

YEAR 6 TRANSITION ACTIVITIES

HOW TO READ A TIMETABLE

Timetable Detective 🕵️♀️

Purpose: Build familiarity with layout, codes, and time structure

How it works:

Give students a realistic Y7 timetable (use colours, abbreviations, room numbers).

Provide questions such as:

“What is your first class on Tuesday?”

“How long is lunch on Thursday?”

“How many times do you have Maths in a week?”

Extension: Ask students to circle unfamiliar parts (e.g. codes like Rm 12, P3).

Follow the Day 🚶

Purpose: Practise moving through the day step-by-step

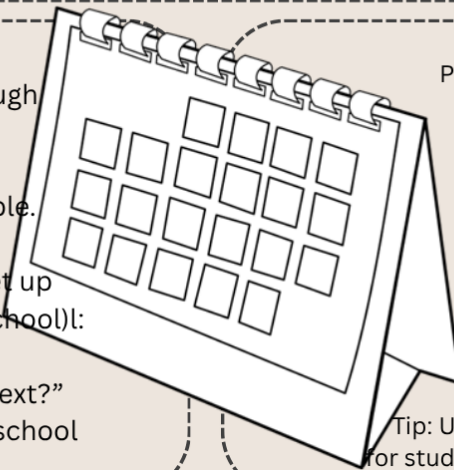
How it works:

Choose one day from a timetable. Students walk through the day verbally or physically (could set up zones within the classroom / school):

“It’s 9:00 – where do I go?”

“The bell rings – what do I do next?”

If possible, do this around the school or with a floor map.



Timetable Role-Play 🎭

Purpose: Reduce anxiety and build independence

How it works:

Act out common scenarios:

Being late

Finding the wrong room

Not understanding the timetable

Practise asking for help from:

Teachers

Office staff

Older students

Tip: Use sentence starters or cue cards for students who need language support.

My Week at Secondary School

Purpose: Support reflection and emotional readiness

How it works:

Students complete sentence stems:

“The part of the timetable I feel confident about is...”

“One thing I might need help with is...”

Use responses to target transition support.

Timetable Quiz or Escape Challenge

Purpose: Make learning engaging and confidence-building

Ideas:

Kahoot / paper-based quiz using timetable questions

“Escape the Classroom”:

Answers to timetable-based clues unlock the next task