a map of the ancient world? Can I discover how Baghdad was established? Can I create a timeline covering some of the key events of the Islamic Civilisation? Why was Islamic Golden Age significant? Can I map the trade routes to and from Baghdad? What was the significance of the 'house of wisdom?' Can I map the spread of influence of Christianity and Islam? What impact has the Golden Age had on word etymology? Can I compare and contrast the Islamic Golden Age with Anglo Saxon Britain? Can I describe the legacy of the Golden Age? Crime and punishment – links to online crime and safety
Geography	Mapping journeys to secondary school. Year 6 pupils carry out a geographical enquiry into where the happiest places around their school are found. The wealth of virtual mapping sites (e.g. Google Earth/Maps, Bing Maps etc) enable new students to 'virtually' tour the secondary school with spatially located images, written messages from Year 7 about different places and/or audio/video clips about different places around the school. Quiksee would be ideal for these purposes
Art	Islamic art
DT	The children will take part in an enterprise week where they will create a product manage a budget and workforce sell the product and find out about profit
Music	You've got a friend – charanga Evaluate popular songs which are about changes
PSHE	Being my best and growing and changing
PE	Dance and gymnastics
RE	Unit U2.14 How do religions help people live through good times and bad times?

National Curriculum Areas and Skills

English	<p>Fantasy Narrative Speeches Autobiographies Letters Poems</p> <div data-bbox="486 465 625 678">  </div> <div data-bbox="662 383 858 678">  </div>
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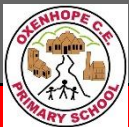
		<p>functions, relationships and interactions more systematically.</p> <ul style="list-style-type: none"> • WS8 recognise that scientific ideas change and develop over time. • WS9 draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. • WS10 Pupils should read, spell and pronounce scientific vocabulary correctly.
Computing	<p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	
History	<p><u>A non-European society that provides contrasts with British History – a study of Bag dad</u></p> <p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Crime and punishment – links to online crime and safety</u></p>	<p>Describe main changes in history in terms of political technological social or religious change</p> <p>Look at historical events from other non-European countries and discuss these in detail</p>
Geography	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance</p>	<p>Name and locate countries and cities of the UK geographical regions identifying human and physical features.</p> <p>Use and 8-point compass, 4 and 6 figure references symbols and key including</p>

	<p>Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>OS maps to build knowledge of the UK and wider world</p> <p>Use field work to observe, measure, record, and present the human and physical features in the local area using a range of methods including sketch maps plans and graphs and digital technologies</p> <p>Understand and use a widening range of geographical terms</p>
Art	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques,</p> <p>about great artists, architects and designers in history.</p> <p>Islamic art</p>	<p>Create colour based on those seen in the natural world</p> <p>Use water colour</p> <p>Use and range of visual elements to enhance the work</p>
DT	<p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Draw up a specification for their design-link with Mathematics and Science.</p> <p>Plan the order of their work, choosing appropriate materials, tools and techniques.</p> <p>Suggest alternative methods of making if the first attempts fail.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Know how much products cost to make, how sustainable and innovative they are and the impact products have beyond their intended purpose</p>

	<p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Enterprise week</p>	
Music	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	<p>Confidently select appropriate tools, materials, components and techniques and use them.</p> <p>Use tools safely and accurately.</p> <p>Assemble components to make working models.</p> <p>Aim to make and to achieve a quality product. With confidence pin, sew and stitch materials together to create a product.</p> <p>Demonstrate when make modifications as they go along.</p> <p>Construct products using permanent joining techniques.</p> <p>Understand how mechanical systems such as pulleys or gears create movement.</p> <p>Know how more complex electrical circuits and components can be used to create functional products and how to program a computer to monitor changes in the environment and control their products.</p> <p>Know how to reinforce and strengthen a 3D framework.</p> <p>Understand that mechanical and electrical systems have an input, process and output.</p> <p>Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>
PE	<p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate</p>	<p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p>

	<p>improvement to achieve their personal best</p>	<p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Gymnastics</p> <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p>
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Homework



Year 6 Transition Learning Projects

WC1: Reflect On Your Feelings

This week's learning project focuses on your child's feelings about their transition to secondary school.

It will give them the opportunity to reflect on their time at primary school whilst also considering their hopes and anxieties for the future.

One activity is highlighted in a green font. This is an activity that secondary schools often ask for in order for them to fully support the children.

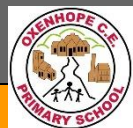
Transition Activities: chose from the following – you can do as many as you want

1. Starting secondary school is a time for your child to say farewell to current teachers and classmates and hello to many new faces. It is important for your child to cherish their favourite memories. Ask your child to create a drawing of their special memory and frame it in a photo frame. They may choose to draw a favourite lesson, a funny moment with friends, a school trip, their favourite teacher or a job role they were proud of. They may choose to decorate the photo frame provided or to craft their own using card. [Click here for photo frame ideas](#)
2. During their time at secondary school, your child will encounter a variety of different experiences. Ask your child to interview someone about how they coped with some of the changes they faced at secondary school. This could be a family member in their household or a neighbour/relative that has been to secondary school (please ensure that you either use technology or follow social distancing guidelines). Ask your child to consider what questions they could ask e.g. how did you make new friends? What did you do if you got lost? What did you do if you forgot your PE kit/forgot to do your homework?
3. As your child moves to secondary school, it is important that they consider their hopes and concerns. Using an outline of a face, draw the aspects of secondary life that they are looking forward to e.g. clubs, lessons; what they are nervous about e.g. homework, friends and areas that they have thoughts and questions about e.g. Who will be my teacher? Where will I eat lunch?
4. - Secondary schools may ask for a piece of writing to be sent to them on your child's transition day and this is a perfect opportunity for your child to tell their new school some information about them. Ask your child to write a letter to their secondary school telling them what they are looking forward to, what they are nervous about, what they enjoy doing and something they dislike. [Watch this video to learn how to set out your letter.](#)
5. Your child may wish to reminisce about their memories of primary school in the future. Capture these memories in a fun way by asking your child to create a 'Memory Jar'. Using coloured paper ask your child to write down their favourite memories. They can use different colours to show different categories of memory e.g blue for friendship, yellow for teachers, red for favourite lessons, green for school trips. Use a jam jar or a plastic bottle to collect their memories; they could even personalise their jar with decoration.

Staying Safe Online

In preparation for moving to secondary school, why not have a go at entering The Childnet Film Competition which invites young people aged 7-18 to create a 2 minute online safety film to inspire their peers to create a safe, supportive and fun online world around the theme 'We want an internet where we're free to...'. Within your video you could specifically aim the video at Y6 children who are making the step up to secondary school. You could do this by: highlighting the need to stay in touch with friends safely who move to other secondary schools and by

Discussing how Y6 children could safely stay in contact with one other and offer support. The entries that make into the final shortlist will be judged by a prestigious panel made up of representatives from BAFTA, the BBC, the British Board of Film Classification, the BFI, Disney and the Motion Picture Association. The young people who create winning films and storyboards will receive great filmmaking and creative prizes for their school or youth group. Whether used at school or as a home learning project, the competition is a great way of exploring important internet safety messages with young people of all ages. [Visit here](#) for more information.



Year 6 Transition Learning Projects

WC2: Organising Yourself

This week's learning project focuses on your child becoming organised for secondary school.

It will give them the opportunity to reflect on what they will need to take with them, how they will get to school, what meal choices they can make and even how to tie a tie.

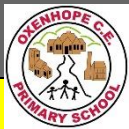
Transition Activities: chose from the following – you can do as many as you want

- 1.** Starting secondary school is a time where organisation and independence can flourish; a good routine is essential for this. Ask your child to plan their morning routine (from waking up to arriving at school) and then plan their evening routine too (from leaving school to going to bed). Remind them to think carefully about how long each activity will take and what times of the day they will be able to complete hobbies such as reading or after school clubs.
- 2.** What should I take to school? Lots of new and different equipment is needed for secondary school. Create a shopping list with your child which includes all of the equipment they will need; consider specific lessons such as P.E and Food Technology. Use their new school's website for support. Ask your child to draw the everyday items needed. Do they need different equipment on different days? What should they not take with them?
- 3.** Travelling to and from secondary school requires careful planning and organisation. Talk to your child about how they will get to and from their new school. Will they walk or ride their bicycle? Take the bus? Or travel in the car? Following this, ask your child to plan their journey to school and their journey home from school (see template). What time will they need to leave the house to arrive at school on time? Which route will they take? Will they meet any friends en route? Do they need to take anything with them e.g. a bus pass or a bicycle helmet? These websites may help: [Google Maps](#), [Network West Midlands](#), [Think!](#).
- 4.** Your child's new uniform may include wearing a tie. Encourage them to practise how to their tie by watching [this tutorial](#). Once they've mastered it, can they write a set of instructions for someone else teaching them how to tie theirs?

5. As your child begins secondary school, they are likely to have greater freedom over what they choose to eat. Recap with your child what a balanced diet looks like and what a healthy food choice is using [this clip](#) and the NHS eat well [website](#). Ask your child to think about what the school canteen may offer for lunch. Using these ideas, ask them to create a balanced lunch plate which they would want to eat. You may want to ask them to create a 5-day menu to encourage them to eat a varied diet.

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Year 6 Transition Learning Projects

WC 3 : Your Network

This week's learning project focuses on who your child can turn to and how to form friendships with other children.

It will give them the opportunity to create strategies to make friends, stay in touch with other children from primary school and the importance of staying safe online..

Transition Activities: chose from the following – you can do as many as you want

1. Your child might be attending a secondary school that none of their friends/peers are attending. Even if they are, they might not be in the same classes or on the same timetable as them. Therefore, they will need to make some new friends. Ask your child to make a top tips poster on the best way to make new friends. Get them to watch this short [video](#) to help them gather some ideas on the best way to make friends or speak to family members about how they made friends when they went to secondary school (this could be parents, older siblings, aunties/uncles etc).

2. In September, your child will be facing lots of changes and they will need to be reassured that they have people at home that are there to support them. Have a discussion about who they could turn to for help or advice in your household or family. Afterwards, ask them to create a diagram or pyramid of family and friends they would turn to. Get them to think about specific things they would go to particular people for.
3. At your child's new secondary school, your child will have different members of staff for each lesson. It is important that your child begins to recognise these teachers as safe adults and considers who they will go to with problems and worries. Ask your child to research their new school website and find out which teachers are in different departments. Ask them to consider which teacher they may go to if they have forgotten homework, if they have concerns over a friendship group and if they are finding a piece of work difficult.
4. Ask your child what online platforms they use; this could be games, social media or websites. Ask them how they know it's safe and what they do online to keep themselves safe. Discuss how social media and technology will come into their lives more as they grow up and how it is really important to use them wisely and what impact this may have at school and in the future. Ask them to create a set of guidelines to make sure that they are safe online.
5. Your child may be leaving some of their friends from primary school and this may add to their worries about the transition. Have a conversation with your child about which of their friends are going to the same secondary school and which friends are going to different schools. Ask your child how they could keep in contact with them. For example: meeting outside of school in a safe place, using an online classroom that has been set up by your school or over the phone.

Staying Safe Online

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Year 6 Transition Learning Projects

WC4 : Growing Your Independence

This week's learning project focuses on building your child's independence for their transition to secondary school.

It will give them the opportunity to plan for the different lessons they will have at secondary school and to organise a time for their studies at home.

Transition Activities: chose from the following – you can do as many as you want

[Scenarios for number 4](#)

1. Next year, your child will have to be more responsible for things. Work with your child to create an agreement of when they will spend time completing their homework. It might be worth discussing with your child how often they can go on their phone/computer/game console and when they need to have a break from them. After discussing this with them, create a screen time agreement together that includes when and how often they can use their devices.
2. As your child moves onto secondary school, they will learn many new things and develop new interests. It would be good to encourage your child to work on developing a new skill. This could be something they have always wanted to have a go at, such as cooking or gardening, or could be a new skill that you could explore together, such as learning first aid or DIY around the home. After working on the new skill, your child could write a blog post or an information poster about the new skill/hobby they have discovered.
3. To support your child as they grow more independent, it might be useful for them to have a key message/messages that they want to stick by. Your child could create their own affirmation, quote or slogan that they will stick by when they are struggling with something and will offer emotional support and encouragement as they develop their independence.
4. Your child will be faced with scenarios that they will have to solve independently. Some of these will involve communicating effectively to you as parents. Look at the different scenarios and get your child to decide the best way to solve them. You might want to discuss different ways they could approach these and decide together which would be the best solution.
5. There are many things you need to become an independent thinker. Get your child to create an independence plant, flower or tree. On it they should label all the things they need to help them to grow independence. What skills and attributes do they need? Your child could create this as a poster that they could hang up in their room. This page has an example of how you could present this.

Scenario 1: You have got a detention at school. How are you going to explain this to your parents?

Scenario 2: Explain to your parents about the after school clubs that take place at your school. Which ones do you want to take part in?

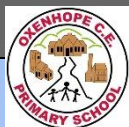
Scenario 3: You return back to school but you have to social distance from your classmates. How is this going to work? How are you going to abide by these rules?

Scenario 4: Your parents want to know how you are going to get to school safely. Explain your route to them and also your back up plan. How long will it take you? When will you arrive at school and return from school? How will you let your family know you are safe? Use the route you created in week 2 to help you.

Additional Learning Resources Parents May Wish To Engage With:

- This [website](#) gives some ideas on how your child could approach writing their own affirmations.
- On this [website](#), there are some useful ways you can support your child to develop their own independence.
- [Here](#) are a range of examples of screen time agreements that you could adapt for your child/home.
- This [short video](#) gives advice about how your child can stay safe online and suggests how parents can support this. You could watch this with your child and maybe get them to include some of the things in their screen time agreement. There is also this screen time [top tips for parents poster](#), which might be useful.

Year 6 Transition Learning Projects



WC 5: Being a Problem Solver

This week's learning project focuses on building your child's ability to problem solve for their transition to secondary school. It will give them the opportunity to prepare for the different challenges they may face when they begin secondary school but also provide them with the skills on how to solve them. Each day, the children will be given a potential problem scenario (to which they should reply in the style of an 'Agony Aunt') [a mindfulness activity](#) and a challenge.

Potential Problem Scenarios

Challenges

1. As your child moves to Secondary School, they will be meeting and making new friends and will need to be able to solve any issues that they may face. "I've got two really good friends who don't like each other. One keeps inviting me to things and leaving the other one out. It's getting awkward and I don't know what to do. Can you help me?"

Ask your child to carry out everyday activities without using their thumbs. Why don't you take a picture of them completing the challenge

2. At Secondary School, your child may find their dining hall experience a lot different to that at Primary school. They will be in charge of monitoring the balance on their dinner cards and may feel anxious about the busy atmosphere.

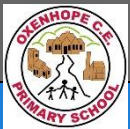
"I got my hot dinner from the counter and realised I'd forgotten to put money on my dinner card. What should I do?"

Ask your child to use recycling items you have in your house to build a bridge. How will it be constructed? How are they going to make it strong and sturdy?

<p>3. At Secondary School, your child will move to different classrooms throughout the day, work with different children and be taught by many teachers. What if they don't get on with their peers or teachers? "My teacher has paired me with a child I don't get on with, who expects me to do all the work for them. They are really popular and I'm worried if I say anything, I will get picked on. I also don't want to get a bad grade. What should I do?"</p>	<p>Ask your child to see if they can draw a picture of their dream house blindfolded. How accurate can they make it without looking.</p>
<p>4. At Secondary School, the use of social media may become an increasing part of your child's life. How can they ensure they stay safe and respectful online? "My friend added me to a group chat and there are some unkind comments about a child in my year group. I don't want to get involved but I'm worried about the child. What should I do?"</p>	<p>With a partner, challenge your child to imitate a celebrity, book character or friend for the other person to guess.</p>
<p>5. When your child starts Secondary School, they may have to use a new mode of public transport or walk to school. What can they do to ensure they stay safe? "The friend I usually walk home with has gone home sick from school. I won't have anyone to walk home with and am really worried about being by myself. What should I do?"</p>	<p>Choosing only 5 ingredients from the cupboards, challenge your child to create a tasty new dish or snack.</p>

Additional Learning Resources Parents May Wish To Engage With:

- [Possible solutions to the problem scenarios for this week](#)
- [Store cupboard](#) recipes to help inspire the 5 ingredient dish challenge
- [Relaxation activities](#)
- [Child Line Toolbox](#)
- [Activity](#) to help pupils feel connected to their friends



Year 6 Transition Learning Projects

WC6 : Individual Qualities

This week's learning project focuses on your child's qualities that make them unique and special.

It will give them the opportunity to reflect on what they like, dislike and excel in.

Transition Activities:

1. Ask your child to think about what makes them special. What qualities do they possess which they think make them unique? Ask your child to independently write 5 down which they think are the most important.. As a parent or family, you should also come up with 5 qualities which you think make your child special. Come together to compare the qualities listed and explain why each person chose the qualities they did. Your child could then write their three best qualities down, explaining why they chose these.
2. Encourage your child to think about the qualities you discussed yesterday and what each of them mean. Can they create a piece of artwork in the shape of a star to represent their 'star qualities'? Your child can make the outline of the star using the words chosen or include their qualities within the star itself. Let them be creative in how they want to display their individual qualities.
3. Art can be a great tool for self-exploration and self-expression. Encourage your child to create a piece of artwork which represents their personality. This could be a picture or something more abstract using materials available at home. Your child may find listening to their favourite music encourages their own expression or being able to complete this in their bedroom if possible. Once completed, ask your child to discuss their artwork with you. What did they want to represent in this piece? How did they try to show off their personality through their artwork?
4. Children have many talents which should be celebrated. Talk to your child about the talents that they have. Together, look at the website for your child's secondary school and research which extra-curricular clubs are on offer. Can they celebrate their ICT skills at a Coding Club or their problem solving skills at the school Chess Club? If there isn't a club that suits your child's capabilities, look at alternative ways your child could practice their skills e.g. local clubs or online learning.
5. Every child is unique and special. Using the template below, talk to your child about what makes them them. They can write a paragraph for each heading or draw an illustration in each section. Ask your child to consider: interests, talents, things they would like to be better at and their hopes and aims for secondary school.

Additional Learning Resources Parents May Wish To Engage With:

- [This website](#) explains why self confidence is so important and gives some activities on how to build self confidence.
- [Premier League Stars](#) have created some helpful videos and activities for self-esteem
- Childline want to help bring out the best in your child through some [easy-to-do activities](#).
- An [article](#) for parents which can help with discussions about how to develop self-belief and confidence in children.



Year 6 Transition Learning Projects

WC7: Valuing Your Achievements

This week's learning project focuses on your child's successes throughout their time at school.

It will give them the opportunity to reflect on what they have enjoyed and achieved throughout their time in primary school life.

Transition Activities:

- 1.** Your child has achieved so much at primary school and now it is time to reflect on what makes them proud. Ask your child to create a 'Wheel of Achievements' that displays their proudest moments. Your child can label each section with headings such as 'Maths', 'English', 'P.E', Music, 'Friendships', 'Hobbies'. Inside each segment your child can either draw a picture or write a sentence to show what they are proud of. They can decorate it using bright colours so their wheel shines with pride.
- 2.** Some of the best memories of childhood are the silly ones that make you giggle. Ask your child to create an amusing comic strip of a funny moment from their school journey. Encourage them to include thought bubbles and speech bubbles to bring the comic to life. Comic strips are usually vibrant in colour so ask your child to use bold colours for their illustrations. If they cannot recall a funny moment, ask them to create a comic strip of any key moment that is significant to them.. For example, meeting their best friend for the first time, competing in Sports Day or a favourite school trip.
- 3.** At the end of Year 6, your child would ordinarily have the opportunity to gather 'goodbye and good luck' messages from their Teachers and friends, often written in a book which they can keep and treasure. Today's task will create a 'Virtual Leavers Book' in which your child will write a message to their Year 6 peers. Ask your child to write a message of farewell and good luck to their Year Group and send this in to their Teacher through their online learning platform. Their Teacher will then put these together to create the 'Virtual Leavers Book'. Please note that your school may have additional information about this and will let your child know through their online learning platform.
- 4.** Not only is it important for your child to value their past achievements, it is important for them to plan to achieve new goals. Encourage your child to create a 'bucket list' of things they wish to achieve in their first year of secondary school. This could include points such as making new friends, taking the bus to school by themselves etc. Once they have completed this, ask them to create a bucket list of things they hope to achieve before secondary school begins. This could include points such as learning to tie a tie, completing a [Summer Reading Challenge](#), baking a cake and more.
- 5.** Coming together to celebrate the end of Year 6 is an important ritual for your child. Today's task metaphorically brings the children together by joining their memories in a jigsaw. Ask your child to use our puzzle piece template to write their best moment of Year 6. Tell them that all of Year 6 are completing this task and all of their individual memories on the jigsaw pieces will slot together to create one fantastic 'Jigsaw of Memories'.

Additional Learning Resources Parents May Wish To Engage With:

- There are some useful tips about coping with anxiety in children on the [NHS website](#)
- [This website](#) provides some useful tips to parents of pupils transitioning to Secondary School
- Useful tips from [The School Run](#) website, which also provides general information and advice about your child's learning journey.
- [This website provides](#) advice for supporting pupils with additional needs in transitioning to Secondary School