

# Step Up to Secondary



**St Cuthbert's**  
ROMAN CATHOLIC ACADEMY TRUST



**ENDSLEIGH  
HOLY CHILD**  
VC ACADEMY



**ST ANTHONY'S**  
VC ACADEMY



**ST CHARLES'**  
VC ACADEMY



**ST MARY'S  
COLLEGE**



**ST MARY  
QUEEN OF  
MARTYRS**  
VC ACADEMY



**ST RICHARD'S**  
VC ACADEMY






**ST THOMAS  
MORE**  
VC ACADEMY



**ST VINCENT'S**  
VC ACADEMY


# Step Up to Secondary – Learning Skills




Core Target	How am I feeling about it?		
			
Communicate respectfully.			
Listen when others speak.			
Organise and manage time, resources and work. Read timetables accurately.			
Follow instructions and work independently.			
Move quickly and sensibly around the school site independently.			
Work well alongside and with other pupils, including at playtime.			
Respect school and other pupil property.			
Form good relationships with teachers and peers			
Have healthy self esteem.			
Express feelings in a healthy way.			
Work quietly and calmly.			
Cope with disappointment in a mature way.			
Show perseverance and determination when working.			

Bonus Target	How am I feeling about it?		
			
Help others to manage conflicts appropriately.			
Support others in their work.			
Take on additional responsibility in class or across school.			
Use communication skills well to present to the class/school.			
Design and lead activities for other pupils.			
Act as a role model at all times in all situations.			



# Step Up to Secondary – Reading

Core Target	How am I feeling about it?		
			
I can read age-appropriate books with confidence and fluency using intonation.			
I can make a detailed prediction based on what I have read.			
I can distinguish the difference between facts and opinions.			
I make comparisons across a range of books and texts.			
I can retrieve information from texts.			
I can make inferences based on what I have read.			
I can summarise ideas in and across paragraphs.			
I can gather evidence and suggest what it might imply about a character/setting.			
I can relate what I have read to real life experiences.			
I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas.			

Bonus Target	How am I feeling about it?		
			
I can retrieve ideas from longer/more complex texts.			
I can establish an idea about a text and support this with (relevant) evidence.			
I can select evidence appropriately and use precisely.			
I have read a wide range of age appropriate texts.			



# Reading Bingo

A David Walliams book	A fantasy story	A picture book	A poem
A traditional fairy tale	A book written by Carol Ann Duffy	A story that relates to your current topic in class	An adventure story
A Dick King Smith book	A book written by Roald Dahl	A story containing a famous wizard	Danny the champion of the world – Roald Dahl
A non-fiction text	Holes – Louis Sachar	A book told through first person narrative	A myth or legend











## 11 reads before you're 11 years old

1. Harry Potter and the Philosophers Stone	
2. Goodnight Mr Tom	
3. The Lion the Witch and the Wardrobe	
4. Danny the Champion of the World	
5. Tom's Midnight Garden	
6. A Famous Five story	
7. Iron Man	
8. The Wolves of Willoughby Chase	
9. The Secret Garden	
10. Holes	
11. The Hobbit	

# Step Up to Secondary – Writing

Core Target	How am I feeling about it?		
			
I can write legibly and fluently with increasing speed.			
I can spell most words correctly and use a dictionary when unsure/to double check.			
I can ensure all sentences start with capital letters and end with appropriate punctuation.			
I can organise my writing using paragraphs and build cohesion between using adverbials.			
I can use tense correctly and consistently throughout a piece of writing.			
I can use a range of punctuation precisely and to clarify meaning: commas, dashes, brackets, colons, semi-colons, hyphens.			
I can punctuate dialogue accurately and use it effectively to tell my reader more about a character or move action on.			
I can create detailed description of characters and settings using carefully chosen language.			
I know how to adapt my writing for different purposes.			
I carefully proof-read my work, making corrections, edits and improvements.			



Bonus Target	How am I feeling about it?		
			
I can organise my creative ideas in a purposeful writing plan.			
I can use a variety of sentence structures appropriate to the text to engage the reader.			
I can use parenthesis in my writing and punctuate with commas, dashes or brackets.			
I can use figurative language to enhance my descriptions (and I know when they are appropriate).			
I know when to use formal or informal writing.			
I can confidently perform my own compositions using appropriate intonation, volume and movement.			



# Creative Writing Challenges

## 1 GETTING AROUND

Write a set of instructions to help people get from one place to another.



WRITING PROMPTS

## 2 SHADOWS

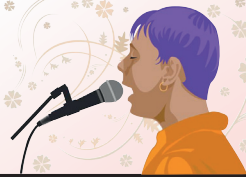
Explain how shadows are formed.



WRITING PROMPTS

## 3 LET'S GET LYRICAL

Write some lyrics for your own song.



WRITING PROMPTS

## 4 DREAM HOLIDAYS

Write a persuasive speech, asking your family to take you on your dream holiday.



WRITING PROMPTS

## 5 RECORD BREAKERS

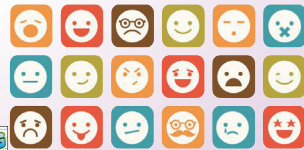
Write a story about an attempt to break a world record.



WRITING PROMPTS

## 6 HOW ARE YOU?

Describe how you are feeling right now.



WRITING PROMPTS

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## **TWISTER!**

Plan a story with a twist.

**WRITING PROMPTS**

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## **TEACHING WITH TECH?**




Write a discussion that explores the pros and cons of using technology in school.

**WRITING PROMPTS**






# Step Up to Secondary – Science

Core Target	How am I feeling about it?		
			
<b>Biology:</b> <b>Human Body</b> <ul style="list-style-type: none"> <li>To know that humans and some animals have skeletons and muscles for support and movement.</li> <li>To know the impact of diet, exercise, drugs and lifestyle on the ways bodies function.</li> </ul>			
<b>Heart</b> <ul style="list-style-type: none"> <li>To know the main parts of the human circulatory system, and the functions of the heart, blood vessels and blood.</li> </ul>			
<b>Plants</b> <ul style="list-style-type: none"> <li>To know the functions of different parts of flowering plants.</li> <li>To know the part that flowers play in the lifecycle of plants.</li> </ul>			
<b>Chemistry:</b> <b>States of matter</b> <ul style="list-style-type: none"> <li>To know that some changes result in the formation of new materials and that this kind of change is not usually reversible.</li> </ul>			
<b>Physics:</b> <b>Light</b> <ul style="list-style-type: none"> <li>To know that light travels in straight lines and use this to explain that objects are seen because they give out or reflect light into the eye.</li> <li>To know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> </ul>			

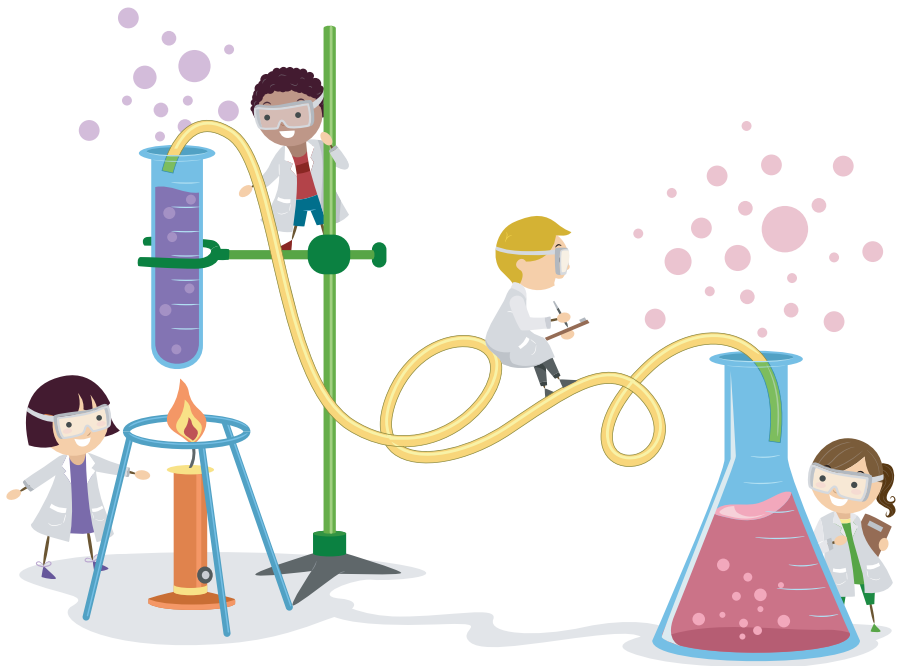
Core Target	How am I feeling about it?		
			
<b>Sound</b> <ul style="list-style-type: none"> <li>To know how sounds are made – vibrating.</li> <li>To know that vibrations need a medium to travel through to get to the ear.</li> </ul>			
<b>Earth and Space</b> <ul style="list-style-type: none"> <li>To know the movement of the Earth, and other planets, relative to the sun in the solar system.</li> </ul>			
<b>Electricity</b> <ul style="list-style-type: none"> <li>To know the symbols in an electrical circuit diagram.</li> </ul>			
<b>Working Scientifically (skills): Prediction</b> <ul style="list-style-type: none"> <li>Make predictions using scientific knowledge and understanding.</li> </ul>			
<b>Method writing</b> <ul style="list-style-type: none"> <li>Plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables.</li> </ul>			
<b>Conclusion</b> <ul style="list-style-type: none"> <li>Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.</li> </ul>			



# Step Up to Secondary – Science

Bonus Target	How am I feeling about it?		
			
<b>Transferable Mathematical Skills: Graphs</b> Interpret and construct pie charts, bar charts and line graphs.			
<b>Averages</b> Calculate and interpret the mean as an average.			
<b>Conversions (measurement)</b> Convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places.			





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# Step Up to Secondary – Maths

Core Target	How am I feeling about it?		
			
I can read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.			
I can use negative numbers in context and calculate intervals across zero.			
I can confidently use a formal method for addition, subtraction, multiplication and short division.			
I can use the formal method of long division to divide a four digit number by a two digit number.			
I can identify common factors, common multiples and prime numbers.			
I can compare and order fractions, including fractions $>1$ .			
I can divide proper fractions by a whole number.			
I can identify the value of each digit in numbers given to three decimal places eg. 4.839			
I am able to calculate percentages, particularly 10%, 20%, 5%, 50% and 1%.			
I know all multiplication and division facts up to $12 \times 12$ .			



Bonus Target	How am I feeling about it?		
			
I am able to use my knowledge of the four operations to solve multi-step problems.			
I can use estimation to check answers to calculations and determine an appropriate degree of accuracy.			
I can add and subtract fractions with different denominators and mixed numbers.			
I can solve problems involving the calculation and conversion of units of measure.			
I can recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.			
I can understand and use the vocabulary of mean, median, mode and range.			



# Step up to Secondary- Maths Conversion Chart

Length Units		How to convert
10 mm	cm	Divide by 10
100 cm	m	Divide by 100
1 000 m	km	Divide by 1000
km	0.62 mile	Multiply by 0.62
Area Units		
100 mm <sup>2</sup>	cm <sup>2</sup>	Divide by 100
10 000 cm <sup>2</sup>	m <sup>2</sup>	Divide by 10 000
1 000 000 m <sup>2</sup>	km <sup>2</sup>	Divide by 1 000 000
Volume Units		
1 000 cm <sup>3</sup>	dm <sup>3</sup>	Divide by 1000
1 000 dm <sup>3</sup>	m <sup>3</sup>	Divide by 1000
dm <sup>3</sup>	Litre	Equal
dm <sup>3</sup>	1 000 cm <sup>3</sup>	Multiply by 1000
m <sup>3</sup>	1 000 dm <sup>3</sup>	Multiply by 1000
Mass Units		
1 000 mg	g	Divide by 1000
1 000 g	kg	Divide by 1000
1 000 kg	tonne	Divide by 1000

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## Step Up to Secondary – Maths

### Long Division

**Step One:** Write the question out using the formal style.

$$15 \overline{)3640}$$

**Step Two:** 15 doesn't go into 3, so we need to look at the first two numbers. 15 goes into 36 twice, so write 2 above the line.

$$\begin{array}{r} 2 \\ 15 \overline{)3640} \end{array}$$

**Step Three:**  $2 \times 15 = 30$ , which you subtract from 36.

$$\begin{array}{r} 2 \\ 15 \overline{)3640} \\ - 30 \\ \hline 6 \end{array}$$

**Step Four:** Bring down the next number.

$$\begin{array}{r} 2 \\ 15 \overline{)3640} \\ - 30 \\ \hline 64 \end{array}$$

Now work out how many times 15 goes into 64 (4 times!)

**Step Five:**

$4 \times 15 = 60$ , which you subtract from 64.

Then bring down the 0.

$$\begin{array}{r} 24 \\ 15 \overline{)3640} \\ - 30 \\ \hline 64 \\ - 60 \\ \hline 40 \end{array}$$

**Step Six:**

Finish off:  
 $15 \times 2 = 30$ ,  
 $40 - 30 = 10$   
so you have a remainder of 10.

$$\begin{array}{r} 242 \\ 15 \overline{)3640} \\ - 30 \\ \hline 64 \\ - 60 \\ \hline 40 \\ - 30 \\ \hline 10 \end{array}$$

**Answer:** 242 r10

# Multiplying by 2-digit

**Step One:** Write the question out using the formal style.

$$\begin{array}{r} 223 \\ \times 13 \\ \hline \\ \hline \end{array}$$

**Step Two:** Multiply the top number by the ones number first.

$$\begin{array}{r} 3 \times 3 = 9 \qquad 223 \\ 2 \times 3 = 6 \qquad \times 13 \\ 2 \times 3 = 6 \qquad \hline 669 \end{array}$$

**Step Three:** Cross the ones number out to remind you that you've finished with it.

$$\begin{array}{r} 223 \\ \times 1\cancel{3} \\ \hline 669 \end{array}$$

**Step Four:**

Before you begin multiplying by the tens number, you need to add in a zero.

$$\begin{array}{r} 223 \\ \times 1\cancel{3} \\ \hline 669 \\ 0 \end{array}$$

**Step Five:** Now multiply 223 by the tens number

$$\begin{array}{r} 223 \\ 1 \times 3 = 3 \\ 1 \times 2 = 2 \\ 1 \times 2 = 2 \\ \times 13 \\ \hline 669 \\ \hline 2230 \end{array}$$

**Step Six:** Add up your two answers (use the column method).

$$669 + 2230 = 2899$$

It can be a little more complicated when there is carrying involved - just set it out clearly and don't rush!

# Step Up to Secondary: Personal Log

Week (date)	Things I need to do:	What I have achieved:

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Week (date)	Things I need to do:	What I have achieved:

# Look After Your Mental Health and Well-Being.

Moving to a new school is such an exciting time, but it can also feel a little overwhelming. It is very important that we look after our mental health and well-being, especially during these times of change. Here are some tips and ideas that you might want to try...

Keep a Diary	Do Some Mindful Colouring	Get Moving!
By writing down your feelings and worries, it can help to calm your mind and unload your anxieties.	Something that does not take too much thought, that is relaxing and satisfying. It might be colouring, it might be knitting – think a practical task that does not involve a screen.	Keeping active is a great way to boost your mood. Head out for a walk, find an exercise video, take the football to the park – as long as you are moving your body, that's great!
Make a List	Mindful Breathing/Meditation	Do a Body Scan
Use your Personal Log to make 'to do' lists. There is something so satisfying about crossing things off your list as you complete them! Plus, it takes away the pressure of remembering it all in your head...	There are loads of apps and online meditation guides if you want to try mindful breathing. It is great for those times you are feeling overwhelmed or anxious and need to calm your thoughts.	Lie or sit on the floor and take some deep, slow breaths. Think about each part of your body one by one. What can you feel? Relax each part of your body one by one.  There are some great guided body scan videos online.
De-clutter and De-stress!	Keep a Gratitude Log	Stay in Touch
No this isn't just a way of getting you to tidy your room! By having a good tidy or organise, you can create a more peaceful environment that will encourage inner-peace. Start small – clear out a drawer. Maybe choose a small space to organise each week...	Each day, think of 3 things you are grateful for.  These could be big things, like your health or your home or very small things like a cool, refreshing drink or the smell of cut grass.	Time talking to friends is really important for our well-being. This could be in person or on the phone. It is a great opportunity to discuss our feelings and worries – chances are they have the same ones! Remember, a problem shared, is a problem halved...



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