Teacher Resource Sheet

A new class

What this lesson is for

Children notice what changes and what stays the same when a child moves up a class. They look at two pictures, point out details, then draw one thing that is new for them at school. The private drawing lets every child answer without speaking.

In the curriculum (NCCA Primary SEE, 2025)

Stage 1, My locality: Identity and heritage. Identify and describe important events and milestones in their own life and those of other important people in their life.

Before the lesson

- Print one activity sheet for each child; it comes with the lesson.
- Write the word new large and clear on the board before the copybook step begins.

How the lesson runs

1. Look and wonder	5 min	4. Draw something new	8 min
2. Talk and learn	6 min	5. What we found	5 min
3. Look for changes	10 min		
Then the activity sheet, at the children's desks			about 11 min

Teaching tips

- Show the picture with no explanation first and give the class a quiet look for about half a minute.
- Read every word aloud on the slides and ask the class to say back the words change and new.
- Call up about six children in turn to point at one detail on the board.
- Walk the room and notice drawings over shoulders during the copybook activity.

What to watch for

- Children may focus only on changes; after each point ask the class if it has changed or stayed the same.
- Some may mention home; do not push for answers about home and keep the talk to school.
- If children are stuck on what to draw, suggest the classroom door or the Senior Infants sign.
- **A common wrong idea:** “A picture tells us how the child felt.” Say the pictures show how the child looked and what they held, not their feelings. A quick class yes or no is enough. Do not press anyone to share feelings about the new class.

Help and stretch

- Support: A child who is stuck may draw the classroom door or a new coat peg.
- Extension: A child who can write more than one word may add extra words.
- Support: Accept both answers when it is honest such as the jumper still being a school jumper.

Lesson 1

If you are short of time

Cut Look for changes to three or four children pointing. Keep the drawing and the final findings.

Background for you

Young children grasp change over time best when they can see it. Two pictures of the same child a year apart give them concrete details to point at: height, a bag, a book in the arm. Keeping the talk inside school makes the examples shared and steady for the whole class.

Some things change and some stay the same. A school jumper that is still a school jumper is a real finding, not a failed answer. You do not need the historian words continuity and change with this age. What matters is that children practise both sides out loud.

Key words

new	something we did not have before
change	when something becomes different
same	when something stays as it was

Children will ask

Why does the bag look smaller? The child grew. The bag is easier to hold now. It did not really shrink.

Will I get taller this year? Most children grow a little each year. Everyone grows at their own speed.

Activity sheet answers

1. Circle Circle three things that changed from starting school to a year later.
Circle A, B and C. A: child taller. B: bag smaller or easier. C: book under the arm. Not D: the jumper is still a school jumper.

2. Colour Colour the schoolbag. Use the colours in the key.
The bag red, the straps blue, the pocket yellow and the zip green, as the key says. Any careful colouring in those colours is fine.