



Guidance

Curriculum and
Standards

Primary

National Strategy

Excellence and Enjoyment: social and emotional aspects of learning

New beginnings Years 1 and 2

Headteachers, teachers
and practitioners in
primary schools,
middle schools, special
schools and Foundation
Stage settings

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department for

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creating opportunity, releasing potential, achieving excellence

SureStart

Blue set

Introduction

This theme focuses on developing children's knowledge, understanding and skills in four key aspects of social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.



The theme offers children the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning (and putting into practice) shared models for 'calming down' and 'problem solving'.

The intended learning outcomes for Years 1 and 2 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups – for example, from the Red or Yellow sets.

Intended learning outcomes

Description	Intended learning outcomes
<p>Children will have opportunities to appreciate and celebrate differences and similarities between themselves and to experience how supportive it feels to belong to, and be valued by, the class group.</p> <p>The children will have opportunities to become involved in shaping the classroom environment, helping everyone to get on and learn, making it a welcoming community and understanding rights and responsibilities in this setting.</p> <p>Children will focus on the comfortable feelings of belonging to a group, celebrating differences and further exploring happiness and excitement, sadness and fear. They will have opportunities to develop empathy for children who are new or feeling sad or scared, and think of ways to support them.</p> <p>They will use problem-solving skills to generate solutions, decide on a course of action, implement and review it, and explore ways to manage their feelings by calming themselves down.</p>	<p>Belonging</p> <p>I know that I belong to a community.</p> <p>I feel safe and content within my class.</p> <p>I feel good about the ways we are similar in the group and the ways I am different.</p> <p>I know how to make someone feel welcome.</p> <p>Self-awareness</p> <p>I can tell you how I am the same as and different from my friends.</p> <p>I feel good about my strengths.</p> <p>Managing my feelings</p> <p>I know some more ways to calm myself down when I feel scared or upset.</p> <p>Understanding others' feelings</p> <p>I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.</p> <p>Making choices</p> <p>I know some ways to solve a problem.</p>

	Understanding rights and responsibilities
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I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.

I can help to make the class a safe and fair place.

I can help to make my class a good place to learn.

PSHE/Citizenship links

Years 1 and 2

Children will be taught:

- 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 1b) to recognise, name and deal with their feelings in a positive way;
- 1c) to think about themselves, learn from their experiences and recognise what they are good at;
- 1d) how to set a simple goal (Year 2);
- 2a) to recognise choices they can make, and the difference between right and wrong;
- 2b) to agree and follow rules for their group and classroom, and to understand how rules help them;
- 2c) to realise that people and other living things have needs, and that they have responsibilities to meet them;
- 2d) that they belong to various groups and communities, such as family and school;
- 2e) to contribute to the life of the class and the school;
- 3a) to recognise how their behaviour affects other people;
- 3b) to listen to other people and work and play cooperatively;
- 4a) to identify and respect the differences and similarities between people;
- 4b) that family and friends should care for each other.

Speaking and listening links: group discussion and interaction

Objectives from <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003 G)	Children's version
Year 1: T1 3. To ask and answer questions, make relevant contributions, offer suggestions and take turns	Make sure that everyone has a chance to say what they want to, maybe to ask a question, or to answer one. Make sure that you all take turns.
Year 2: T1 15. To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member	Make sure you listen to what everyone thinks and what they would like to do. Agree together what each of you needs to do next.

Planning



To help with planning, *the type of learning and teaching* involved in each learning opportunity in these materials is indicated by icons in the left-hand margin.



- Whole-class
- Individual



- Pairs



- Small group

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.



Key vocabulary (to be introduced within the theme and across the curriculum)

happy	sad	scared	excited
nervous/worried	comfortable	uncomfortable	solve a problem
set a goal	calm down	welcome	belong
fair			

Resources

	Resource	Where to find it
Year 1	Problem-solving poster	Whole-school resource file
	<i>Ways to calm down</i>	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
Year 2	Problem-solving poster	Whole-school resource file
	<i>Ways to calm down</i>	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
	Photocards – happy, sad, excited, scared	Whole-school resource file

Key points from assembly story 1

- 1 Polly and Digory visit a new world where there is nothing and it is completely dark.
- 2 They hear a voice singing.
- 3 The sky becomes lighter and the hills and mountains are formed.
- 4 A lion walks towards them over the land. It is his voice that is singing.
- 5 The lion brings trees into being, then walks on singing.

Key points from assembly story 2

- 1 In Australia two children walk for miles with their grandfather.
- 2 They find a water hole and look in at the time before 'dreamtime'. There is nothing.
- 3 They see the ancestors wake and come out of the earth.
- 4 Djanggawul and two sisters come. They have followed the sun all the way from the Island of the Dead.
- 5 Djanggawul and the two sisters make holes with digging sticks and plants, animals, trees and people appear.

Key points from assembly story 3

- 1 In a Chinese city, two children sit beside a fountain in a city and see an egg. They wish that all the noise and bustle in the city would go away.
- 2 The city is whisked away and there is nothing left except the huge egg. The children hear a sigh from the egg – the sigh of Ch'i – the beginning of everything.
- 3 The god Pan Gu is created and comes out of the egg.
- 4 Pan Gu makes a gap between sky and earth and chisels the mountains and valleys.
- 5 Pan Gu dies. His body becomes the north, south, east and west of the whole world. His blood becomes rivers and seas and his flesh becomes the soil.

Suggested whole-school/setting focus for noticing and celebrating achievement

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who were observed:

Week 1: Making someone feel welcome

Week 2: Doing something brave – overcoming feelings of fearfulness

Week 3: Solving a problem/remembering to use the problem-solving process

Week 4: Calming down/helping someone to calm down

Blue set: Year 1

Circle games

When using circle activities, do ensure that all children are familiar with the expectations and ground rules. If they have not done circle activities before, the first activity should be to agree the ground rules, explaining why they are necessary. Suggested ground rules are included in the Purple set and the *Are we ready for circle time?* poster in the whole-school resource file.

How do you do?

Play some music while the children walk round the room or dance if there is space. When the music stops they should find someone near them, shake hands (or use another culturally appropriate greeting) and ask each other one question. This should be something about them such as where they live, what they like doing, and so on.

Building community

(This activity requires some space.)

Say to the children 'Come into the circle and join hands if you ...', for example, 'have long hair ...' 'wear glasses ...' 'have lived in this city/village all your life ...' 'can speak Bengali ...' 'have family in another country'.

Finish by saying, 'Come into the circle if you are in (Year 1) and shout "We are"'.

This activity is taken from the QCA Citizenship scheme of work for Key Stages 1 and 2, Unit 5, Living in a diverse world.

It helps children understand that we all belong to different groups and all these different factors help to make up our class and community identity.

Hello, how are you?

A child crosses the circle to shake hands with another and asks a question of them (for example, 'How old are you?' 'Have you any brothers/sisters?' 'What do you like for breakfast?'). Having received a response, the first child returns to their place and the chosen child crosses to another child, shakes hands and asks a question, and so on.

Rounds

I am special because ...

I feel happy at school when ...

I think it is fair when ...

We varied this game so that half the class stood still and half moved around to support two children who found it frightening when everyone was moving at once.



We make sure that children who might find rounds difficult did not have to speak too soon – they had the opportunity to hear (and sometimes copy) a number of other children.



Learning opportunities: creating a community

Intended learning outcomes

I know that I belong to a community.

I can help to make the class a safe and fair place.

I can help to make my class a good place to learn.

I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.



Remind the children about the new world in the assembly story. Ask them to imagine a different kind of new world. Read them this story (if you like, using the names of children in your class as the characters).

The children looked round the new world. It was very beautiful. There in front of them as if by magic, which of course it was, there was a building. It was growing just like a plant. At the top it had a sign above the door with large red writing. It said, 'OUR SCHOOL – IF YOU WANT TO LEARN COME IN'. On top of the school there was a flag.

'Let's go and look in the school,' said the girl, and she started to go in.

Ask the children what it would be like in the 'learning school':

What would the classrooms be like? (colour, temperature, view, windows, etc.)

What would they have in them?

What would you see when the children were working in the classroom and playing in the playground?

What would people be saying? Teachers and other adults? Children? How would it sound?



In pairs or individually, draw a happy classroom from the 'learning school' using speech bubbles to show what the people are saying. Label all the things that make it a happy school.



Explain to the children that you want the class to work together to make their own classroom a happy and fair place to play and learn in.

Ask the children to share the things they have identified in their pictures. What do they think makes a happy classroom? Scribe these. As well as physical aspects, such as lots of books, activities, a fun, bright, cosy and clean environment, encourage the children to think about the way children will be working together, how everyone will be included, how people will speak to each other – for example:

- sharing;
- taking turns/waiting for their turn;
- looking after (respecting) each other (being kind to each other, speaking

We worked with a group of children with learning difficulties to take photos of the classroom areas and activities that made them feel happy and then they made a mobile to hang from the ceiling.



politely, telling an adult if they see someone being unkind) (Note: If children have completed work on bullying the previous year, remind them of the importance of 'telling');

- looking after the school and property (putting things away when they have finished with them, looking after the classroom things carefully, not wasting things);
- doing their best with their work.

Record the children's ideas to use in the later part of this activity, using concept-mapping, spidergrams, symbols and pictures.



Explain that the children are going to work in groups to devise their own class charter using the ideas from the discussion they have had about the 'learning school'.

Read out the first words on the charter:

We want our classroom to be safe, fair and happy.

Ask the children who is going to make this happen. Emphasise that it is the responsibility of all of us. We all have to agree to do things to make sure that the classroom is safe, fair and happy.

Explain that, in their groups, they are going to complete the charter. They can begin by listing the things everyone needs to do in the first column of a large piece of paper, divided into two columns. In the first column, for example, they might list:

sharing;

taking turns/waiting for their turn;

being kind/looking after (respecting) each other;

looking after the school and property;

doing their best with their learning.

In the second column, they can write or draw examples of people doing these things (for example, for 'being kind' these might include smiling at people, even if they are not our special friends, letting other people join in our games).

The adults in the classroom should also get together to do this task.

When the children in their groups have worked out their own ideas for the class charter, each small group should choose a representative to meet with one of the adults to decide on what the final class charter will look like. This representative group should meet and try to include ideas from each small group to create a final class charter. They should be responsible for writing the charter on a large piece of paper and making sure that everyone is happy with the ideas in it. They might like to illustrate it. All the children should sign the charter and it should be displayed in the classroom. A sample blank charter is provided in the resource sheets. A copy might be made and taken home to parents/carers.

So why do we need rules?



As an extension activity, read out the school rules, expectations or code of conduct and ask the children how they link to the things they have identified that make the classroom a nice, safe, fair place to be. Examples might be:

- 'Walk in the classroom.' This is about moving around safely. If people didn't do this, people might get hurt and things might get damaged. It is to do with 'looking after each other and the school'.
- 'Put litter in the bin.' This is part of 'looking after the school environment'.
- 'Listen carefully when other people are talking.' If you don't listen when someone is talking you won't know how they are feeling or what to do, and you will make them feel upset. This means that you aren't taking care of each other (we don't want people to be hurt on the outside or on the inside – this is to do with 'not hurting people's feelings').

Reinforcement activity

Write a 'class song' with actions to show 'how we do things in our class'. A popular tune to adapt is 'Here we go round the mulberry bush', using words and actions that the children come up with, for example:

'Here is how we share our pens, share our pens, share our pens ...'

'Here is how we listen carefully, listen carefully, listen carefully ...'

'Here is how we put things away, put things away, put things away ...'

Learning opportunities: what if there is a problem?

Intended learning outcome

I know some ways to solve a problem.

This activity was excellent for developing concrete and personal 'social stories' with Mia, a child in my class with autism. A different child goes through the stories each morning with her.



Sometimes things don't go as we would like them to in the classroom. With the children, reflect on some things that sometimes go wrong, for example:

- one person doesn't want to share the crayons or the felt-pens – they like to keep them close to them and won't let other children use them;
- one person feels unhappy and says he doesn't have anyone to play with at break time;
- in the group everyone works hard to tidy away, but one person never wants to help and everyone else has to do his or her tidying.

Ask the class to help you to solve these problems.

Introduce/revise the problem-solving process, using the poster from the whole-school resource file. Go through each step that you feel is appropriate for the children you work with, talking through their ideas of how to solve the problems, one problem at a time.

Learning opportunities: focus on feelings

Intended learning outcome

I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.



Remind the children that we are trying to make a classroom where everyone feels safe and happy so that everyone can learn.

Bring a puppet or soft toy into the classroom (or use a large Persona doll if you have one) and introduce him or her to the children. Explain that the puppet is visiting the class because he will be joining the class the next week. Explain that the puppet is feeling a little shy.

Ask the children how they think the puppet might feel when he/she comes into the classroom. Scribe their responses on to cards that can become 'bricks' on a class feelings wall.

Put four hoops on the floor, each with a label (and face motif to illustrate the feeling if possible):

- Happy
- Sad
- Scared
- Excited

With the children, sort the cards that describe the puppet's feelings into the four hoops. Explain that we often use many words to talk about the same feeling.

Remind the children that feelings can be comfortable or uncomfortable – they are not 'good' or 'bad' – as it is OK to have any feeling (although it is not OK to act in any way we like).

Tell the children that a number of things might happen when the puppet comes into the classroom, and their job is to decide how these things might make the puppet feel. When you have read out what might happen, ask one child at a time to put the puppet in the hoop that shows most closely how he might be feeling (children may use words such as 'proud' or 'angry' – ask them to choose which hoop this feeling fits best).

The puppet comes in and no one says hello. (Sad)

He doesn't know where to put his coat, or who to ask. (Scared)

A girl asks him to be her partner for a game. (Happy)

The teacher says that after play the puppet's group are going to use the computer. The puppet loves the computer. (Excited)

All the children line up and the puppet doesn't know why. (Scared)

The puppet draws a picture and the teacher asks him to show it to the rest of the class. (Scared/happy) (Explain that the puppet is feeling two different feelings at once.)

He tidies up the books and the teacher says, 'Well done – that has really helped me' and gives him a sticker. (Happy)

Puppet wants to play tig but his friends want to play football. They go off to play football and leave puppet by himself. (Sad)

The first time each hoop is used, explore the meaning of the word. You might like to use the ideas in the *Feelings detective* poster from the whole-school resource

file. Ask children to share their own experiences of starting in a new class or starting something new, if they wish to. Introduce the *Emotional barometer* from the whole-school resource file and write on it one of the feelings you have been exploring. You could give each child their own, if you feel this would be appropriate. Ask the children to put the barometers on their tables and use them to show how they are feeling during the day. Give them a range of feeling words or pictures to place in the centre of their barometer, to show what they are feeling and to what degree .

Learning opportunities: calming down

Intended learning outcome

I know some more ways to calm myself down when I feel scared or upset.



Remind children of the puppet who is visiting the classroom. 'When the puppet was scared and sad, he wanted to cry and he felt himself doing all the things we do when we are upset.' (Get children to recap on how we feel inside and what we do when we are upset.)



His friends were upset when they saw him like this and they wanted him to feel better. What advice can they offer him to calm down?

If possible, choose some calming music and maybe some calming pictures and share how these can help.

Discuss in a group all the ways that the children know to help them calm down when they feel upset or angry. Record all their ideas.

Children in groups could role-play their ideas and show the effect they have on the puppet.

The ideas should be pooled and made into a class poster to remind children of the different ways to calm down. Use the *Ways to calm down* photocopiable sheet from the whole-school resource file to help you. You might also want to use the *Relaxing* pictures from the Blue set in the *Good to be me* theme.

Learning opportunities: self-awareness

Intended learning outcome

I can tell you how I am the same as and different from my friends.

I feel good about the ways we are similar in the group and the ways I am different.

I feel good about my strengths.



In groups, the children should work together at the following task to find out about each other. Each child might be given a strip of paper about 3cm x 19cm . They should illustrate this strip to represent four things that make them special. This would include their name and three things that are important to them –

We made sure that a selection of 'feelings faces' was available for children to choose from (copied from the CD-ROM, mounted and laminated). Two children with language difficulties had their own sets and we couldn't believe how many uses we found for them.



We gave every child the *Ways to calm down* checklist on a laminated 'credit card' to keep in their pockets and use at home and at school.



In my class I established mixed ability 'home groups' which the children worked in whenever appropriate. I tried to build their group identity as often as possible.



something they like doing at home, something they like learning at school and someone they like being with. Different home groups should have different coloured strips of paper. The groups should then make their strips into a paper chain. The group chains should then be linked together to make a class paper chain, linked into a circle and displayed in the classroom.

Explain that each child in the class is important and valued as an individual, as part of their small group and as part of the class. If any one of the links of the chain is broken, the whole circle will be broken. The class is like this – linked together. To be strong, everyone will need to look after each other and help each other learn.

In order to further celebrate differences, you could use the book *All the colours of the earth* by Sheila Hamanaka (William Morrow; ISBN 0688111319) as a stimulus to celebrate physical differences. Build on it by asking the children to write poems describing themselves and their attributes ('My laugh is like...', 'My voice is like...'). Link with artwork using a good range of skin-tone pencils/pens/paints. In a setting with limited diversity, use photographs to help children appreciate similarities and differences between people. Reinforce the learning and celebrate differences with a circle game: 'step into the middle if you have...' (use some of the language used in the *All the colours of the earth* text and the children's own work).

We encourage children to discuss ways in which we are different, including in appearance. In a staff meeting we talked about the need for teachers to feel confident in talking about the whole range of physical differences including skin colour: pale skin, dark skin, etc. We encourage this as children can learn what is and isn't acceptable to mention by omission as much as by what is talked about.

Learning opportunities: new beginnings

Intended learning outcomes

I know that I belong to a community.

I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.

I can help to make the class a safe and fair place.

I can help to make my class a good place to learn.



Ask the children to think back to the continuation of the assembly story and the 'learning school'. Drawing on their experience of working on the charter and working on feelings with the puppet, each child should decide:

one thing that they would take with them from this school to the dream school if they were given the chance;

one thing they would leave behind;

one new thing or idea that they would create especially to take (for example, a swimming pool, someone for everyone to play with).

The things might be tangible – for example, a construction kit – but they might also be intangible, such as kindness.

Provide three leaves of different colours for each child. Ask the children to write or draw their contribution on the appropriate colour leaf and take it to assembly to

contribute to a whole-school display. The colours should be agreed between classes so that there is consistency in the school display.

It will be visually more appealing if the leaves to be taken are dark and light green, and those to be left behind are orange or brown.

These leaves should be taken to the final assembly. The leaves with the things to take with them or develop in the school should be stuck on the display. The things to leave behind should be dropped in a special bin on the way out of the assembly (and kept for review by the leadership team as useful feedback).

Ongoing activities

Extend your work on the 'learning school' to help children **reflect on themselves as learners**. How do they learn best? What helps them to learn? What could adults or other children do to help them become even better learners? What could they do to help themselves become even better learners?

Have **Persona dolls or puppets** visit the class occasionally to remind the children what it is like to be new and give them an opportunity to practise their skills of welcoming and valuing new people. Encourage them to use their ideas if a new child joins the class.

Draw on a wide range of **parents and members of local communities** to come into class for a range of different purposes. For each new visiting person prepare the children on how to make the person feel welcome. Having researched with the individuals in advance, talk a little bit about their culture and heritage and how these groups would traditionally greet and welcome each other (language and actions). Get the children to practise their welcomes. Always ask the person if they personally use these conventions or not, and when/where/with whom.

Secret friends – remind children of the class charter and the importance of 'being kind to each other'. Write the names of each child on a strip of paper. Put them in a tub and ask each child to draw out one name. The children should keep the name secret. (If a child draws their own name, you will have to swap it with someone else's name.) Explain that this is a very special guessing game. Explain that the name they have drawn is special and that they are going to be that person's secret friend. They should do three special kind things for their secret friend over the week. The children must keep their names secret. At the end of the week the children should tell the class who they think their secret friend was and why they think this.

Feelings wall – set up a 'feelings display' space, and use the feeling word families that have been the focus of this set (happy, sad, scared, excited) as a starting point. Encourage children to bring in pictures of people or scenes demonstrating these feeling words, add new words that mean something similar and photocopy extracts from books that explore these feelings.

Make regular use of the **Emotional barometer** from the whole-school resource file. Allow children to have their emotional barometers on their desks to indicate how their feelings change throughout the day and offer an opportunity to see how everyone in the class is feeling. Relate this to any events that may be making people feel happy, sad or scared, and to the class charter.

When drawing attention to a rule in school, always relate it to the class charter and responsibilities the children have agreed.

When children are forgetting the rule, use the phrase 'What is our rule about ...?', or 'Remember the rule for ...' and ask the children to remind each other why we have that particular rule (for example, waiting your turn to answer so that it's fair and everyone gets a turn ...).

When using sanctions or consequences because children did not keep to a rule, again take the opportunity to remind the child of the charter. Ask the child how their action relates to the charter and how they can 'put things right'.

Regularly ensure 'random pairs' work together so that everyone has an opportunity to get to know everyone else in the class. Use drawing names from a hat, pictures cut in half, sentence halves that match up or games like 'Find someone who also ...' occasionally to add fun to the pairing process.

Encourage the class to work in secure mixed-ability 'home' groups, as well as with different partners, and to feel that they are part of a group who belong together, which, in turn, is part of a class that belongs together.

Use every opportunity to remind children to put into practice the **calming-down techniques** they have identified. You might set up a 'calming-down' corner in the classroom. The children could suggest what should go in the calming-down corner (for example, soft furnishings, a tape of calming music to listen to, an emotional barometer and a three-dimensional card ice cube hanging above a wall picture of drops of water, each with a calming-down strategy written or drawn on it).

Our 'calming down' corner was used a lot by one boy who was always in trouble because of his temper. We gave him a 'cheque book' of tickets to use when he needed calm-down time, and linked this to the class reward system.

Questions for reflection and enquiry

- Can somewhere be perfect all the time?
- What would happen if we were calm all the time?
- I wonder what the world would be like if we never made a mistake. What do you think?
- What can people learn from animals?



Review

The puppet comes back to the classroom and brings a tape recorder or mini-disk with him. He asks the children to tell him about the class and how the children are trying to make the classroom a good place in which to learn. Teach the children how to use the tape recorder (or mini-disk) and set it up in one corner of the room. Use the comments made to help the puppet give a review of the good and bad things about the classroom.

Blue set resource sheet: Years 1 and 2

Our class charter

We want our class to be a fair and happy place where we can play and work together.

So we promise to:

Signed:

Blue set: Year 2

Circle games

If you choose to start the session with a circle activity, do ensure that all children are familiar with the expectations and ground rules. If they have not done circle activities before, the first activity should be to agree the ground rules, explaining why they are necessary. Suggested ground rules are included in the Purple set and the circle-time poster in the whole-school resource file.

The lining up game

Children should line up as quickly as they can and without help:

in the order they are in the register;

according to their house number (if their house only has a name that should count as 0);

by 'month of birthday'.

Hedgehogs

Children mingle in the circle. The leader says 'hedgehogs' and all curl up on the floor and close their eyes. The leader then covers one child with a cloth and the children have to guess who is under the cover. When they have guessed, they all return to their places and follow up with a round describing the covered child's attributes, with the stem 'I like the way he/she.....'.

Listening game

Ask the children to walk around the room quietly saying a word that means something to them – their favourite colour or number, for example. When anyone hears another word other than their own, they change what they are saying to that word. Continue until everyone is saying the same thing.

Rounds

I feel happy at school when ...

The best thing about this class is ...

If we didn't have rules in school it would be ...

I think the best rule in our class is ...

At the end of the circle games I often ask the children to summarise what they have learnt. In the lining up game we agreed that we need to cooperate as a class to make things happen. In the hedgehog game we talked about the need to look out for each other – not just on the outside but on the inside too (how we are feeling).



Learning opportunities: building community

Intended learning outcomes

I know that I belong to a community.

I feel safe and content within my class.

I can help to make the class a safe and fair place.



Remind the children about the new world in the assembly story. Ask them to imagine a different kind of new world. Read them this story (if you like, using the names of children in your class as the characters).

The children looked round. They could see the world that had just been made. It was very beautiful. There were lots of animals all getting on with their lives. The rabbits were digging in the soil near a tree. The moles had already disappeared underground. The squirrels were jumping from tree to tree collecting nuts. The elephants were in the water having a bath.

‘Can you see the people?’ said the boy. ‘What’s wrong with them?’

The girl looked at the people. There were lots of people across the land. ‘I think they are all going to fight,’ she said.

The children listened to what was going on.

‘That’s mine! I found it first. Go and look for your own apple.’ It was a fat man who was trying hard to hold on to an apple. A tall woman was pulling hard at the apple.

‘But the apple grew on my tree!’ said the tall woman.

‘Your tree?’

‘Yes, my tree. I was formed under that tree.’

The children looked round. The land was full of apple trees and on each tree there were plenty of apples.

The children listened to all the talking around them. These are some of the things they heard.

‘You can’t play with him. He’s my friend.’

‘I want it.’

‘You can’t have it.’

‘But you’ve got more than you can eat.’

‘Ouch! You did that on purpose.’

'I want a go.'

'It's not fair.'

'It's mine.'

The children sat down.

'Something has got to be done,' said the girl. 'They are so new and fresh to the world. They don't know how to make it a nice place.'

Use the story as a stimulus for a facilitated discussion (or a community of enquiry if you are familiar with this approach).

- What is going wrong?
- Do you ever hear things like that in the classroom/playground?
- Do you ever say things like that?
- When? What is happening?

Ask the children to thought-shower some more things that the people might be saying. Write them up on the whiteboard.

I started this activity by giving the children time to think of some of the words they use when they fall out with each other.



The children should work in pairs to think of what might be happening for each of the things people might be saying. They might like to show this by acting out a scenario.



Children should work in small groups to complete the *New world challenge* from the resource sheets.

After the presentations, explain that thinking about new worlds is fun but there is an important reason to do it. We want to work together to make our classroom a fantastic place in which to learn and play. Ask, 'What have you learnt from the New world challenge that might help us?' When you listen to their ideas, you might ask the following.

- Would that work in our classroom?
- What would we need to do?
- Is there anything we do in our class that helps us work and play well together?

In the discussions you might like to mention things in school that help to make it a good place to be. These might include:

the school council;

buddy systems;

class and school rules;

learning about each other in circle time, and so on.

Explain that the next task is very important because it will shape the way we work and play together in the class.

In their home groups the children should work together to produce their own charter for the classroom, using the resource sheet provided. Use the explanation from the Blue set: Year 1 if children are not familiar with the idea of a charter.

The adults in the classroom should also get together to do this task.

When the children in their groups have worked out their own ideas for the class charter, each small group should select a representative to meet with one of the adults to decide what the charter might be like. This representative group should try to include ideas from each small group and come up with the class charter together. They should be responsible for writing the charter on a large piece of paper and making sure that everyone is happy with the ideas in it. They might like to illustrate it. All the children should sign the charter and it should be displayed in the classroom. Children can be encouraged to think of ideas for photographs, signs, symbols and pictures so that the written charter will be accessible to all. A copy might be made and taken home to parents/carers.

Learning opportunities: exploring feelings

Intended learning outcome

I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.



Use the photocards 'happy', 'sad', 'frightened/scared', 'excited' and the *Feelings detective* poster from the whole-school resource file to explore these feelings before you start the main activity, which involves preparing a 'visitor' from another class. (It is suggested that a Year 5 child is used – a parallel activity is suggested in the Green set: Year 5.) This child will play the role of a new, shy child coming to the school for their first day. You will need to devise a fictional profile about the child.

The class group think about and discuss how the child might be feeling and thought shower as many feeling words as possible. Point out that the children are new to this class, and some may be new to the school, so they should be able to remember how they felt. Ensure that words representing all of the following four key feeling families are included:

Happy

Sad

Excited

Frightened

The *Emotional barometer* can also be introduced at this point. Children can choose one of these core feeling words and put it in the space in the centre of their barometer. They can then use the pointer on the barometer to show whether the new person would feel this 'a little' 'quite a bit' 'a lot' or 'too much!' in each of the following situations that might happen to a child new to a class. It is likely that children will choose different points on the scale and this can be a good opportunity to reinforce the idea that we are all different – what some people might find really frightening, others might find only a little bit so, or even quite exciting.

I used the interactive whiteboard and we moved the pointer around together. Each child had their own barometer on their tables to use throughout the day. I was surprised at how well they used them.



The new child comes in and no one says hello.

The child doesn't know where to put their coat, or who to ask.

A girl asks the child to be her partner for a game.

The teacher says that after play the new child's group are going to use the computer – the new child loves the computer and is very good at using it.

All the children line up and the new child doesn't know why.

The new child does some writing and the teacher asks them to show the rest of the class.

The new child tidies up the books and the teacher says, 'Well done – that has really helped me' and gives the child a sticker.

Ask the children to contribute their own events and related feelings.

Learning opportunities: calming down

Intended learning outcome

I know some more ways to calm myself down when I feel scared or upset.



Talk with the children about how they felt when they started school or joined a new group. When we are scared or sad, we often want to cry and find ourselves doing all the things we do when we are upset.

Get children to recap on how we feel inside and what we do when we are upset. Ask them what helps them to calm down when they feel like this. You could use the *Ways to calm down* sheet from the whole-school resource file to help the discussion.

If possible, choose some calming music and maybe some calming pictures, and share how these can help.



The ideas should be pooled and made into a class poster or posters to remind children of the different ways to calm down.

Learning opportunities: welcoming others

Intended learning outcome

I know how to make someone feel welcome.



Ask the children to think about what their goal as a class is when the visitor comes. How will they know if they have achieved it? Agree a goal which should include trying to help the new child to feel accepted and happy and to get over any feelings of shyness. Display the goal.



In the musical *Oliver* the children welcome the 'new boy', Oliver, by singing a song 'Consider yourself at home'. If possible, play this to the children and think about the words and how Oliver might be feeling.

The children's task (in groups or pairs) is to produce a poster entitled 'Welcome to (class name)'. On the poster the children should write or draw their ideas for welcoming someone new into the classroom. Ask for examples before the children get into their groups, prompting them as necessary:

Is it important that the child knows people's names – what could help?

Where will they sit? How will they feel if there is no seat?

Is there someone who will show them where everything is?

How will they know what the routines are? What does it feel like to walk into a new room where everyone seems to know what is happening except you? How can the class help them not to feel like this?

Would it be useful to explain the class charter to the new child?

What sort of questions could you ask the new person?

When the children have finished their posters, share the ideas and explain that the 'new child' will be visiting soon (arrange a convenient time with the appropriate Year 5 teacher). After the visit the child will come and tell them what it felt like to be new in the classroom. This will serve as a review activity at the end of the children's work on the theme. Remind children of their goal and, if you wish, offer a reward if they achieve it.

Learning opportunities: what if there is a problem?

Intended learning outcome

I know some ways to solve a problem.



Ask the children to imagine, either before or after the visit has taken place, that there is a problem when the 'new child' starts the school. This is the problem:

You like the new girl/boy. But you are part of a very close group of friends who like to practise every break and lunchtime for a football/dancing competition you and your friends have entered. You have told your new friend to come along with you and expect your friends to be pleased. Instead they say, 'he/she can't play – it's only for the people in the competition'. Your new friend looks very sad and goes to sit by him/herself in the playground.

What do you do?

Introduce/revise the *Problem-solving* process using the poster from the whole-school resource file. Go through each step with the children, talking through their ideas about how to solve this problem.

I used some of the construction kit materials to emphasise that we are all 'cogs in the machine' and that we all have to play our part. We ended with a round and each child said what they would do when the visitor arrived.



For some of my children, I made up a number of simpler problems that had actually happened in the school.



Learning opportunities: the flag challenge

Intended learning outcomes

I know that I belong to a range of communities (class/group).

I feel safe and content within my class.

I feel good about the ways we are similar in the group and the ways I am different.

I feel good about my strengths.



The children should work together to find out about each other using the *Flag challenge* from the resource sheets.

Emphasise the importance of working well together as a group, particularly how well they listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

We gave each group cut out photos of different activities at home and school, key words, pictures, games and symbols. One child stuck her favourite sweet directly onto the flag!

After they have completed the challenge, each of the group flags they have made could be put together to form a class flag. This might be displayed near the entrance to the classroom.



Learning opportunities: new beginnings

Intended learning outcomes

I know that I belong to a community.

I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.

I can help to make the class a safe and fair place.

I can help to make my class a good place to learn



Ask the children to think back to the continuation of the assembly story and the 'learning school'. Drawing on their experience of working on the charter and working on feelings, each child should decide:

one thing that they would take with them from this school to the dream school if they were given the chance;

one thing they would leave behind;

one new thing or idea that they would create or order especially to take (for

example, a person to talk to when they felt sad, a field to play in, a sweet-making machine).

The things might be tangible, such as painting materials, but they might also be intangible – for example, they might choose to leave behind ‘telling lies’.

Provide three leaves of different colours for each child. Ask the children to write or draw their contribution on the appropriate colour leaf to take to assembly to contribute to a whole-school display. The colours should be agreed between classes, so that there is consistency.

These leaves should be taken to the final assembly. The leaves with the things to take with them or develop in the school should be stuck on the display. The things to leave behind should be dropped in a special bin on the way out of the assembly (and kept for review by the leadership team as useful feedback).

Ongoing activities

Feelings wall: set up a feelings display space and use the feeling word families that have been the focus of this set (happy, sad, scared, excited) as a starting point. Encourage children to bring in pictures of people or scenes demonstrating these feeling words, add new words or metaphors that mean something similar, photocopy extracts from books that explore these feelings or express them particularly well.

Allow children to have their **emotional barometers** on their tables and indicate how their feelings change throughout the day, to offer an opportunity to see how everyone in the class is feeling. Relate this to any events that may be making people feel happy, sad or scared, and to the class charter.

When drawing attention to a rule in school, always relate it to the class charter and responsibilities the children have agreed.

When children are forgetting the rule, use the phrase ‘What is our rule about ...?’ or ‘Remember the rule for ...’ and ask the children to remind each other why we have that particular rule (for example, waiting your turn to answer, so that it’s fair and everyone gets a turn ...)

When using sanctions or consequences because children did not keep to a rule, again take the opportunity to remind the child of the charter – ask the child how their action relates to the charter, and how they can ‘put things right’.

Regularly ensure that ‘random pairs’ work together, so that everyone has an opportunity to get to know everyone else in the class, over time. Use drawing names out of a hat, pictures cut in half, sentence halves that match up or games like ‘Find someone who also ...’ to add fun to the pairing process.

Encourage the class to work in secure mixed-ability ‘home’ groups, as well as with different partners, and to feel that they are part of a group who belong together, which in turn is part of a class that belongs together.

Use every opportunity to remind children to put into practice the **calming-down techniques** they have identified and to use the problem-solving process. You might set up a ‘calming-down’ corner in the classroom. The children could suggest what should go in the calming-down corner (for example, soft furnishings, a tape of calming music to listen to, a three-dimensional card ice

cube hanging above a wall picture of drops of water, each with a calming-down strategy written or drawn on it).

Questions for reflection and enquiry

- What does it feel like when someone new joins a group (for that person and for the group)?
- Why aren't people nice all the time?
- What would the world be like if everyone was nice all the time?

Review

If the 'visitor' activity has been undertaken, the review could take the form of asking the visitor to give them feedback, answer questions, or fill in an evaluation form on how well they are achieving their aims to make the class friendly and welcoming to everyone (use here whatever words the children chose to describe their goal). Their feedback can be used as a starting point for a discussion about any changes or improvements that need to be made, but also as an opportunity to give the children a 'pat on the back'. A celebration could be organised to follow the visit.

You could end with a round:

One thing I will try to do every day to make the classroom a nice place to be is ...

When a visitor comes I will ...

Blue set resource sheet: Year 2

New world challenge



Talking and planning together

The two children found that the people in the new world were so new they didn't know how to get on with each other.

Your challenge is to design a world where life is fair and everyone gets along with one another. Your presentation should include:

- something to show what you would see in the new world to help people get along;
- something to show how the children helped to stop the new people from fighting and arguing all the time;
- a name for your new world.

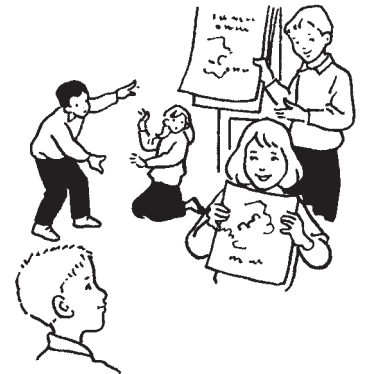
Your presentation should include something for your audience to look at.



Activities



Time keeping



Presenting to the class



Listening to each other

REMEMBER YOUR GROUP SKILLS

You will have 30–40 minutes to make your presentation and 2 minutes to present it to the rest of your group.

Blue set resource sheet: Year 2

The flag challenge



Talking and planning together

Your challenge is to make a flag for your group. It must fit on an A3-sized piece of paper.

Your flag must have something on it to show something about each member of the group – something that is important and special to them. This might be a special place or something that they like doing.

Before you make your flag, you will need to tell your group about yourself. Take it in turns to talk about you. Talk about:

- something you like doing at home;
- somewhere you like to go;
- something you like doing at school;
- something you like playing;
- someone or something you like to be with.



Time keeping

Your flag will:

- be good to look at;
- tell us a bit about each of the children in the group.

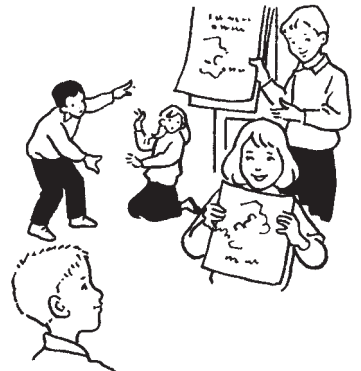
Note: You could paint your flag on to fabric instead of using paper, or make a group kite that you can fly instead of making a flag.



Listening to each other



Activities



Presenting to the class

REMEMBER YOUR GROUP SKILLS

Don't forget to think about HOW you work together as well as WHAT you end up with!

Make sure you listen to what everyone thinks and what they would like to do.

Agree together what each of you needs to do next.

Blue set

Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Citizenship	<p>Activity 1</p> <p>Objectives: As for QCA Citizenship Unit 1 Taking Part – developing skills of communication and participation.</p> <p>Review the charter with the class regularly to ensure that they still agree with it, or change it if appropriate.</p> <p>Establish a class forum where children have the opportunity to reflect upon how the class is doing in relation to the charter. This might involve asking questions about how it is working and how the class might be encouraged to keep to the charter.</p> <p>Set up a school council if one does not already exist. Discuss the role of the council representative from each class.</p> <p>Activity 2</p> <p>The ‘Respect for all: valuing diversity and challenging racism through the curriculum’ section of the QCA website offers a number of useful lesson plans for helping children to consider how we are the same and different (through a series of circle times), as well as how exclusion from a group feels and the importance of creating a community without discrimination and prejudice.</p> <p>www.qca.org.uk</p> <p>Click on ages 3–14/inclusion, then PSHE and Citizenship and then How are we different (KS1) and A friend for Farouk (KS1).</p> <p>Further work on exploring identities, communities, sameness and diversity can be found in QCA Citizenship Unit 5 Living in a diverse world.</p>
Art and design	<p>Objectives: As for QCA Unit 2C Can buildings speak?</p> <p>When designing the ‘learning school’, children could start by observing their own school and environment and recording through simple sketches or using the digital cameras the parts that they like. They should share their ideas about their images.</p> <p>Working in small groups they could discuss how they feel about colours. The teacher will need to provide a range of coloured papers of different sizes. These will need to be both primary and secondary colours, and bright and pastel colours.</p> <p>Ask the children first to describe their thoughts about the different colours – moods, emotions and associations. How would they like to live in a room with some of those colours – how would it make them feel? Do different members of the class feel differently about this?</p> <p>Ask them to consider whether some are different according to their scale – which ones combine well, contrast or conflict?</p> <p>There is the opportunity to introduce the theory of complementary colours here – but remember this is as much about their own feelings and ideas as about theory.</p> <p>The children can then design their school using the ideas they have discussed.</p>

ICT	<p>Objectives: To share ideas by presenting information in a variety of forms:</p> <p>a) working with a range of information to investigate the different ways it can be presented;</p> <p>b) exploring a variety of ICT tools.</p> <p>Using a Dictaphone™, ask children to leave a ‘special message’ for another child in the class, saying why they think that person is special, or why they like them and are glad that they are in the group.</p> <p>Children could use a digital camera or web cam to photograph each other, with a word-processed or scribed description underneath to explain why the child is special.</p>
Geography and D and T	<p>Objectives: As for QCA Geography Unit 3 An Island Home and QCA D&T Unit 1D Homes. These units offer a focus on empathy, belonging to a group and the impacts of new beginnings on a community.</p> <p>At the end of the unit, discuss how all the people on Struay make up a community. Can the children recognise ways that people in the community on Struay help each other? What services are there that they all rely on? (For example, ferryboat, post office, shop.) Who provides those services? What would happen if those people left the island?</p> <p>You might want to explore other <i>Katie Morag</i> books by Mairi Hedderwick (published by Red Fox) with the children to extend work on community and cooperation, welcoming new people and new ideas.</p> <p>In the Katie Morag book <i>Katie Morag and the New Pier</i> by Mairi Hedderwick (Red Fox) ISBN 0099220822, a new pier is being built on Struay. Adapt QCA D&T Unit 1D Homes so that the children construct a pier instead of a home.</p> <p>Discuss how, as a new beginning, the pier will change the community on Struay. Who is happy with the changes? Who is worried? What changes had happened by the end of the story? What might continue to happen? Is everyone happy to welcome new people into the community? What could they do on Struay to help everyone come to terms with the changes?</p>
Science	<p>Many of the QCA units of work for these year groups are relevant to the theme of new beginnings, for example:</p> <p>QCA Unit 1A Ourselves</p> <p>Children bring photographs to school showing their own growth from when they were first born to the present day. They place them in a personal photograph album and write sentences underneath each photograph describing how they have changed, such as what they could do, eat, say, what they felt at one day, one week, one year, and so on.</p> <p>QCA Unit 1B Growing plants</p> <p>Children take digital photographs of the process of planting seeds, looking after them and recording how they grow, from first shoots, through to fully-grown plants with flowers.</p> <p>QCA Unit 2B Plants and animals and the local environment</p> <p>Create a role-play area based on the ‘Garden centre’ where children plant seeds, create labels, design and make seed packets, create instructions on how to grow plants, pot on their seedlings and eventually sell the plants, perhaps in aid of a class/group in a school in a developing country with whom they have an e-mail link.</p>

<p>Literacy, drama and geography</p>	<p>Activity 1</p> <p>See exemplar lesson plan, based on the story <i>We're going on a bear hunt</i> by Michael Rosen (Walker Books) ISBN 0744581907, which explores a range of feelings that children may go through when undertaking a new or unfamiliar experience.</p> <p>Activity 2</p> <p>Objectives</p> <p>Y1 T1 T9 – To write about events in personal experience linked to a variety of familiar incidents from stories</p> <p>Y1 T1 T10 – To use rhymes and patterned stories as models for their own writing</p> <p>Y2 T1 T12 – To use simple poetry structures and to substitute own ideas, write new lines</p> <p>Text: <i>Faisal</i> by Tony Langham, which you will find at the end of this section.</p> <p>Before reading this poem, children should be encouraged to think about things that they can do well and things that they find difficult. Allow the children time to explore the fact that we are all different and everybody has something special to offer. After the reading of the poem, they could use the structure to create a new line or verse to include some of the things they have discussed about what makes everyone unique and special.</p> <p>Activity 3</p> <p>Objectives</p> <p>Y1 T1 T5 – To describe story settings and incidents and relate them to own experience and that of others</p> <p>Y2 T1 T5 – To identify and discuss reasons for events in stories, linked to plot</p> <p>Text: <i>Katie Morag and the Tiresome Ted</i> by Mairi Hedderwick (Red Fox) ISBN 0099118815.</p> <p>Katie Morag's nose has been put out of joint by the arrival of a new baby. In a temper she throws her own teddy into the sea. It takes a stay at Gran's and the discovery of teddy among the seaweed to get Katie Morag back on keel.</p> <p>Children could use this text as a good starting point for discussions about how they feel/have felt when a new baby arrives in their family. Could children who have been through a difficult period of adjustment offer 'advice' to others? Maybe they could create a list of the positives that arise from having a new brother or sister? Were there any things that their parents or carers did to support them, such as buying a little present for them from their new brother or sister, allowing them to help choose things for the baby's bedroom, or permitting them to move into a 'big' bedroom?</p>
<p>PE/dance/music</p>	<p>Activity 1</p> <p>See exemplar lessons for music and dance. These provide the opportunity for children to put together a performance for the final assembly, on the theme of creation. The lesson plans enable the music and dance to be used in a single performance, or to stand alone as separate contributions.</p>

Activity 2

Meet and greet (this can be used as a warm-up during dance lessons and then brought into the whole-school context as a way of contributing to and shaping a welcoming learning environment).

Start with the children standing next to a partner. When the music starts they travel around the space, as instructed by the teacher – for example, taking big strides away from their partner. On a given signal – for example, a handclap – the children need to find their partner and shake left hands twice, right hands twice, then clap their hands together twice. Once they have ‘met’ their partner, the children continue travelling around the space.

Once the children are familiar with the basic routine it can be adapted by:

changing the way the children travel – for example, skipping, galloping;

adding to the ‘met’ sequence – for example, linking arms and turning round.

Each pair/class could develop their own special way of meeting that they could use whenever they met. As an introduction to this, they could look at different greetings from around the world, and different ways of saying hello. These could also be used during registration, or taught to other classes.

Further activities – all types of PE activities

Objectives: As for QCA PE units, section 3 Knowledge and understanding of fitness and health.

During PE cool-downs, encourage discussions about the importance of calming down ready to start other work and, once the children are familiar with a range of cool-down activities, encourage them to devise their own ‘calming-down’ routines, relevant to the PE activity they are working on. Ideas that relate to specific year groups, at the appropriate level, can be found in the Knowledge and understanding of fitness and health section of the QCA Unit plans.

PE – Games

Objectives: As for QCA Games activities units, section 2 Selecting and applying skills, tactics and compositional ideas.

During games lessons, encourage discussions about rules and how and why we need to work together as a team in order to create a safe and fair learning environment in PE lessons. Discussions might include what makes a game fair or unfair, which could be illustrated by trying to play games without rules and discussing what happened, how effective and fun the games were and then deciding how they could be improved. The children can also think about how the players feel as winners and losers.

Children could devise their own games in small groups, including rules which they might teach to each other or younger children. Discussions on tactics, as outlined in the Selecting and applying skills, tactics and compositional ideas of the Games units, also offer further opportunities for exploration. They could also look at professional sports people and discuss the attributes of a ‘good sports person’ and their feelings in different scenarios.

	<p>PE – Outdoor and adventurous activities</p> <p>Objectives: As for QCA OAA activities units, section 2 Selecting and applying skills, tactics and compositional ideas.</p> <p>OAA lessons are ideal for discussions and work on problem solving, working as a team and shaping a safe and fair environment. Encourage discussions during activities, as outlined in the relevant unit on Selecting and applying skills, tactics and compositional ideas.</p>
RE	<p>Objectives</p> <p>To experience and respond to the natural world</p> <p>To explore stories about creation and talk about their meanings</p> <p>Find evidence of creation in the school environment. Look at the development of a tree, plant or insect. Talk about how we should care for living things. (Useful resource: <i>Wonderful Earth</i> by Nick Butterworth (John Hunt Ltd) ISBN 1856080056.)</p> <p>Read about the creation story from Chapter 2 of Genesis, perhaps using <i>The Creation</i> by Brian Wildsmith (Millbrook) ISBN 076130445. Sequence the order of creation in words and pictures in a zig-zag book or in a circle.</p> <p>Discuss the thoughts and feelings of characters in the story. Think about why the story is special for some people. Talk about the creativity we all have. Use paint, clay, music, dance, and so on, to express feelings about the natural world. Introduce the idea that many people want to praise God for creation. Discuss how different people worship God.</p> <p>Explore how religious beliefs and ideas can be expressed through the arts.</p>

Poem for literacy work

Faisal

My mate Faisal
can't walk by himself,
can't talk by himself,
can't hold a pencil by himself,
can't go to the toilet by himself.

He can't do lots of things.

But he's got a machine
on his wheelchair
that talks for him
when he moves his head
from side to side.

And every morning
at 9 o'clock
when we meet in the school corridor
he makes the machine say –

'Hiya, Liam! Got any
spots on your belly?'

That makes me laugh.

That's something
Faisal can do –

better than anyone else.

Tony Langham

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Blue set

Exemplar lesson plan: drama, literacy and geography

Theme	New beginnings Year 1 Term 1
SEAL objectives	To recognise and identify different emotions To begin to understand that feelings have different levels of intensity
Linked literacy unit of work	Narrative 2
Literacy objectives Geography objectives 1	T3, T7, T1 To make and use a map To describe what places (terrains) are like To recognise how places compare with other places
Outcome	Role play
Linked speaking and listening objectives	To describe incidents or tell stories from their own experience, in an audible voice (S1) To act out own and well-known stories, using different voices for characters (Dr 8)
Text	<i>We're Going on a Bear Hunt</i> by Michael Rosen (Walker Books) ISBN 0744581907
Text themes	This narrative poem takes readers on an imaginary bear hunt through a variety of different terrains using a range of different movements.
Possible focuses for response to this text	<p>Read the text with the children with a view to performance.</p> <p>Keep a rhythmic beat throughout.</p> <p>Invent actions to accompany the different events in the story, and have children physically re-enact the movements (for example, swishy-swashy, tip-toe, stumble, trip).</p> <p>At different times during the re-enactment, ask the children to freeze and thought-track the children at different times in the adventure. Through this, explore the different emotions the children in the story feel at different times (for example, excitement, nervousness, terror, happiness, fear). Ask the children to perform the story again, but exaggerate these feelings through their body and the expressions on their faces. Take digital photos of these moments to use in future lessons and to display next to the relevant vocabulary. Reinforce positional language throughout.</p> <p>In another session you could:</p> <p>create a visual map of the journey and add labels for relevant feelings at appropriate points;</p> <p>discuss the types of terrain associated with their feelings at different points in the journey;</p> <p>depict the journey in a graph to show how the characters are feeling at different moments in the story on a scale of 1–5. Label each number with a different feeling word and, along the bottom of the graph, write the key moments in the story. Stick the digital photographs on to this graph.</p>

	<p>link this activity to the use of the <i>Emotional barometer</i> from the whole-school resource file if children are familiar with this (or introduce it if they are not);</p> <p>use this graph to stimulate a discussion about how we feel at different moments in the school day, or at different times in our lives.</p> <p>You could use your interactive whiteboard for the whole of this session – there is usually some ‘graph paper’ provided with the boards, which you could use for drawing the map, and for the graph.</p>
Suggested related activities	<p>In a shared writing session, demonstrate how to begin to write a similar story based on a journey, incorporating sound effects and movements. Use supported composition to support the children in composing a section in pairs. If desired, the story can be continued in independent writing.</p> <p>Links to other subjects</p> <p>Geography</p> <p>Objectives: To use geographical vocabulary to identify and describe what places are like</p> <p>Discuss with the children what sort of place it was where they went on the bear hunt. What was growing? What features were in the landscape?</p> <p>Divide the children into groups and give them a particular feature to draw or paint – for example, the river, the cave. Mount the pictures on a large sheet of paper to make a picture map. Ask the children to mark on the map the route the bear hunters took.</p> <p>They could think of other geographical features – for example, a lake, marshland, a hill – and make up their own bear hunt, recording the route as before. If appropriate, the features could be drawn on a map with a key. The route could be marked as with the picture map.</p>
Alternative/additional texts	<p>You might want to further explore the feeling of being scared through related texts such as Sarah Hayes’ <i>This is the bear</i> (Walker Books) ISBN 0744581680 and <i>This is the bear and the scary night</i> (Walker Books) ISBN 0744531470.</p>

Blue set

Exemplar lesson plan: music and citizenship

Theme	New beginnings Year 1
SEAL objectives	<p>To appreciate and celebrate differences and similarities</p> <p>To understand that each of us contributes to the whole community</p>
Music objectives	<p>As for QCA Unit 2 Sounds interesting – Exploring sounds</p> <p>To recognise different sound sources</p> <p>To explore different sound sources</p> <p>To explore instruments</p> <p>To control instruments</p> <p>To explore expressive use of sounds</p> <p>To use sounds expressively to illustrate a story</p>
Suggested activities (adapted from QCA Music Unit 2)	<p>In this lesson or series of lessons, children create music to accompany the creation story used in the assembly at the start of their work on the theme.</p> <p>A selection of the QCA Unit 2 activities has been included but, if the children need more experience of playing instruments or using their voices and other body parts to create sounds, other activities can be added.</p> <p>Introductory activity</p> <p>What sounds can we hear?</p> <p>Ask the children to listen to different sounds and make a list of all the sounds they can hear. They should start in the classroom and move out beyond the school by using their memory or going on a class walk. <i>What sounds can you hear in the park, the kitchen, the swimming pool?</i> (Link to Unit 1 Ongoing skills, sections 7&8 Listening, memory and movement.)</p> <p>Ask the children to describe both sounds that they hear and sounds they remember. <i>Are they loud/quiet, high/low, now and then or all the time?</i></p> <p>Play the children music which uses sound in different ways.</p> <p>Read the assembly story again and together make a list of all the different sounds that are described.</p> <p>How can we make and use sounds expressively?</p> <p>Encourage the children to explore different sounds that can be made using hands, feet, mouth and tongue, lips, teeth. (Link to Unit 1 Ongoing skills, sections 1 to 6 Singing songs with control and using the voice expressively.) Make descriptive sounds to describe the words from the assembly creation story – for example, using voice sounds to describe the sounds the lion makes.</p> <p>Ask the children to write down the different sounds that can be made with the voice – for example, repeated consonants (e.g. 'tttt'), digraphs (e.g. 'chch'), sustained vowel sounds (e.g. 'oo'). Ask the class to make the sounds that match the words together – for example, long sounds with their voices, short sounds with their feet, fast sounds with their hands. Ask the class to try changing sounds to see</p>

if they give different messages – for example, tiptoeing, fast knocking and gentle knocking, quiet walking, and stamping. Encourage them to match the sounds to the different parts of the story and the different objects being created. Talk to the children about how each of the objects and animals is different (as symbolised by having a different sound), yet contributes to the whole. What would it be like if they were all the same (demonstrate with a monotonous note or sound)? Emphasise that it is our differences that make our class, school, community and world a more interesting place – each part contributes to the whole.

Encourage the children to explore the different sounds that can be made from one instrument passed around a circle – for example, loud, quiet, tapping, shaking, scraping. When all possible sounds have been used, start with a new instrument. Ask the children to describe the sounds.

Ask them to think about how loudly or quietly the sounds should be to best fit with the assembly story. Reread the story and ask the children to respond to stop/go signals given by a leader or to signals indicating loud or quiet to match the story as agreed. (Link to Unit 1 Ongoing skills, section 3 Singing songs with control and using the voice expressively (3) 'Follow the leader'.)

How can we use sound to describe the events and mood in the creation story?

Read the creation story again and then ask the class to suggest what sounds could be added to make the story more interesting. Together think about all the sounds they have created and encourage the children to match their sounds to the different sounds in the story. Decide who is going to make which sounds and how loud or quiet, fast or slow they should be. Find one or two sounds that everyone can make. Make a tape and play it back. Discuss it with the children. *What sounds were the best? Why? How can we make it better?* Devise an order, practise, revise and create a class composition for the final assembly.

Note: The music created could be used for the dance in the exemplar lesson sequence that follows.

Blue set

Exemplar lesson plan: dance

Theme	New beginnings Year 2
SEAL objectives	To identify, recognise and explore a range of feelings from fearfulness to excitement and amazement
Dance objectives (QCA PE Unit 2) Dance activities (2)	<p>To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of the dance</p> <p>To compose and perform dance phrases and short dances that express and communicate the moods, ideas and feelings of a creation story, choosing and varying simple compositional ideas</p> <p>To recognise and describe how different dance activities make them feel</p> <p>To understand the importance of warming up and cooling down</p> <p>To watch and describe dance phrases and dances, and use what they learn to improve their own work</p>
Suggested activities (adapted from QCA PE Unit 2)	<p>Each dance lesson should follow any other dance lesson format: warm-up, initial tasks, development work and a cool-down. Ideas have been included for warm-ups and cool-downs so that they can be adapted or added to as relevant. Following this is a suggested sequence of initial tasks and developments, which again can be adapted to meet individual class needs.</p> <p>Warm-ups</p> <p>Taking a shower</p> <p>In a circle start by getting the children to rub their hands together until they are warm, then rub their faces, head, one arm, the other, chest, stomach, thighs and calves, and finally to sit down and rub the tops and bottoms of their feet, as if they were cleaning themselves. Jump up and repeat, speeding up the pace.</p> <p>Animal stretches</p> <p>Standing in a circle, with legs hip-width apart, ask the children to stretch up each arm like a giraffe reaching for leaves; then to drop their head down and swing their arms side to side, between their legs, to the left of their legs and the right as if their arms were an elephant's trunk. Then, keeping their heads down, ask them to slowly curl up to standing upright, their head coming up last, like a snake. The children could invent some of their own animal stretches.</p> <p>Jazzy hands</p> <p>Teach the children a short routine – for example, shake your hands to the left, shake your hands to the right, shake them high, shake them low, shake your whole body, head to toe. Songs such as <i>The Hokey Cokey</i> can be used.</p>

Knowledge and understanding of fitness and health

Talk to the children about why dance is a healthy activity.

Ask the children to describe how their breathing, body temperature and heart rate change when they are moving quickly and standing still. Help them to understand the link between these changes when they are dancing at different speeds, rhythms and for different lengths of time.

Initial tasks and development work

Read the creation story from the assembly and talk with the children about the things which were created and how the children who were watching felt. They could close their eyes as they listen to the story and try to picture the objects being created. Ask them to draw/describe what they can see and how they feel – for example, when they first arrive in the strange land, they might feel scared, lost and unsure, while when they watch the creation they might feel amazed and excited.

Working individually, ask the children to show and tell you what type of body actions they would use to explore these feelings. Encourage them to vary the speed, strength, energy and tension of their movements, and to use different levels and directions. For example:

scared children – walking and stopping, low, jerky, crouching shapes;

singing voices – tall, floating, fairy-like steps;

light, slow movements rising from low to high;

lion – prowling to and fro, backwards and forwards, strong zig-zagging travelling patterns, wide stretching actions on the spot using different body parts;

amazed children motif – skipping, twirling, running, jumping in different directions with a curving floor pattern.

Once they have developed their own movements, they could then work with a partner to link their moves and build up a small sequence. Help them to link movements and dance phrases fluently.

Choose a piece of music that reflects the creation story – for example, soft, calm classical music; loud, electronic beats; African drumming (see suggested music at the end of this lesson plan). Listen to it together and ask the children to describe how they feel. Help them to adapt their dance phrases in order to reflect the rhythmic and dynamic qualities of the music.

These sequences could then be put together in different ways, depending on the ability of the children and the end product required.

Whole class dance A – the children perform their individual movements, then join with a partner to perform their short sequence and finish with a whole-class movement.

Whole class dance B – different pairs/individuals produce short sequences to represent the different sections of the story. This can then be linked by the teacher/an older pupil leading the whole dance in role as the 'Creator', bringing in the different pairs/individuals when indicated by the story.

The dance could then be performed during the final assembly.

Adaptations and variations on the task

To make the task easier:

make the dance phrases short and keep actions simple;

use simple accompaniment;

ask the children to work on their own;

use small spaces and similar heights and directions.

To make the task harder:

make the dance phrases longer and actions more complicated;

use more complex rhythms, including changes of speed;

work in small groups;

use larger spaces and different heights and directions.

Cool-downs

Split the class in half and ask half to watch and the other half to perform their sequences. Ask the children to describe actions, simple dynamic qualities and the way space is used in the dances they watch. Encourage them to use a range of appropriate language to describe how moods, ideas and feelings are expressed through different types of action and movement.

For example, did the children move fast or slowly?

If you had to draw a line to show how they moved around the hall, would it be straight, curved or zig-zagged?

How did they show they were scared? Did they use their faces? What other parts of their bodies did they use?

Talk to the children about how different dances make them feel, and about what they like and dislike.

Blowing balloons: tell the children they have a big balloon in their chest called their lungs. Ask them to take as big a breath as possible to see if they can make it fill right up – make their chest and stomach stick out as far as they can. Repeat, encouraging the children to blow their balloons up a little more each time.

Dead lions: all the children lie flat on the floor facing the ceiling with their eyes open. Choose a child or adult to be 'it'. Whenever they see someone move they have to line up. Continue until all the children have lined up.

Suggested music

Ambient music, including:

Enya;

Mike Oldfield;

William Orbit – *Pieces in a Modern Style*;

'Mood' albums;

Choral pieces, including Handel's *Messiah*.

The dance could also be performed with the music created in the music lessons from this activity set.

Further ideas for warm-ups and cool-downs can be found in the *TOPs Dance Cards Handbook* (available through TOP Dance courses provided by the Youth Sport Trust and Sport England), and developments linking closely with Aboriginal legends can be found on the *TOPs Dance Card* – In the beginning (from an older version of the cards which schools may still have), or *Yin and Yang* for the story of Pan Gu and the two children.

Blue set

Exemplar lesson plan: history

Theme	New beginnings Year 2
History objectives	<p>To recognise why people did things, why events happened and what happened as a result</p> <p>To find out about the past from a range of sources</p> <p>To understand a past event from the history of Britain and the wider world</p>
SEAL objectives	<p>To develop empathy</p> <p>To explore feelings associated with new beginnings</p> <p>To recognise how people have to work together to achieve a common goal</p>
Suggested activities	<p>Lesson 1</p> <p>Resources</p> <p>Pictures of people in the dress of the 1620s, a globe, map of the world</p> <p>Part 1. Show the children pictures of people who lived in the 1620s. Discuss their clothing and hairstyles to establish that they lived ‘a very long time ago’. Ask the children to locate period on a simple time line.</p> <p>Part 2. Explain to the children that some people at that time in England couldn’t agree how to worship God. Some people did not want to obey the bishops of the official Church of England and met to worship in their own way in secret. They felt their own way was nearer to Jesus’ original church. They could get into a lot of trouble for not obeying the bishops. Use pictures to explain in simple terms the powers of a 17th-century bishop. In the end they went to the Netherlands and then decided to go to America where they could live and worship as they wanted to. These people became known as the Pilgrims.</p> <p>Part 3. Show the children England, the Netherlands and North America on a globe and map. Ask the children to trace the route from England to North America on a map themselves.</p> <p>Lesson 2</p> <p>Resources</p> <p>Picture of the Mayflower, and, if possible, one of a modern liner at the same scale.</p> <p><i>Note:</i> This activity requires space.</p> <p>Part 1. Remind children of why the Pilgrims wanted to leave England. Explain that people in Europe had not known about America for very long. Very few Europeans had travelled there. Not many people lived in North America. Those who did were the Native Americans. Show the children pictures of Native Americans in the 17th century illustrating the way they lived.</p>

Part 2. Look at a picture of the Mayflower. What made it move? What would it be like on board? How long would it take to get to North America? What dangers would there be? What would conditions be like?

Part 3. Ask children to imagine they are on board the Mayflower. Mime hauling the ropes, raising the sails, walking as the ship rolls, eating ship's rations, weathering a storm, and so on.

Part 4. Discuss how hard the conditions were on the journey. Why were they willing to take those risks? Establish that they had a chance to start a new life in a new country and live as they wanted to.

Lesson 3

Note: This activity requires space.

Part 1. The part of North America the Pilgrims landed on was wild and covered with forest. There were no buildings, no crops growing, no sheep or cows. What would the Pilgrims have had to take with them on the Mayflower? Compile a joint list of what was needed; add to it as new things are recognised.

Part 2. Divide the children into groups. Ask them to imagine they are the Pilgrims. They have just landed. They must decide what to do first to make their new settlement. (They can sleep on the ship for a while.) Ask them to pretend to be the Pilgrims making their decisions and starting work on their new land.

Part 3. (this could be done with teacher in role as a Native American). Explain (or act out) that some Native Americans came to meet them. They made a promise (a treaty) to have peace between them. The Native Americans helped the Pilgrims by showing them how to plant crops with fish as fertiliser, what foods were good to eat, and so on.

Part 4. Discuss how the Pilgrims and Native Americans might have felt when they met. How might they have reacted? Establish that there might have been resentment, anger and hostility, but they made friends and helped each other.

Lesson 4

Resources

Internet access

You might want to work on the Internet using your interactive whiteboard at this stage, and keep independent work for more open-ended activities. You will be able to focus the children's attention more easily on your agenda for the lesson, particularly since you know the sites you will be using.

There are several excellent websites relevant to this topic.

www.MayflowerHistory.com has the story and resources, including contemporary accounts of the 1621 Harvest Celebration (Thanksgiving). The letter from Edward Winslow is worth printing out.

www.plimoth.org is the website of the heritage site where the Pilgrims settled. It has an interactive section where children can see and interact with a recreation of the 1621 Thanksgiving. Although designed for slightly older children, it shows authentic dress and artefacts of both the Pilgrims and the Native Americans.

Part 1. If possible, use the website www.plimoth.org to investigate how the Pilgrims fared over their first year until their first harvest.

Part 2. Read Edward Winslow's letter. What does it tell us about how the Pilgrims celebrated their first harvest?

Part 3. Ask the children to write their own letter to England as Pilgrims, telling about what they have achieved and how they celebrated their first harvest.

Part 4. Discuss how hard it was to make a new life, how many Pilgrims died in the first winter and how new families had to be formed to adopt orphaned children and to help each other. The only way they survived was by working together and receiving help from the Native Americans. Discuss how Thanksgiving is still celebrated and many Americans are descended from the Pilgrims.

Part 5. Ask the children about their experiences of starting school and how they felt. Make a list of words associated with new beginnings. How can a new beginning be both scary and exciting?

