

**Unit 1: Year 7 self-assessment sheet *Autumn term 1: Transition and emotional health***

**Beginning of the scheme of learning** – complete the table, it’s not a test! When you look back at your answers after the sessions it will help you see what you have learned from taking part.

**End of the scheme of learning** – In a different colour pen complete the table. Have you made progress with your learning?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
I can show/explain what skills and habits will help with my move from primary to secondary school.					
I can explain what it means to be resilient.					
I can give examples of strategies which can be used to create and manage my own goals.					
I can explain what it means to use failure to become a stronger person as shown by Jack Petchey.					
I know how we can support one another and build strong relationships at secondary school.					

<u>At the beginning of the unit of work</u>	<u>Progress made at the end of the unit of work</u>
<b>Date:</b> /9/ 2019	<b>Date:</b> /10/ 2019
Why have you circled these boxes above? What <b>knowledge or skills</b> do you already have about this topic? Give evidence below.	What <b>new</b> knowledge or skills have you learnt about in this unit?

**Autumn term 1: 'Transition and emotional health – Learning outcomes**

<b>Working towards (WT)</b>	<b>Working at (WA)</b>	<b>Working beyond (WB)</b>
I can show some understanding of what skills/habits help with my transition from primary to secondary school.	I can demonstrate an understanding of what skills/habits help with my transition from primary to secondary school and appropriate examples of such skills.	I can demonstrate a really clear understanding of what skills/habits help with my transition from primary to secondary school. I can include appropriate examples of such skills and of when they might be used.
I can show some understanding of what skills and knowledge are required to manage my transition and expectations of secondary education.	I can demonstrate a good understanding of the skills and knowledge required to manage the transition to an expectations of, secondary education, giving examples of such qualities e.g. resilience.	I can demonstrate a really clear understanding and can explain the skills and knowledge required to manage the transition and expectations of, secondary education and I can give examples of when these are used.
I can show that I have some understanding of what it means to be resilient.	I can demonstrate a good understanding of what it means to be resilient both mentally and physically.	I can show that I have a really clear understanding of what it means to be resilient both mentally and physically and can give examples of strategies which can be used to create and manage my own goals.

<b><u>Key vocabulary</u></b>	<b><u>Ambitious vocabulary</u></b>
<ul style="list-style-type: none"> <li>• Habit – something that you do in the same way over time.</li> <li>• Goal – aim or objective</li> <li>• Change – to make something different</li> <li>• Relationships – connections with/to other people</li> <li>• Success – reaching/completing your goal</li> <li>• Failure – not reaching/completing your goal</li> <li>• Strategies – plan/tactics to achieve a long-term goal</li> </ul>	<ul style="list-style-type: none"> <li>• Transition – a move or a change from one thing to another (e.g. primary to secondary school).</li> <li>• Perseverance – to keep going even if something is difficult.</li> <li>• Resilience – the ability to recover quickly from failure.</li> </ul>

**Key sentence stems**

- I agree/ disagree with the statement because...
- Yes, you're right.../ Actually, I think...
- We haven't yet talked about X, I was wondering what peoples' thoughts were on this?
- That's an interesting point, could you explain why you think that ...?
- Let's move on and talk about ...