

# Welcome To Your New Journey!





## Mrs Goddard-Wood

A very warm welcome to Trinity Academy Grammar (or TAG as we call it). We are delighted to be embarking on this exciting journey together over the next five years.

This is a very exciting time for you, and we aim to support you all over the coming months to ensure that you are confident and excited about starting with us in September.

Over the next weeks and months, you will receive regular updates which we hope you find useful. We would also encourage you to contact the academy if there is anything that you would like to have more information about.

I look forward to eventually meeting you all in person.



## Mrs Neil

**What do you like most about working with year 7?**

Getting to know a whole new year group!

**What is one interesting fact about you?**

I have run the London Marathon!

**Give one piece of advice for Year 7s:**

Follow your dreams and never give up!

# Who Are The SEND Team?



Miss Cheetham  
Assistant Principal for  
Student Support



Miss Hamer  
SENDCo



Miss Fawcett  
Deputy SENDCo

# Who Are The SEND Team?



Mr Dolby  
Lead Teacher  
for Autism



Mrs Berry  
Autism Learning  
Mentor



Ms Gledhill  
Autism Learning  
Mentor

# What Are Our Core Values?

**Empathy**

**Honesty**

**Respect**

**Responsibility**

# What Do Our Core Values Mean?



Learn to understand the needs of others.



Learn to respect yourself and others.



Learn to be honest with yourself and others.



Learn to take responsibility for your actions.

# What Does Our School Look Like?



This is our main student entrance!

This is where you will enter the building and be greeted by our Year Leaders and members of Senior Leadership each morning.



# What Does Our School Look Like?



This is Student Street!

This is where you will enter every day,  
find the Performance Hall and the rest of  
B block!



# What Does Our School Look Like?



This is our brand-new canteen.

This is where you will eat your lunch and see your friends during the day!

# What Does Our School Look Like?



This is one of our ICT rooms where you will have computer science and media lessons!

# What Does Our School Look Like?























This is one of our Science labs!



This is one of our English classrooms!

# What Is A Knowledge Organiser?

| Music  | Musical Rudiments | Year 7  | Term 1 |
|--|-------------------|---|--------|
| 1 – Rhythm – Longer Notes  |                   | 2 – Rhythm – Shorter Notes  |        |
| <p>Semibreve   4 beats</p> <p>Minim  Juice  2 beats</p> <p>Crotchet  Tea  1 beat</p> |                   | <p>Quavers  Coffee  <math>\frac{1}{2} + \frac{1}{2} = 1</math> beat</p> <p>Quaver  <math>\frac{1}{2}</math> beat</p> <p>Semiquavers  Coco-Cola  <math>\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1</math></p> <p>Semiquaver  <math>\frac{1}{4}</math> beat</p> |        |
| 3 – Rhythm - Rests   |                   | 4 – Texture   |        |
| <p>Minim Rest  2 beats</p> <p>Crotchet Rest   1 beat</p> <p>Quaver Rest  <math>\frac{1}{2}</math> beat</p>   |                   | <p><i>How musical lines interact</i></p> <p>Monophonic  One part</p> <p>Homophonic  Two or more the same</p> <p>Polyphonic  Two or more different</p> <p>Imitation  Copying</p>   |        |

This is an example of a page in your Knowledge Organiser.

You will have a page for each subject, or maybe even two.

It's important to remember to bring it every day and keep it safe!

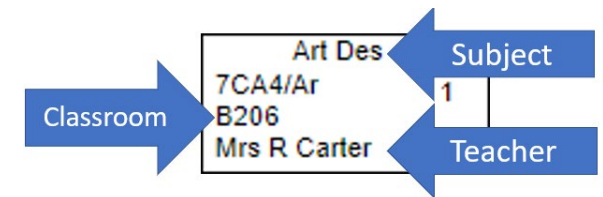
Your homework could be to revise one of the boxes for the next lesson.

# What Does A Timetable Look Like?

| Monday  | Tuesday   | Wednesday  | Thursday  | Friday  |
|---|---|--|---|---|
| Art Des<br>7CA4/Ar<br>B206<br>Mrs R Carter 1                          | Maths<br>7r/Ma1<br>B220<br>Mr I Jones 1                               | Technology<br>7CA4/Te<br>B203<br>Mr D Purvis 1                                   | French<br>7r/Fr1<br>A14<br>Miss J Lord 1                              | Science<br>7r/Sc1<br>B407<br>Mr D Eastwood 1                          |
| Maths<br>7r/Ma1<br>B220<br>Mr I Jones 2                               | Geography<br>7r/Gg1<br>A2<br>Miss R Morley 2                          | Music<br>7CA4/Mu<br>B218<br>Mr R Hartnell 2                                      | Computing<br>7CA4/Cs<br>E2<br>Mr J Nash 2                             | English<br>7r/En1<br>B318<br>Mrs S Buckley 2                          |
| Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Br<br>ea<br>k/F<br>T | Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Br<br>ea<br>k/F<br>T | Weekly Wellbeing<br>7F/Ww<br>A6<br>Miss S<br>Mahmood<br>Br<br>ea<br>k/<br>w<br>W | Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Br<br>ea<br>k/F<br>T | Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Br<br>ea<br>k/F<br>T |
| Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Re<br>adi<br>ng      | Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Re<br>adi<br>ng      | Weekly Wellbeing<br>7F/Ww<br>A6<br>Miss S<br>Mahmood<br>W<br>W                   | Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Re<br>adi<br>ng      | Form Time<br>7F/Ft<br>A6<br>Miss S<br>Mahmood<br>Re<br>adi<br>ng      |
| English<br>7r/En1<br>B318<br>Mrs S Buckley 3                          | Drama<br>7CA4/Pa<br>B205<br>Miss E Watson 3                           | Maths<br>7r/Ma1<br>B220<br>Mr I Jones 3  | English<br>7r/En1<br>B318<br>Mrs S Buckley 3                          | PE<br>7M2/Pe<br>PEA<br>Mr P Wix 3                                     |
| PE<br>7M2/Pe<br>PEA<br>Mr P Wix 4/L<br>un<br>ch                       | French<br>7r/Fr1<br>A12<br>Miss K Grainger 4/L<br>un<br>ch            | English<br>7r/En1<br>B318<br>Mrs S Buckley 4/L<br>un<br>ch                       | Maths<br>7r/Ma1<br>B220<br>Mr I Jones 4/L<br>un<br>ch                 | RS<br>7CA4/Rs<br>A7<br>Ms R Stothers 4/L<br>un<br>ch                  |
| Geography<br>7r/Gg1<br>A2<br>Miss R Morley 5                          | Science<br>7r/Sc1<br>B407<br>Mrs T Nelson 5                           | Science<br>7r/Sc1<br>B407<br>Mr D Eastwood 5                                     | History<br>7r/Hi1<br>A3<br>Mrs T Nelson 5                             | English<br>7r/En1<br>B325<br>Mrs O A<br>SUPPLY 5                      |

This is a timetable!

You read a timetable from top to bottom. Take each box at a time and see if you can work out what every box means!



# My Attendance

Your attendance is really important for your learning, and we set everyone a target of 97% for their attendance!

## You can make sure you're on time to school by:



Setting your alarm the night before. Make sure you give yourself plenty of time to get ready and have breakfast



Know your route to school



Have all your equipment ready the night before (planner, knowledge organiser, books, stationary, PE kit)

Fill out the times below to make sure you're on time!

|  |  |
|--|--|
| <b>School starts at</b>                            |  |
| <b>School finishes at</b>                          |  |
| <b>I will get to school by</b>                     |  |
| <b>How long will it take you to get to school?</b> |  |
| <b>What time will you have to leave home?</b>      |  |

Keep your attendance at 100% each term for the chance to win some amazing prizes!

# Wellbeing Strategies

Wellbeing strategies allow us make us feel more calm and happy when we feel upset or anxious.

Here are some examples which can be used in times of need.

## The 54321 Technique

The 54321 technique is a **grounding technique** that you can use whenever you need to calm down, relax and bring your focus back to the present moment.

**Take a 5 deep breaths and notice:**

- 5** Things you can see
- 4** Things you can hear
- 3** Things you can feel
- 2** Things you can smell
- 1** Thing you can taste

## Body Scan

The body scan will bring you into the here-and-now by directing your focus to sensations in the body.



Take some deep breaths, in through your nose and out through your mouth. Start at the **top of your head** and move down, **noticing** how each part of your body feels

### Notice:

- Any tension in your muscles: in your face, jaw, shoulders, back, legs
- How your body weight is supported by the chair, bed or your feet
- How your clothes feel on your skin, your temperature, any other sensations

## Mental Exercises

Use mental exercises to **take your mind off** upsetting thoughts. Do these until your body and mind have calmed down.

**Categories:** Pick a category and think of an item in that category which starts with each letter of the alphabet. For example: Apple, Banana, Carrot, Dragonfruit etc.

**Numbers:** Count down backwards from 100. To make it harder, count down in 7's!

**Names:** In your head, spell the names of people you know backwards.



## Mindful Breathing

You can simply use your **breathing** to reduce physical symptoms of distress such as: racing heart, difficulty breathing, shaking, sweating and stomach "butterflies".

**Deep Breathing Exercise:** Close your eyes and sit comfortably. Gently place one hand on your stomach. Inhale deeply through your nose for 4 seconds. Pause. Then exhale through your mouth. Feel the hand on your belly move in and out with your breath.

**Finger Breathing:** Put one hand out with your fingers apart. With a finger from your other hand, slowly trace the outline of your open hand. As you move up towards a fingertip, inhale. As you move down towards your palm, exhale.





## 'What will I say to myself?' Cards

### What will I say to myself?

I will...

Write one phrase or sentence on a card. Think of things that help you to feel calm, comforted and more positive.

These could be quotes, song lyrics or any phrases that are meaningful to you.

It might be helpful to think about what you would say to a friend if they were in your position.

Print, cut them out and keep these cards with you to read through when you feel distressed and need some support.

# Letter To Your 16 Year Old Self

Throughout your time at Trinity Academy Grammar you will learn invaluable skills that will help you to reach your goals for when you leave us in the future. When you leave us, we would like to give you a little reminder of the goals and dreams that you had when you joined us. Therefore, we would like you to write a letter to your 16-year-old self. In your letter, try to be as creative as you can and write about the things that are most important to you. You should try to include the following:

- Good memories you have from primary school.
- Things that make you nervous and excited about joining Trinity Academy Grammar.
- What lessons and experiences you are looking forward to.
- What you hope to achieve throughout your time at Trinity Academy Grammar.
- What you would like to do when you leave Trinity Academy Grammar.
- What you would like to achieve outside of school.

Use the next page to complete your letter in your best writing. We want to see your best work!



# Other Questions You May Have

| Question                                     | Answer   |
|--|--|
| How do I get rewards?                        | You get achievement points for going above and beyond!   |
| What is form?                                | This is the time of day where you will meet with your tutor and other students that will support you.        |
| What do I do at the start of lesson?         | Line up outside with your planner and knowledge organiser out, in silence.                                   |
| What do I do when I hear the pack up bell?   | Wait for the teacher's instructions, pack up and complete the exit slide.                                    |
| Can I join clubs?                            | We have an extensive INVOLVE programme that you can be a part of!  |
| How do I get home?                           | You can walk, get the bus, or be picked up by a parent/guardian.   |
| What do I need?                              | Your bag, equipment, planner, Knowledge Organiser & PE Kit.  |
| Will I be in the same class all of the time? | No, you will be in different classes for lessons but you may sometimes have the same people in these groups. |