



Transition:

Moving to a new class

Part 2



We are learning how to manage our feelings about moving to a new class



We will be able to:

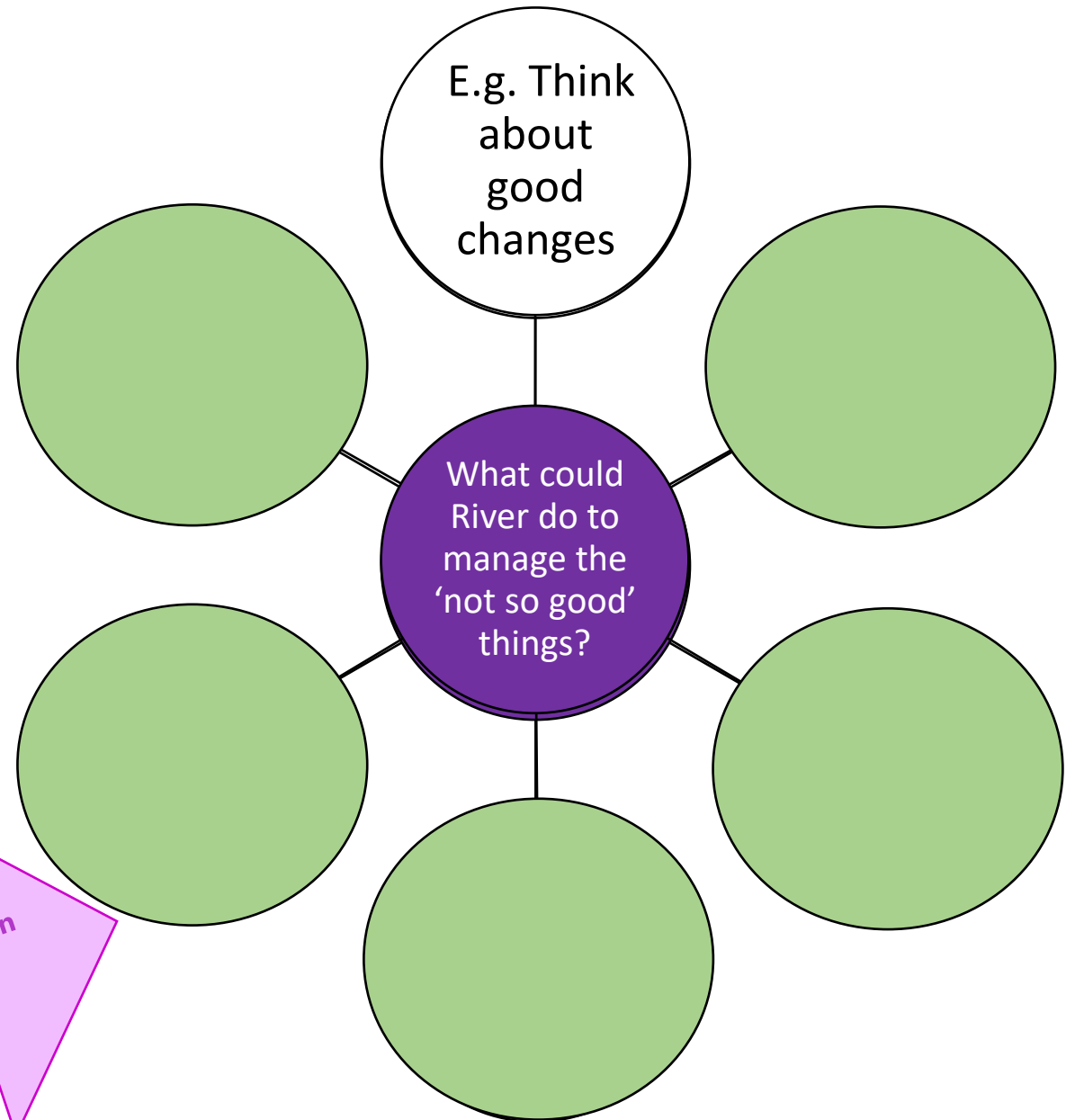
- ✓ identify feelings people might experience when moving to a new class.
- ✓ recognise common causes of worry, challenges and opportunities that may be part of this transition.
- ✓ explain ways to positively manage the move to a new class.

Managing changes

How could River make the 'not so good things' feel a bit better?

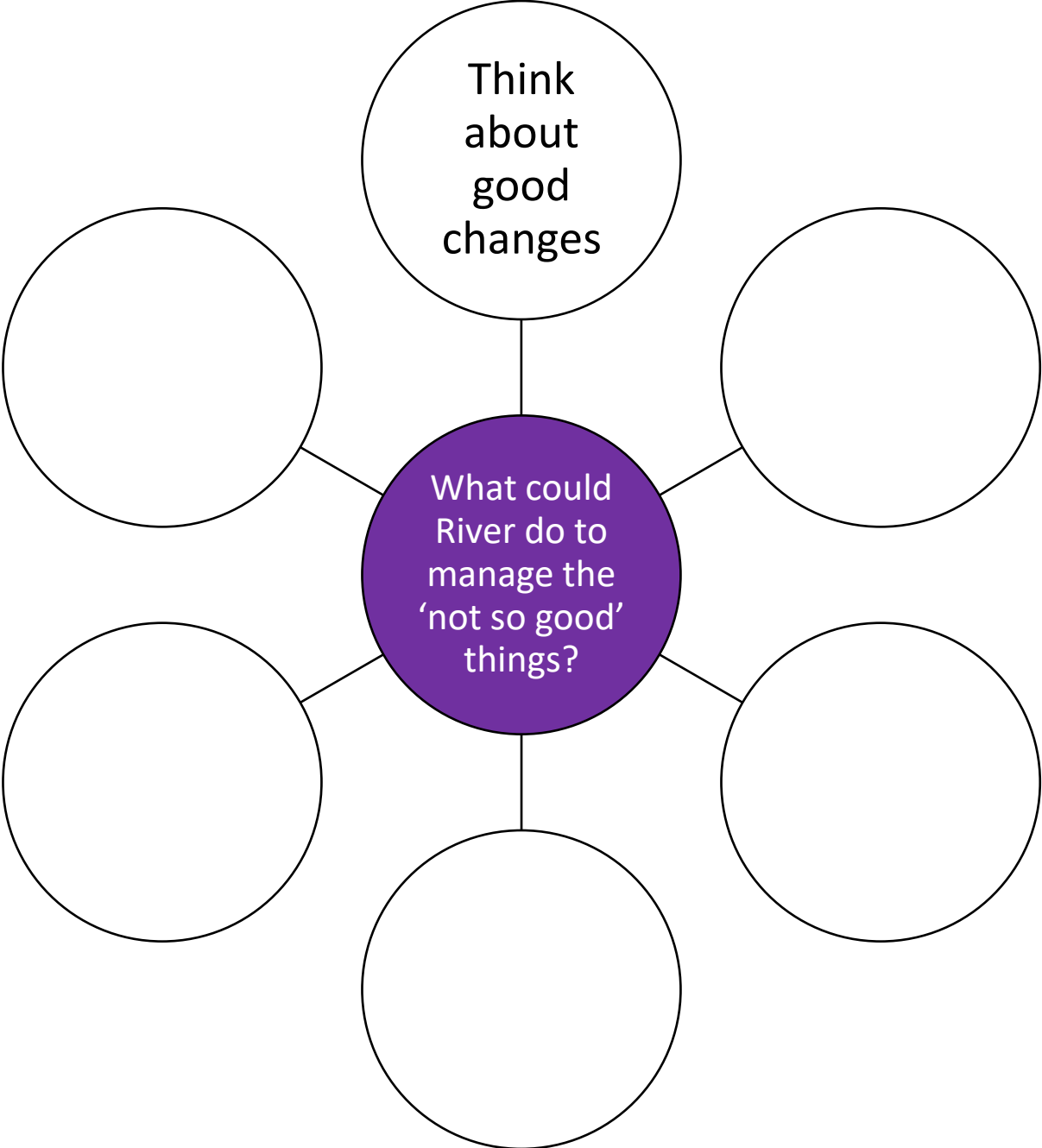
E.g. Could River think about all the good changes they have managed since the start of Year 1, to help feel more positive about changes in Year 2?

Add your ideas to the bubble map in **Resource 3**, or draw your own bubble map!



Need help? Click the green circles to reveal some examples...

Resource 3: Managing Change



Giving advice



Thinking about all the different ways of managing changes, and any new ideas you have, write a short sentence of advice to two individuals in **Resource 4**.

For each pupil you choose to advise, explain what they could do to help manage their problem.

Then, move to the next slide to reveal a possible answer.

Giving advice

What advice would you give?

Jemma

Jemma is stuck on one of the English questions she has been given. She has had her hand up for 5 minutes, but the teacher is busy with another pupil.

What is one thing could Jemma do?

Harry

Harry is always losing his pencil case! He gets it out of his bag in the morning, but by the end of the day it seems to just disappear!

What could he do in future to help solve this problem?

VJ

VJ did not do very well on her spelling test. She practiced her spellings at home, but on the day of the test her mind went blank!

What could VJ do before the next spelling test?

Mateo

Mateo enjoys getting house points, but he's heard that the work is going to be harder in Year 3 and so is worried he won't get as many next year.

What advice could you give to him?

Giving advice

Here are some possible answers.

Jemma could:

- Ask a friend or someone else on her table to help.
- Leave this question out and try the next one.
- Come back to the question at the end and give it another go.

Harry could:

- Put his pencil case on his desk straight away every morning.
- Decide on a 'home' for his pencil case so that he always puts it back in the same place after he's used it.

VJ could:

- Take some time to relax before the test, e.g. by taking deep breaths.
- Practice her spellings in a different way, e.g. by writing each spelling in a sentence or asking someone to test her.
- Spend her time focusing on the words she doesn't know, rather than on the words she already knows well.

Mateo could:

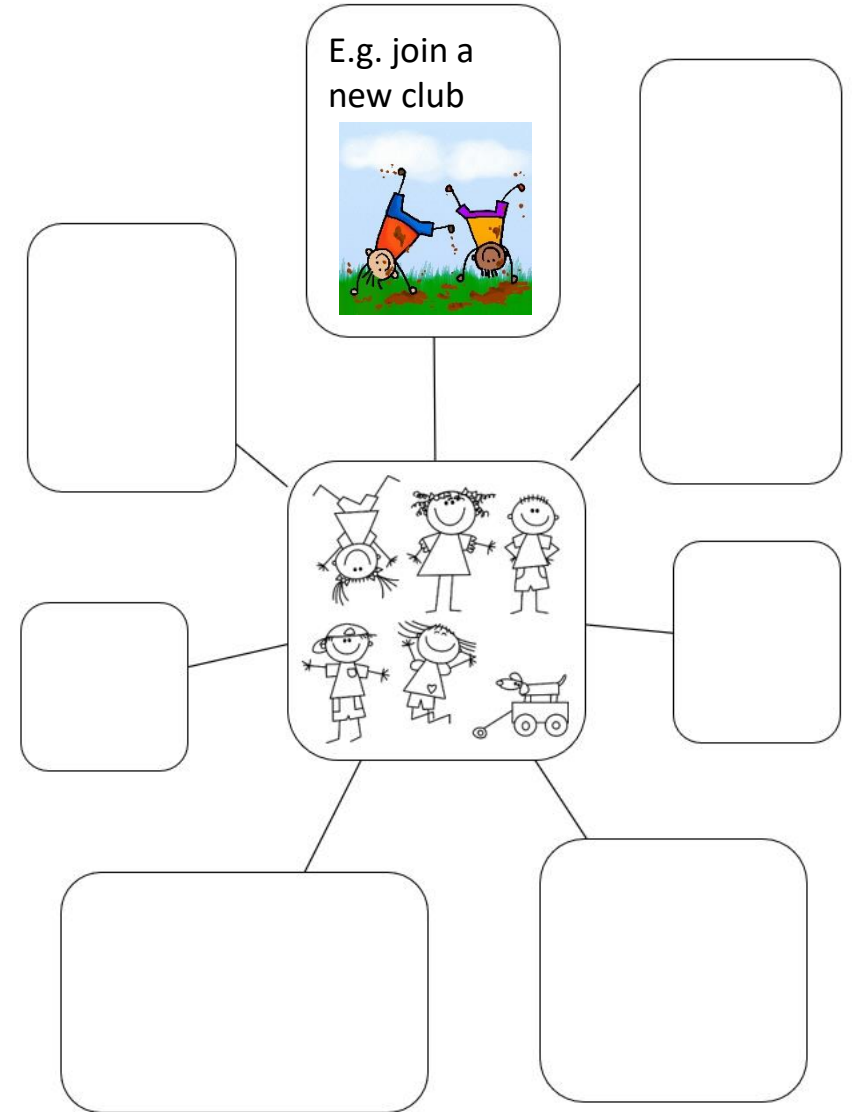
- Speak to a teacher or adult about his worries, rather than listening to rumours that might not be true.

Looking ahead

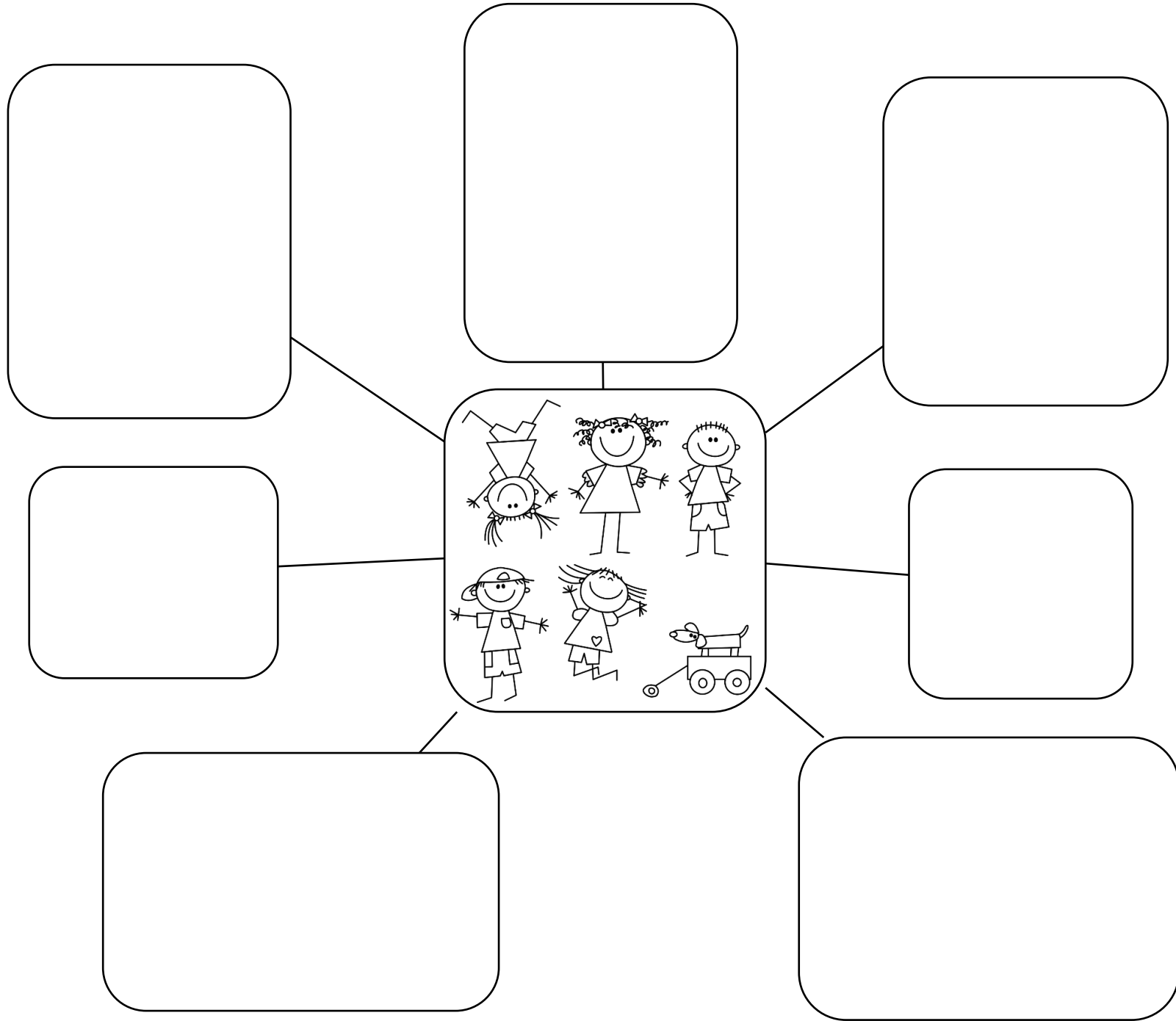
Create a poster of pictures and words showing all of the things River could look forward to in Year 2, as well as all the things or people that can help them.

Use the template in Resource 5 to help you, or design your own!

Once completed, put it up somewhere in your house to remind you of all the exciting things ahead.



Resource 5: Looking ahead



Asking for help



Who could River tell, either in school or at home, if something was making them feel unhappy because of the move to Year 2?



Remember, you can always speak to a parent/carer or trusted adult if you are worried or unhappy about the transition into Year 2.