



# Primary

## *National Strategy*

### **Excellence and Enjoyment: social and emotional aspects of learning**

### **New beginnings Years 3 and 4**

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

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## Yellow set

### Introduction

This theme focuses on developing children's knowledge, understanding and skills in four key 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 3 and 4 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 in the Red, Blue and Green sets.

### Intended learning outcomes

Description	Intended learning outcomes
<p>Children will have further opportunities to appreciate and celebrate differences and similarities between them, and to value their individual gifts and talents. They will have the opportunity to experience how supportive it feels to belong and be valued as an individual within a community.</p> <p>Children will revisit and develop their understanding of happiness and excitement, sadness and fearfulness, as well as ways to manage feelings. They will revisit ways to calm themselves and manage the feelings associated with doing something new.</p> <p>Children will have opportunities for using problem-solving skills to generate solutions, decide on a course of action, implement it and review it. The children's understanding of their own and others' rights, responsibilities and rules is revisited and built upon through the creation of a class charter. A particular focus is on making the classroom a welcoming place.</p>	<p><b>Belonging</b></p> <p>I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group.</p> <p><b>Self-awareness</b></p> <p>I can tell you one special thing about me.</p> <p><b>Understanding my feelings</b></p> <p>I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people.</p> <p><b>Understanding the feelings of others</b></p> <p>I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions.</p>

	<p><b>Managing my feelings</b> I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p><b>Social skills</b> I can give and accept a compliment.</p> <p><b>Making choices</b> I know some more ways to solve a problem.</p> <p><b>Understanding rights and responsibilities</b> I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school.</p>
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## PSHE/Citizenship links

### *Years 3 and 4*

Children will be taught:

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

## 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 3: T1 27. To use talk to organise roles and action.	At the beginning of the activity, take some time to talk about what needs to be done, and who will do what in the group.
Year 4: T1 38. To take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor.	Make sure you know who is doing what in the group – choose someone to be the leader, someone to be the person who reports back, someone to write things down and someone to make sure that everyone is included.

### 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)

gifts	talents	rights	responsibilities
helpful/hopeful	thoughts	scared	frightened
excited	nervous		

### Resources

	Resource	Where to find it
Year 3	Photocards – frightened/scared <i>Problem-solving</i> poster <i>Ways to calm down</i> <i>Feelings detective</i> poster <i>Emotional barometer</i>	Whole-school resource file Whole-school resource file Whole-school resource file Whole-school resource file Whole-school resource file
Year 4	<i>Problem-solving</i> poster <i>Ways to calm down</i> <i>Emotional barometer</i>	Whole-school resource file Whole-school resource file 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 and 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

## Yellow set: Year 3

### Circle games and rounds

If you choose to start the session with a circle activity, do make sure 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.

### Changing places

Swap places (or do a 'thumbs up' or close one eye or similar) if:

you like listening to music;

you love animals;

you love chicken;

you enjoy reading.

### Mime

Explain to the children that they should choose something they like doing, then work out a short mime to illustrate this. The members of the circle should take it in turns to show their mime. The other members of the group should try to remember the mimes.

After this, one member of the circle repeats their own mime. They should then do the mime of one other member of the circle. The person whose mime has just been done should repeat the mime and then do another person's mime, and so on.

Draw out the idea that we don't always know what others are good at or interested in – were there any surprises?

### Rounds

I like ... and my classmate likes ...

I would like the class to be ...

I like school when ...

I learn when ...

What I like about this classroom is ...

What I would change about this classroom is ...

One of our children taught us the British Sign Language signs for the activities we were miming. The children really enjoyed learning them.



## Learning opportunities: getting to know each other

### Intended learning outcomes

I know something about everyone in my class.

I can tell you one special thing about me.

I can give and accept a compliment.



Pair children randomly. The aim of the activity is to find out one interesting thing about your partner that you didn't know before. You will have the opportunity to give them one compliment at the end of the day – something that you admired about them, something you liked about what they did or something that you just like or respect about them as a person.

Children can be asked in a group if they found out anything about their partner that surprised them. They should check with their partner that it is OK to tell the group about this. Remind children that we are all special.

We structured this activity for some of our children by producing an illustrated list of 'things to find out', such as favourite food/pet/TV programme, etc.



## Learning opportunities: gifts and talents

### Intended learning outcomes

I know something about everyone in my class.

I can tell you one special thing about me.

I know that I am valued at school.



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 around at the wonderful world that had been created.

'Wow! This is beautiful,' said the boy. 'Do you think this is how our world was created too?'

Before the girl could answer something marvellous happened. The people and animals walked to a clearing in the wood and formed a circle around the creator.

'What do you want from us?' asked a bird that was perching on an old man's shoulder.

'Each of you have your own special gift or talent that came with you from the earth. Use your talents well and this land will be wonderful for all time. Forget your gifts and talents and the land will not prosper.'

'But how will we know what is our gift or talent? Tell us what we must do,' said a girl.

Even as she was speaking the creator turned away.

Before he disappeared he turned and said, 'That is for you to discover.'

Ask the children how they think the animals and people in the new world will find out about their gifts and talents.

Emphasise that we are all different and, even if we are not the best in the class at something, we have something that we are better at than other things.

Children should work in pairs to match cards made from the *Gifts and talents* resource sheet with the tasks that need doing in the new world.



Thought shower the answers to these questions:

- What are the gifts and talents of the people in your class?
- How will you find out what your gifts and talents are?
- How do you find out about the gifts and talents of other people?

Ask the children to think about their gifts and talents, and about the gifts and talents of people they know. You might give them some ideas about the full range of gifts and talents by suggesting things like listening, kindness, helping others, and so on. Give them about two minutes for reflection.

Thought shower all the gifts and talents in the class and record them on the whiteboard. Add your own ideas.

### The challenge

Ask the children to work in small groups to complete the *Gifts and talents challenge* from the resource sheets. Ensure that the children know the meaning of the words 'logo', 'catchphrase', 'jingle', and ask them for examples (advertisements are a good source). How do the logos or jingles show what is good about the product?



You may want to share the children's work with parents/carers. The children might also want to coat the totems either in an exterior varnish or in PVA glue which will dry clear and allow them to become an interesting exterior display.

Emphasise the importance of working well together as a group, particularly how well they use talk to organise roles and action. 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.

Our children wrote all the gifts and talents they could think of on sticky notes, stuck on the board. We then asked a number of children to organise the notes and explain their reasons. For example, one child grouped the ideas into gifts and talents that you could develop and things you could learn. Others grouped words which they felt meant the same thing. We left the concept map up in the classroom throughout the topic, so that when children discovered a new gift or talent, they added a new sticky note.



In my class some children do not find it easy to label themselves as having gifts and talents, because of cultural and personal restraints. I needed to use different language – talking about special interests and individual differences.



## Learning opportunities: the class charter

### Intended learning outcomes

I can contribute towards making a class charter.

I understand my rights and responsibilities in the school.

I understand why we need to have different rules in different places and know what the rules are in school.



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 when we are all new to our class to make our classroom a fantastic place to work and play in.

Explain that the next task is important because it will shape the way we learn together in the school.

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 on what the final class charter will look like. The group should meet and try to include ideas from each 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. The children should be encouraged to think of ideas for photos, signs, symbols and pictures to make their charter accessible to everyone. All the children should sign the charter and it should be displayed in the classroom. A copy might be made and taken home to parents/carers.

### Understanding rules



If children have completed sets in previous years, they will have been alerted to the links between the class charter and the school rules.

This activity deepens and extends this knowledge to include issues of how rules are made. The activity is adapted from the QCA Citizenship scheme of work for Key Stages 1 and 2, Unit 8 How do rules and laws affect me?

Ask the children where they have come across rules (for example, at home, playing sports, on the road, playing games, on television in programmes like 'Who wants to be a millionaire?').

What rules do they know for these situations?

Why do we need these rules – what do the children think would happen if we didn't have them?

Emphasise that rules are there to protect our rights – for example, to keep us safe, to make things fair. If we didn't have a rule about stopping at red traffic lights, it wouldn't be safe to drive.

## Focus on school rules



Working in pairs, the children list three rules they have to follow in the classroom. For each rule, they talk about and write down their answers to the following questions:

- Why do we need the rule?
- Is the rule fair?
- Who makes the rule?
- What happens when the rule is broken?
- Would we like to change the rule?

Each pair feeds back to the class about one of their chosen rules.

Some children chose to use a mind map to organise their ideas around the key questions.



As a class, children reflect on how rules are made for the classroom, playground or school, for example ground rules for discussion, rules for use of play equipment. Ask the children to reflect on how new rules sometimes have to be made – for example, turning mobile phones off in cinemas/in class.

Is there a need for a new rule or for changes to existing ones? If there is, how would the children go about making a new rule or changing one? Refer to the role of the class or school council and how they are involved in decision making in your school.

### Fly-spies



A number of children are selected to be classroom 'fly-spies'. These might be children from the class or older children. Their job is to become 'flies on the wall' and observe what is going on, so that they can give feedback to the children on how well the class does in keeping to the charter it has agreed. They are 'briefed' in their task by the teacher. Link this activity to the children's knowledge about reality TV programmes and fly-on-the-wall documentaries. The other children should know that at any time the 'flies' might carry out an observation.



In groups or as a class, devise a form for the 'flies' to use to record their observations. Complete it at times indicated by the teacher (this could be at a secret signal agreed between them).

Make sure the fly-spies look out mainly for examples of the class keeping to the charter. It will not be helpful if they come up with lists of problems. If they notice a problem, they shall try to suggest a solution.

After an agreed period, the 'fly-spies' tell the class what they have found (perhaps as part of the review at the end of children's work on the theme), and the class can then discuss what, if any, changes need to be made to their class charter or ways of working. The focus remains on the class as a whole (individuals are not mentioned) and on each individual's responsibility to ensure that the charter works for everyone.

In my class, we have lots of learners who join at different times of the year and speak different languages. We set this as a challenge for all our learners, telling them we wanted them to design a 'Rules poster' which everyone could understand. When they came up with an idea for displaying a rule visually (and the reason for it) we encouraged them to draw or use a digital camera to illustrate the poster.



## Learning opportunities: exploring feelings

### Intended learning outcomes

I know how it feels to do or start something new, and some ways to cope with these feelings.

I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.

We gave active tasks to all of the children who find following narratives difficult. Many had feelings faces on sticks to hold up during the story, some had a list of illustrated words to listen out for and tick off, some sequenced some pictures that I had drawn and copied, and some held puppets and 'acted out' a character as I read.



Read the story *Sami's new beginning* from the resource sheets.



Ask the children to thought shower all the feeling words that they can think of to describe how Sami might have felt during the story.

Write each of the feeling words in large letters on a single sheet of A4 paper. Distribute the words randomly among the children.

Explain that you will now tell the story again and ask the children to hold up their feeling word when they think that Sami might have been feeling this way.

When you have finished the story, ask the children to get themselves into groups according to the feeling words they are holding. Which words go together?

To help, you could offer four key feelings and place each of these four words in each of the four corners of the room.

Happy

Sad

Scared

Excited

Some words might not fit in any of the groups. Take these words from the children and ask them to sit down, or to think of another word that would allow them to join one of the four groups, write it down and join the appropriate group.

When the children have got themselves into groups, explain to the children that they should leave their group's A4 sheets in one pile and sit down.

Read the words out for each group and ask why children do or do not feel that these words should go together.

Explain that these feelings are very common when we are going somewhere unfamiliar or doing something for the first time. Ask children for examples of how they felt when they were doing something new – for example, starting at a new school or moving into a new house.

Use the photocards 'frightened/scared' and the *Feelings detective* poster from the whole-school resource file to further explore the feeling of 'scared'.

### Investigating intensity of feelings



Give out A4 sheets which contain words in the 'scared' family: petrified, worried, uneasy, apprehensive, concerned, frightened, terror-struck, threatened, disturbed, anxious, nervous, panicky, terrified. Ask the children holding the sheets to line up at the front of the class, positioning themselves so that their words form a continuum from 'hardly scared at all' to 'couldn't be feeling more scared'.

I have a child in my class who finds the whole idea of feelings very hard. He really only knows happy and sad. I sat with him and talked him through the thinking in this activity. I made a feeling fan for everybody in the class. He was able to use the fan very successfully to let us know how he was feeling.



Ask the children to give a one- or two-sentence description of a more or less scary situation. The children who think the word they are holding best describes the feeling step forward.

Introduce or revisit the *Emotional barometer* from the whole-school resource file, as a tool that measures the intensity of a feeling or emotion.

Emphasise that different people experience different things in different ways. What is scary for one person is fun or exciting for another. There is no right or wrong and we are all different (although we can all experience the same range of emotions).

### Learning opportunities: calming down

#### Intended learning outcome

I can manage my feelings, and can usually find a way to calm myself down when necessary.



Ideas for developing shared calming-down strategies with children are explained in the *Ways to calm down* photocopiable sheet in the whole-school resource file.

Ask the children:

*How do you think Sami might have felt before he stood up in circle time?*

*What did he do before he spoke? (He took a deep breath)*

*Why do you think he did this?*

Remind children that, when we feel nervous or scared, we need to find ways to calm our bodies and our minds down.



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

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

One of the children in our class had lots of ideas for this activity. His difficulty was remembering them at the right time, so I talked to him about what worked for him and made the idea into a 'credit card' which I laminated for him to keep in his pocket.



### Learning opportunities: the problem-solving process

#### Intended learning outcome

I know some ways to solve a problem.



After Sami has told the class how he feels, the teacher realises that there is a problem. She asks the class to help her solve it. This is how the teacher describes the problem:

We have all contributed to making Sami feel unwelcome and uncomfortable in his new school. How can we make sure that what happened to Sami never happens again? What should we, as the teacher and classmates, have done to make sure that Sami settled in well and felt welcomed?

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 of how to solve this problem, and make a plan to show what the children could do next time to make things better.

### Learning opportunities: welcoming people to our group

#### Intended learning outcome

I know how to make someone feel welcome and valued at school.



One of the things that would help a child (or adult), who was new to a school, would be a class guidebook that outlined how things work in the classroom.



Discuss together what should be in the guidebook, and why. Children could come up with ideas in pairs and then share them with the class. A general contents list could be agreed and different groups asked to focus on different chapters.



The guidebook should include the class charter and any routines that there are in the class. Examples might be:

coming into and leaving the classroom;

what to do during registration;

what to do if you are late;

showing you are ready for learning at the start of the lesson;

distributing and collecting resources;

knowing the levels of noise expected for different activities;

moving from one activity to another;

what to do when you are stuck, before asking an adult for help;

showing that you need help from an adult;

getting an adult's attention;

getting work marked;

what to do if you have finished an activity and have time to spare;

asking to leave the classroom;

asking to move to a quiet area if you are getting distracted or wound up;

clearing up.

(This provides an opportunity to talk about routines in the classroom. They help the class to run smoothly and provide structure, safety and predictability to the class. The discussion might include the advantages of having routines (for example, things get done more quickly, everybody knows what to do, we don't have to think things out every time we do them) and also opportunities to enable children to have a real say in the 'best way of doing things'.)

The guide can be tried out with a visiting adult (perhaps the headteacher) who spends a morning or afternoon with the class in the role of a learner, with the guidebook to help. The visitor can give the class feedback on how helpful the guide was in letting them know what to do and how the guide (or the routines themselves) might be improved.

## Learning opportunities: new beginnings

### Intended learning outcomes

(Review of Blue set 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.



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 an 'ideal' 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.

The things might be tangible, such as the computer, but they might also be intangible – for example, kindness or cruelty, or a sense of humour.

Provide three leaves of different colours for each child. Ask the children to write or draw their contribution on the appropriate coloured 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

Involve the children in learning **ways of saying hello** in the different languages used by adults and children in the school community. Have them teach you these, along with different gestures and slang greetings. Then use these different ways of saying hello when taking the register.

When taking the register, ask children to **identify how they are feeling** on a scale of 1–10, focusing on the key feelings – happy, sad, excited, scared.

Set up a **feelings display space**, such as a 'Feelings wall', and use the feeling word families that have been the focus of this set (happy, sad, excited, scared) 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 bits from books that explore these feelings. This display can be added to during the year as more feelings are explored.

Allow children to have their **emotional barometers** on their desks to indicate how their feelings change throughout the day and 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 for ...?* 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, 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 from 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.

When the class has a visitor, supply teacher or new pupil, remind children to give them the **class guidebook**. Discuss from time to time whether the content needs to be reviewed, and whether new information needs to be agreed and included.

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, 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).

### Questions for reflection and enquiry

- Why aren't we all good at everything?
- Are some gifts and talents more important than others?

### Review

The review could take the form of listening to feedback from the 'flies on the wall' as described earlier.

Ensure that the 'flies' are briefed on how to deliver the feedback (for example, not using names, making sure that positives outweigh negatives). They could devise their own feedback sheet to record the feedback they will be providing to the rest of the class. Following the feedback, a class discussion or circle time could address the issues of:

what we are doing well in the class;

what we need to build on and develop;

what we need to do differently.

I used gifts and talents cards to support the questions for reflection and enquiry. I gave each talk pair a set of gifts and talents cards. We were able to use these cards in a variety of ways throughout the theme. Sometimes I asked the pairs to sort the cards into gifts and talents which they thought they had, and those they didn't. Sometimes I asked them to rank the cards in order of importance. Other times they had to choose cards which represented things that they couldn't do yet but hoped to. The cards were also used as prompts in circle time activities.



## Yellow set resource sheet: Years 3 and 4

### **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:

## Yellow set resource sheet: Year 3

### Gifts and talents

Animals	Gifts and talents	The tasks that need doing in the new world
anteater	smelling and digging	finding food under the ground
mole	digging	making holes
heron	fishing	finding food
children	thinking	solving problems





Animals	Gifts and talents	The tasks that need doing in the new world
elephant	very strong	carrying rocks and stones
cheetah	very fast	taking messages
ant	building	making shelter

## Yellow set resource sheet: Year 3

### Gifts and talents challenge

Everyone has at least one gift or talent that is something they are particularly good at. Each of you has a gift or talent – you might not be the best in the class at it but it is still the thing that you are best at.

Your gift might be something like telling jokes, reading, mending bikes or skateboarding. It might be something quite different though, like being kind, or solving problems, or being honest, or helping others, or being a good friend. All our gifts and talents are important.

If your group is going to be successful, then you will need to make the most of everyone's gifts and talents when you work together. Do you all know what each other's gifts and talents are?

Your challenge is to find out about the gifts and talents of everyone in your group. You are going to use the gifts or talents when you think of a name and totem for your group. A totem is something to represent the members of the group. It might be a picture or a sculpture.

When you hear the name and see the totem, it will help you to remember the gifts and talents of everyone in the group. You will be asked to give a presentation to the class about your group and their gifts and talents.

The presentation will be about your group's gifts and talents and will need:

- a totem;
- a catchphrase or jingle to help you explain the gifts and talents of everyone in the group;
- a group name;
- an explanation of your totem.

You have 45 minutes to prepare your presentation and 3 minutes to present to the rest of your class.

To do this challenge well you will need to:

- talk together about what your totem and presentation will be like;
- decide what needs to be done – you might write a list.



Talking and planning together

### REMEMBER YOUR GROUP SKILLS

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

Remember at the beginning of the activity to take some time to talk about what needs to be done, and who will do what in the group.

## Yellow set resource sheet: Year 3

### Sami's new beginning

Sami and his dad had only just arrived in England. Sami thought everything was very strange and very exciting. He unpacked his stuff, then phoned his mum and his sister back in Finland and told them all about it. He didn't tell them how much he missed them. When Monday came, he could hardly wait to start at his new school.

But things went wrong from the very beginning. He made mistake after mistake. He kept sitting in the wrong place, he kept using the wrong pencils, he got left behind when the class all went into assembly and he stayed in when he was supposed to go outside at playtime. He went into dinner with the wrong class and was still on the playing field, reading, when everyone had gone back inside. By the end of the day the other children were all watching him, wondering what on earth he would do next. When he went out of school through the wrong gate they fell about laughing. They hadn't had this much fun in ages.

On Tuesday the first lesson was literacy. The teacher asked Sami to read aloud, but he mumbled and stumbled over the words. The children thought they would burst, they were trying so hard not to laugh. Next it was circle time. The children had to swap places if they liked the same things. They all seemed to know what to do, but Sami was completely confused. He didn't understand why children kept getting up and running across the circle and yet when he ran across the circle everybody started to laugh, until things were in an uproar.

'I think we'll finish with a quieter activity,' said the teacher. 'Ask the person next to you if they will tell you something special about themselves, and then, if they don't mind, tell the rest of us what that special thing is. You have two minutes' listening time each.'

Sami was sitting next to Jodie. When she looked at his bewildered face, she could hardly keep her own face straight. 'Shall I start?' she said, and then, without waiting for an answer, she told him about all her swimming badges and her ice-skating badges and her judo belts. Sami was very impressed. He could do none of these things. But, before he had a chance to tell Jodie anything about himself, the teacher said: 'Time's up.'

When it was his turn, he told the rest of the class what Jodie had told him. Then the teacher asked Jodie to tell them all something about Sami. Jodie looked embarrassed.

'We ran out of time,' she muttered. 'Jodie, I'm surprised at you,' said the teacher. 'I would have thought you knew the rules by now.' Jodie looked cross and uncomfortable.

The teacher said to Sami: 'Perhaps you would like to tell us something special about yourself?' He looked around at the circle of faces. He could tell that some of the children were trying not to laugh. He stood up, took a deep breath, and said:

'I am Finnish, and you have seen that I don't speak English very well, but I can speak Finnish, of course, and some French and some Russian. I am not good at sport like Jodie, but I think, perhaps, I am good at maths and art. I was very excited to come to England. I wanted to come to school here for a while to learn. But now I am here I am very unhappy because I don't know any of the rules and nobody tells me what to do; they just laugh at me. I would like to be back in Finland but I have promised my father I will come here and try and learn to speak better English. That's all there is to tell about me.' He sat down. The children went very quiet.

*What do you think the children were feeling after Sami spoke?*

## Yellow set: Year 4

### Circle games and rounds

If you choose to start the session with a circle activity, do make sure 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.

#### *Favourites wheel*

Give children copies of the *Favourites wheel* from the resource sheets. They should fill in the outer rim with one thing they like in each category, such as a food or colour. They should then find someone else who has the same favourite in each category to put their name in the inner space. They should try to find a different person to write their name in each category.

We offered the children the option of using symbols or of drawing their favourites on the wheel.



#### *Rounds*

I found out something good that I didn't know about ... this week. It is ...

One of the groups I belong to is ...

Emphasise that we are constantly getting to know new things about each other. We are all in many different groups.

### Learning opportunities: creating a community

#### **Intended learning outcomes**

I know how to make someone feel welcomed and valued at school.

I know what it feels like to be unwelcome.

I worked on a simplified version of the story with a group of children including some with speech and language difficulties. They drew pictures to show each main point, and prepared to act it out when I later read the whole story to the class.



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).

When the children woke up they saw that the world wasn't quite so new any more. There was a pretty village at the bottom of the valley by the river with lots of little houses.

'Look!' said the girl. 'Yesterday, I thought the new world was beautiful but today it is more beautiful than beautiful.' The village seemed to be glowing with a gentle orange light. It looked like a magic, golden village but it was really the sun rising and shining on the windows and stones of the houses that made it look like this. In the middle of the village there was a large building and the rising sun was streaming from its windows.

Round the village there was a whole collection of trees and plants and when the children looked closely, they realised that the trees were laden with a strange, large, pear-shaped fruit. When the sun was high in the sky the people came out of their houses and went to the trees and picked the fruit, took them back to the tables that were laid out in the centre of the village and cut the fruit open with a golden knife. Inside they found whole meals ready to eat. The people laughed together as they shared out the food. When one meal was finished they went back to the tree and another fruit had already grown in its place.

‘That looks good,’ said the children, almost together. ‘I’m starving!’ They began to run down the hill towards the village. They stopped when they got to the outskirts. Now they were nearer to the people they could see that they were so happy together and they could not wait to join them.

They walked into the middle of the village together and went up to the table.

‘Hello,’ they said together. ‘Can we ...’ They didn’t have time to ask for food before the smiles on the people’s faces turned to scowls and the children’s voices dried up.

‘What’s this?’ said one of the villagers.

‘Did anyone ask for these children to come to our village?’ said another.

‘Look at their clothes, their skin and their hair,’ said a third. ‘How dare they come into our village without an invitation!’

The people were now looking very menacing and the children were beginning to feel quite scared.

‘If we don’t talk to them, perhaps they will go away.’

‘We mustn’t feed them,’ the oldest villager said as he turned to the trees and moved his hand in a sweeping gesture. As he did so a fence began to grow and when it was almost as tall as the smallest tree a curl of barbed wire wrapped itself like an ugly, grey creeper along the top.

‘That will keep them out,’ said the oldest villager. He walked to a gate that had formed in the fence, took a key, locked the gate and placed the key firmly in his pocket.

The children walked slowly away. They looked back at the village and saw the village wasn’t gold anymore – in fact the houses seemed as grey as the large foreboding fence around the orchard.

Explore the ideas in the story in a structured discussion, or by using a community of enquiry if you and the children are familiar with this approach:

- *What do you think the villagers thought of the children?*
- *Why do you think the villagers reacted in the way they did to the children?*
- *Do you think they meant to be unkind?*
- *Why do you think the village looked beautiful at the beginning of the story but not at the end?*
- *Do you think that everyone agreed with the oldest villager?*

In small groups the children act out the story – some representing the villagers and two in each group the children. Ask the children to ‘freeze-frame’ as the children in the story are walking away. The villagers can then take it in turns to express the way they are feeling as they watch the children walk away from the village. It might be that some of the villagers would like to share and be friendly and are frightened of the stronger villagers. Include yourself as one of the villagers and express a view that suggests that you want to be friendly but don’t feel able to. Once this is finished, release the frame so that the children/villagers resume their activities.

Read this to the class:

The children walked slowly away. They looked back at the village and saw the village wasn’t gold any more – in fact the houses seemed as grey as the large foreboding fence around the orchard. As they walked away the villagers shouted after them. They called them horrible names but one small high-pitched voice squeaked ‘But we have loads of food. Why don’t we let them stay?’

The villagers stopped shouting. The children turned and saw a small child in the middle of angry villagers.



The children should work in groups to think of an end to the story.

When they have finished this, if the story has a happy ending, they should write a sad ending and vice versa.



Children could be asked to work in groups or pairs to create a ‘lift-the-flap’ book of the story they have created. Explain that, when children lift the flaps, they will see how the characters feel inside at the different stages of the story.

One of our children who has problems with reading and spelling used the computer to create a ‘virtual’ lift-the-flap book, which enabled children to click on a person to see ‘inside their head’.



## Learning opportunities: the problem-solving process

### Intended learning outcomes

I can use the problem-solving process to solve a problem.



The story could be used to remind children of/introduce children to the *Problem-solving process*, using the poster from the whole-school resource file. In groups, the children could role-play the group of villagers, each with a particular point of view about why the children in the story should or should not be allowed into the village and to share the food. The 'villagers' should then hold a problem-solving meeting in which the steps of the problem-solving process are followed, and a plan agreed.



The plans from different groups could then be compared.

Explain that the new world might be a bit like a school:

- *When someone joins the school do we make them welcome?*
- *How do we do that?*
- *What other things could we do to make them welcome?*
- *Has anyone ever felt that they were not welcome?*

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 to work and play in. Ask, 'What have you learnt from the new world that might help us?' When you listen to the children's 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 that are going on at school. These might include:

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 learn together in the school.

## Learning opportunities: our class charter

### Intended learning outcomes

I can contribute towards making a class charter.

I understand my rights and responsibilities in the school.

I understand why we need to have different rules in different places and know what the rules are in school.



In the small groups the children should work together to produce their own charter for the classroom, using the resource sheet provided.

You might want to begin the work on the charter with some discussion about the concept of rights and responsibilities. Some ideas for effective ways of doing this are summarised on resource sheet *Introducing rights and responsibilities*.

When the groups have completed their charter, each group should select 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. The children should be encouraged to think of ideas for photos, signs, symbols and pictures so that the written charter is accessible to all. All the children should sign the charter and it should be displayed in the classroom. A copy might be made and taken home to parents/carers.

### Understanding rules

If children have worked on Theme 1 *New beginnings* in previous years, they will have been alerted to the links between the class charter and the school's rules. Explain that rules are usually made to ensure that people's rights are not infringed and to make sure that people carry out their responsibilities.

Remind children of work they have completed previously on understanding rules. If children have not previously completed the Yellow set: Year 3, you could use the activities now.

If they have undertaken previous work on understanding rules, ask children to discuss the school rules or expectations and consider in small or class groups how they relate to the rights and responsibilities that they have come up with themselves in their work on the charter.

We used a web search to frame a group investigation. Each group worked on a different aspect of children's rights (learn, be treated fairly and so on) and prepared a presentation. I suggested they use five PowerPoint pages: 'What does ... mean?', 'How do we say ... in other languages?', 'Here are some pictures of ...', 'Can you find the word in these texts?', 'In our class, we make sure everyone has the right to ... by ...'.

I gave them some suggested Internet sites to research (such as translation and image search sites) and they searched, selected and saved text and images. As a group, they then decided which to paste into their presentation, wrote a sentence collaboratively for each page and recorded a small sound file. These PowerPoint presentations were shown to the whole class but also became a class resource for the children to read and listen to again.



## Learning opportunities: welcoming people to our group

### Intended learning outcomes

I know how to make someone feel welcomed and valued at school.

I know what it feels like to be unwelcome.



Give each group a soft toy and explain, 'Here is a new child. They have come from far away.' Suggest that the children discuss and model how they can help the toy to fit in, then try their ideas out over the day, keeping the soft toy with them at all times (at their table, in the lunch hall and in the playground). If a soft



toy is not appropriate for your class, you could challenge each group to make their own 'new child' using their imagination and a range of household or craft materials. They can choose particular characteristics for their 'child', for example those which might make it easier/not so easy for their 'child' to fit in.

Review what each child did at the end of the day. Create a list.

If the children don't bring this up, suggest that it is not only important to show someone new to the classroom how things work and help them fit in, but it is also necessary to take an interest in them and where they came from.

Ask the children to complete the *Welcome pack challenge* from the resource sheets.

Emphasise the importance of working well together as a group, particularly how well they take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor. 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.

Use one or more of the poems *Partners*, *Left out* or *Left out together* from the resource sheets to explore how children feel when they are excluded in the playground or when children sort themselves into groups. The poems could be used as a starting point for discussions about how it feels to be left out and to encourage the children to think about how their actions affect others. Children could think about strategies to use when creating groups or playing a game to make sure that everyone feels valued and included.

In the classroom, or by conducting a tally around the school, ask children to research the different ways we know of saying welcome. Parents/carers can be included in this activity. Children can produce a poster of all the different ways of saying welcome that exist in the school, including drawings, speech bubbles and digital photos of gestures.

## Learning opportunities: joining a new group

### Intended learning outcomes

I know how to join a group.

I can predict how I am going to feel in a new situation or meeting new people.



Remind the children of what happened when the children in the story about the village tried to join a new group. Explain that you are going to focus on what happens when we have to join a new group, what it feels like and things we can do to make it easier.

Ask children for examples of when they have joined a new group. Examples might be formal or informal: after-school club, netball/football matches, in the playground, new school, when you move house, Cubs/Brownies, holiday activities, when you go on holiday. How did you feel?

Make sure that basic feeling words are included: excited, nervous and frightened. Explain that everyone feels a little like this when they are doing something new. Ask the children why they think people feel like this.

Emphasise that nobody likes to feel rejected – we don't know if the people will like us/we all want to belong.

Ask: 'In the past have the fears we have felt been real or imagined?'

Stress that sometimes the 'anticipation' is worse than actually doing something when we are scared. When we have done it, we usually feel satisfaction and relief.

Ask the children to share their ideas on what helped them when they were in this situation. Focus in particular on what they did (to reinforce the idea that they can help themselves to change their thoughts/feelings).

The following strategies could be introduced if children do not offer them.

**Helpful and hopeful thoughts.** Explain that what we think and say to ourselves affects how we feel. For example, when we are telling each other ghost stories, it is easy to become very frightened.

An activity to demonstrate this is to divide the class in half – an outer ring of observers and an inner ring of actors. Give each of the actors a slip of paper, with one half saying: '*They won't like me – this is going to be terrible*', and the other half saying: '*This is exciting – I know I'm going to have fun meeting so many new people*'.

Ask actors to walk around the inner ring with these thoughts repeating in their head, and then to freeze-frame. Ask the observer groups to look around and note to themselves which children they would like to join. Discuss reasons for their choices, drawing out points about body language and facial expression. Reveal what was written on the slips of paper.

Ask children to discuss how to look friendly and confident – for example, smile, walk confidently.

**Prepare yourself for meeting people.** Have something to ask them about. What could you ask? What sort of questions have people in the class found

useful?

Talk about the difference between closed and open questions and discuss what is the best type of question to get a conversation going. Give examples:

*Do you live around here?*

*What's it like living around here then?*

*What school do you go to?*

*What's your school like?*

*Do you like your teacher?*

*What's Mr. X like?*

*Do you like football?*

*What do you like doing?*

**Be nice to people.** Give the person a compliment and listen to what they say. Be really interested in finding out. Discuss and practise good listening behaviour.



Give children an opportunity to devise a role-play situation, demonstrating some of these 'friendliness skills'. Others could give feedback on what worked well, and what would have made it even better.

Arrange a sharing time with another class, when groups will be invited to join a new group or class for a time (this could be an hour, a morning or a whole day). Children can practise all the skills that they have learned and role-played.

We developed this activity for a child in my class who finds these ideas hard. We made a taped quiz of children pretending to talk to different people – a younger child, a new teacher, a brother or sister, a friend, the local priest, etc. Peter had to decide who each child was talking to from the words they used and the tone of their voice.



## Learning opportunities: calming down

### Intended learning outcome

I can manage my feelings, and can usually find a way to calm myself down when necessary.



*Note:* Ideas for developing shared calming-down strategies with children are explained in the *Ways to calm down* photocopyable sheet from the whole-school resource file.

Remind children that when we feel nervous or scared, as we often do when we are joining a new group, we need to find ways to calm our bodies and our minds. Get children to share their ideas on how we feel inside and what we do when we are feeling anxious or scared.

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

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

The ideas should be pooled and made into a class poster to remind children of the different ways to calm down. Children could record how they are feeling throughout the day and be encouraged to notice if they are beginning to need to calm down. You could introduce or revisit the *Emotional barometer* from the whole-school resource file, giving one to each child to keep on their table to

We added calming smells, such as lavender, and textures, such as fur and velvet, and placed these in the 'calming down corner' of the classroom.



indicate what they are feeling and to what degree (a little, quite a bit, a lot, too much!).

## Learning opportunities: new beginnings

### Intended learning outcomes

(Review of Blue set 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.



Drawing on their experience of working on the idea of welcoming people into and joining groups, the classroom charter and the work on feelings, each child should decide:

one thing that they would take with them from this school to an 'ideal' 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.

The things might be tangible, such as the playground equipment, but might also be intangible – for example, they may choose to take happy feelings, or a sense of humour and leave name-calling.

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.

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

One way of modelling the valuing of all children is to **use different languages** to say welcome when taking the register.

When taking the register, ask children to **identify how they are feeling** on a scale of 1–10, focusing on the key feelings (happy, sad, excited, scared), or to select a Velcro™-backed 'leaf' with a word describing how they are feeling each morning to put on a class 'tree'.

Set up a **feelings display space**, such as a 'Feelings wall', and use the feeling word families that have been the focus of this set (happy, sad, scared, excited) as

A small group of children who find writing difficult had great fun planning and making a range of 'creations' to take to the new school, including a machine that made everybody kind and a machine that made everlasting sweets. They showed their models in assembly.



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 bits from books that explore these feelings. This display can be added to during the year as more feelings are explored.

Allow children to have their **emotional barometers** on their desks to indicate how their feelings change throughout the day and 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, scared or excited, 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 for ...?*, 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 ...' 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 is in turn part of a class that belongs together.

**Teach all the children how to sign** 'Hello, my name is ...', 'What is your name?' and 'Goodbye' if they do not already know how to do this. Discuss the issues of joining a group if you are deaf or have difficulties with expressing yourself. Encourage children to take the time to listen and understand.

When the class has a visitor, supply teacher or new pupil, remind the children to give them the **welcome pack** they have made. Discuss whether new information needs to be agreed and included. Children could also make a 'Welcome to Britain' pack for children who arrive from another country.

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, 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).

### Questions for reflection and enquiry

- As long as I don't hurt or upset you, do I have the right to be who I want to be?
- Do I have to be like you to be liked by you?

- I wonder if we should always share our things? What do you think?
- I wonder if we should let anyone join our groups? What do you think?
- What would happen if everyone wanted to join the same group?
- Why do people sometimes not want others to join their groups?
- Does everyone want to be in the same groups?
- Are some groups more popular than others?

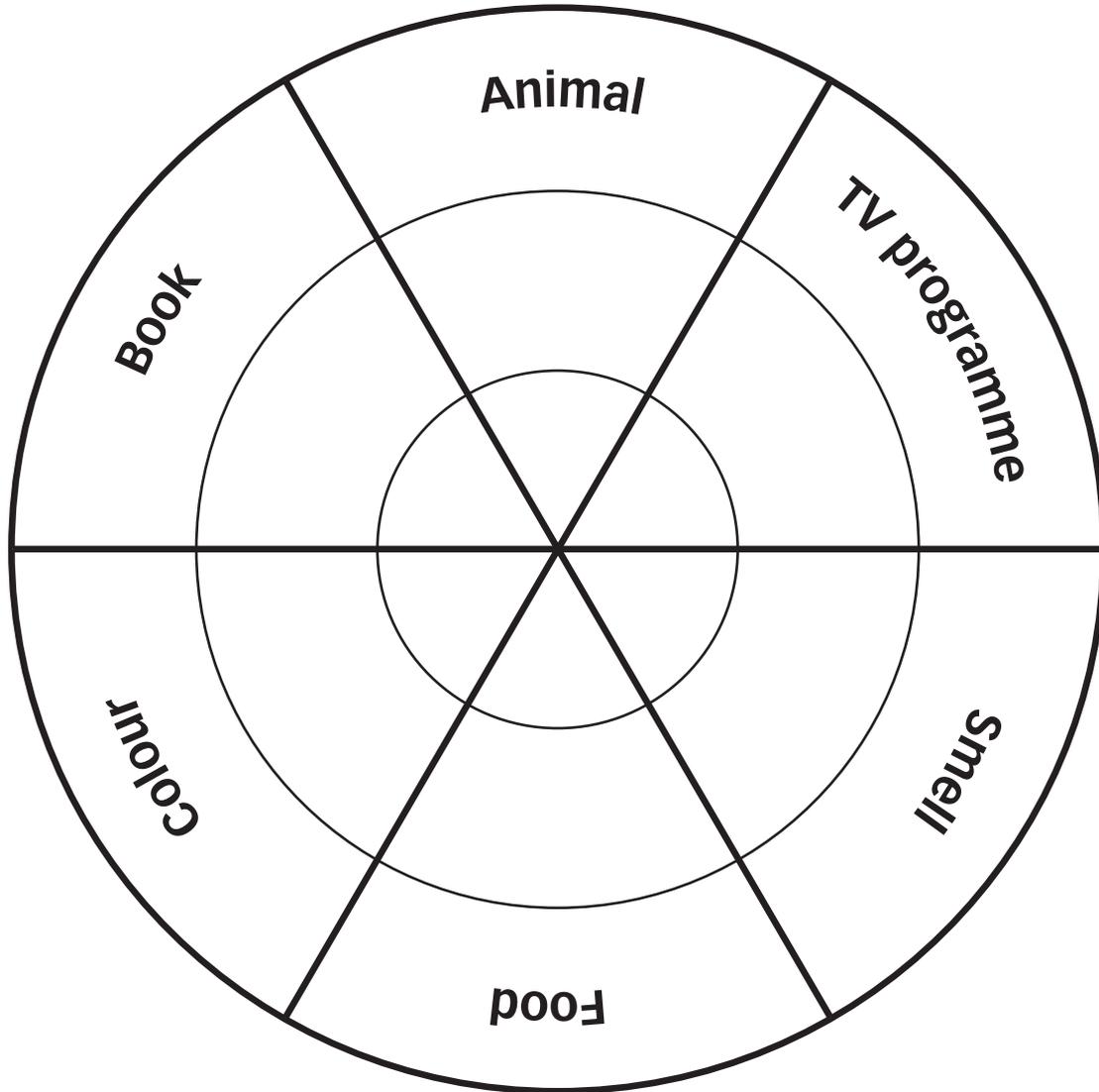
## Review

- What have you done this week to make our school a special place?
- What have you learned from thinking about new beginnings?
- Has it changed the way you think or understand things?
- These are the things we said we would learn to do in our work on this theme ... Do you think you can do those things now?

## Yellow set resource sheet: Year 4

### Favourites wheel

This game is designed to help you find out about the people in your class.



### What to do

Write or draw your favourites in the second ring of the circle.

Find a person with the same favourite as you and write their name in the centre ring.

Try and find a different name for each of the favourites.

## Yellow set resource sheet: Year 4

### Introducing rights and responsibilities

#### *Introducing the idea of rights*

Give out felt-pens/crayons/paper to all the children wearing a particular item of clothing (e.g. brown shoes) or with, for example, long hair.

Ask the children to draw a picture of themselves.

When children ask for paper, etc., explain that you are only working with the children with ... today.

When children say 'That's not fair', ask why not and then ask them if they were surprised that you were not fair. Talk about the fact that at school you expect to be treated fairly by teachers – tell them that this is a 'right' that they have at school.

Explain that a 'right' is something that everyone should expect when they are at school ... It describes how we would like things to be.

Explain that you want the class to work together to make our classroom a fantastic place to learn and play in. To do this, remind children that everyone in the classroom has certain rights – the classroom must be fair to all.

Ask the children to thought shower what rights they think they should have in their classroom. For example:

*for people to respect your things and not take them;*

*for people to ask before they borrow things;*

*to be listened to;*

*to have an opportunity to say what you think;*

*to have enough books to read;*

*to have enough scissors and paints;*

*for people to put things back when they have used them;*

*for people to be kind to you, not horrible or call you names;*

*to have the same chance as other people to use the things in the classroom;*

*for people to help you with your work if you are stuck;*

*for children to be told off if they are rude or unkind.*

Try to organise the children's contributions around the following basic categories, putting in the children's contributions as 'examples' of each.

The right to be **treated fairly** (for example, for everyone to have the same number of opportunities to use the computer).

The right to **respect** for you and your things (for example, for people to listen to the person who is speaking, to use the name the person asks you to use, or is happy with, for people to be polite).

The right to **learn** (for example, to work without being interrupted, to have the things you need to work, to be able to ask the teacher for help).

The right to **enjoy** coming to school and enjoy learning – to feel safe and be safe (if children have completed a ‘bullying charter’ in the previous term, it will be relevant to remind them of this here).

The right for everyone to be **included**.

### *Introducing the idea of responsibilities*

Use a pair of scales and place a weight labelled **Rights** in one pan, showing how it moves. Explain that with every right comes a responsibility. A responsibility is what we have to do to make sure other people’s rights are respected. For example, if we have a right to be able to keep our things safe in the classroom, what is our responsibility? To make sure other people’s things are safe and not to touch them.

Place an equal weight, labelled **Responsibilities**, in the second pan of the scales, showing how this balances the scales. Use the rights the children have contributed to generate some more examples of responsibilities that ‘balance’ the rights.

## Yellow set resource sheet: year 4

### Welcome pack challenge

Sometimes the class is lucky and they have someone new to the school. This might be a new child or it might be an adult. Your challenge is to make a welcome pack that can be given to help any new person who is joining the school for the first time.

Your pack should have:

- information about the school, in writing and in pictures. This should include the good things about the school as well as some of the routines and things they need to know;
- a promise about how the group is going to make the new person welcome and feel that they are valued and belong;
- something special to make them feel good.

When your pack is finished you should display it, and one member of the group should stay with the pack to explain it to other members of the class. They might use sticky notes to give you feedback about your pack.

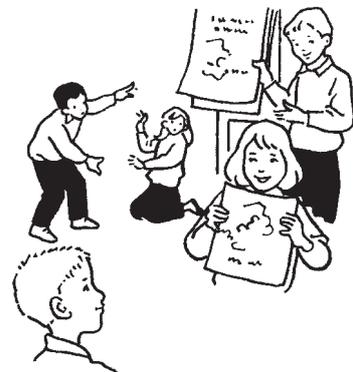
Why not show your welcome pack to people at home or visitors to the school? Ask them if it tells them all the things they want to know.



Talking and planning together



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!

Remember to make sure you know who is doing what in the group – choose someone to be the leader, someone to be the person who reports back, someone to write things down, and someone to make sure that everyone is included.

## Yellow set resource sheet: Year 4

### Poems about friendship

#### *Left Out Together*

There's the crowd of them  
again,  
The boys with their girls,  
Carefree,  
Laughing and chatting and  
going somewhere –  
Not including me.  
They never say,  
'Why don't you come too?'  
I wander away  
And pretend I don't care –  
But I do.  
And when they come back  
They've got it all to  
remember  
And share.  
I wouldn't know:  
I wasn't there.

I tried once to be friends with  
a girl;  
Well, actually, I've tried twice.  
But – this is the truth –  
I've always thought  
That you looked quiet and  
nice.  
You look as though  
You might be feeling the  
same:  
Left on the sidelines,  
Out of the game...?  
You are?  
I was actually wondering  
whether  
We could team up and both  
be  
Left out together.

#### **Eric Finney**

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#### *Partners*

Find a partner,  
says sir, and sit  
with him or her.  
A whisper here, a shuffle  
there,  
a rush of feet.  
One pair,  
another pair,  
till twenty-four  
sit safely on the floor  
and all are gone  
but one  
who stands,  
like stone,  
and waits;  
tall,  
still,  
alone.

#### **Judith Nicholls**

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from *Midnight Forest* by  
Judith Nicholls, published  
by Faber and Faber.  
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of the author.

#### *Left out*

It feels as if pins  
Are prickling my eyes,  
My face is burning hot,  
A firework is trying  
To go off inside me.  
My feet are glued to  
the spot.  
My hands are rocks in  
my pockets.  
I want to run away,  
But my legs are rooted  
to the ground  
Like trees. I have to  
stay  
And listen  
To everyone calling me  
names  
And not letting me  
Join in with their  
games.

#### **Celia Warren**

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published in *Feelings*,  
ed. John Foster,  
published by Oxford  
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## Yellow set

### Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Literacy	<p><b>Activity 1</b></p> <p>See exemplar lesson on <i>Grandpa Chatterji</i>. This book tells the story of Neetu and her little brother Sanjay who have two grandpas, Dad's dad Grandpa Leicester, and Mum's dad, Grandpa Chatterji, who lives in India and comes to visit them. The story enables children to explore a range of feelings linked to new beginnings and endings, to understand the reasons for differences and similarities between people, and to understand the importance of welcoming a new member into the community.</p> <p><b>Activity 2</b></p> <p><b>Text:</b> <i>The Angel of Nitshill Road</i> by Anne Fine (Egmont Books) ISBN 1405201843. The text is also available as a playscript.</p> <p><b>Objectives</b></p> <p>To express their views about a story or poem, identifying specific words and phrases to support their viewpoint (Y3 T1 T8)</p> <p>To investigate how settings and characters are built up from small details, and how the reader responds to them (Y4 T1 T1)</p> <p>Children can discuss how a new person joining an existing class may have a different perspective on people and events, and may consequently encourage people to see others in a new light, and to change their behaviour and responses. The teacher could select key moments from the story and analyse how the author brings the main characters to life. At the end of the story, the teacher could encourage the children to identify the different ways in which Celeste supports Penny, Mark and Marigold.</p>
Art and design	<p><b>Objectives:</b> As for QCA Unit 3A Portraying relationships.</p> <p>Having looked at a range of reproductions of artwork and photographs that the children have collected, ask them to work with a partner (one they do not know very well) to find out as much about them as possible, recording this in either written or visual form. They should then work with their partner to produce their own double portrait, explaining what their image tells us about the two individuals through their pose and gesture as well as their clothing.</p>
Music	<p><b>Objectives:</b> As for QCA Unit 14 Salt pepper, vinegar, mustard – Exploring singing games</p> <p>Rounds are a musical form and can be a fun way of creating musical and rhythmical ideas whilst requiring the class to work in partnership. You could try:</p> <p>I am special because  I am special because  I am special because...</p>

Design and technology	<p><b>Objectives:</b> As for QCA Unit 4B Storybooks.</p> <p>This unit of work can be used when making the class guidebook so that pop-ups, moving parts, levers, and so on, illustrate aspects of the way the class operates.</p>
ICT	<p><b>Objectives:</b> To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (for example, work for presentation to other pupils)</p> <p>Children can be asked to produce their class charter using a word processing program, or their classroom guide using a desktop publishing program.</p>
Mathematics	<p><b>Objectives:</b> To solve mathematical problems or puzzles, recognise and explain patterns and relationships, generalise and predict. To suggest extensions by asking 'What if ...?'</p> <p>Children work in small groups on the following problem:</p> <p>Everyone in your group shakes hands with everyone else in the group. How many handshakes are there?</p> <p>Children can work on how many handshakes there would be for three people, five people or ten people, if everyone in the class shook hands with everyone else. They can suggest their own extensions and generalise using words or symbols.</p>
History	<p><b>Objectives:</b> As for QCA Unit 6B (Anglo Saxons) or 6C (Vikings)</p> <p>At the end of the unit on Anglo-Saxon or Viking settlement, ask the children to imagine they are one of the settlers. They should write diary entries describing why they decided to go to Britain, their feelings before they left and on arriving to start a new life.</p>
Geography	<p><b>Objectives:</b> As for QCA Geography Unit 6 Investigating our local area, and Geography Unit 21 How can we improve the area we can see from our window?</p> <p>Children are involved in collecting information at first hand. They consider changes brought about by 'new beginnings', events which occur in their environment. They may be involved in problem-solving and decision-making activities.</p> <p>Links with literacy, ICT and environmental education are offered in these units .</p>
PE	<p><b>PE – Knowledge and understanding</b></p> <p><b>Objectives:</b> As for QCA PE Units, section 3 Knowledge and understanding of fitness and health, adapted for the appropriate age group.</p> <p>During PE cool-downs encourage discussions of 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.</p> <p>Older children can develop this idea further by thinking about the theory behind calming our bodies down (what happens to the body and why).</p> <p>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.</p>

	<p><b>PE – Games</b></p> <p><b>Objectives:</b> As for QCA Games activities Units, section 2 Selecting and applying skills, tactics and compositional ideas.</p> <p>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 a game without rules and discussing what happened, how effective and fun the game was, and then deciding how things could be improved. The children can also think about how the players feel as winners and losers.</p> <p>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 section of the Games units, also offer further opportunities for discussion. Children could also look at professional sports people and discuss the attributes of a ‘good sports person’, and their feelings in different scenarios.</p> <p><b>PE – OAA</b></p> <p><b>Objectives:</b> As for QCA OAA 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 environment. Encourage discussions during activities, as outlined in the relevant QCA units for your year group.</p>
RE	<p><b>Objectives</b></p> <p>To help children identify what matters to them and others, including those with religious commitments, and communicate their findings</p> <p>To understand that the holy books contain rules for people to follow.</p> <p>To relate important rules – for example, the ten commandments – to everyday life</p> <p>Discuss the need for rules in any society. What would happen if there were no rules in school, on the streets, in the whole country?</p> <p>Read the ten commandments. Simplify them into modern English. Read Mark 12: 28–33. Draw two circles labelled ‘Love God’ and ‘Love your neighbour’. Discuss which commandments should be placed in which circles. In groups, act out modern scenarios based on some of the commandments.</p> <p>Reflect on how spiritual and moral values relate to the children’s own behaviour. For example, return to the ten commandments and talk about whether it is ever right to steal or feel jealous.</p>

## Citizenship

**Objectives:** As for QCA Unit 1 Taking part – developing skills of communication and participation.

Review the class charter with the children regularly to ensure that they still agree with it, or change it if appropriate.

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.

The class charter activity can be used to extend children's understanding of citizenship. Ask the children how many ways they can think of to decide which to include in the class charter. Ideas might include:

putting in the most commonly suggested ideas (maybe keeping a tally of how many groups had the same ideas);

voting;

picking at random;

asking the teacher to decide;

deciding as a whole class so that the 'majority' are happy.

Set up a school council. Discuss the role of the council representative from each class.

Further work on rights and responsibilities can be found in the QCA Citizenship Unit 7 Children's rights – human rights, and Unit 8 How do rules and laws affect me?

Further work on exploring their identities, communities, sameness and diversity can be found in QCA Citizenship Unit 5 Living in a diverse world.

## Yellow set

### Exemplar lesson plan: literacy and drama

Theme	New beginnings Year 3 Term 1
SEAL objectives	<p>To recognise and explore a range of feelings linked to new beginnings and endings</p> <p>To understand that their actions affect themselves and others</p> <p>To care about other people's feelings and to try to see things from their point of view</p> <p>To understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>To understand the importance of welcoming and valuing a new member into the community and how diversity adds richness to our lives</p>
Linked literacy unit of work	<p>Y3 T1 Narrative dialogue</p> <p>These materials could contribute to the part of the unit that is about using reading as a model of dialogue</p>
Literacy objectives	<p>T3, T9, T10</p> <p><i>Note:</i> Links are only made to text-level objectives in this suggested plan. For more details of suggested objectives for this unit see <a href="http://www.standards.dfes.gov.uk/primary/teachingresources/literacy">www.standards.dfes.gov.uk/primary/teachingresources/literacy</a></p>
Outcome	Story with setting
Linked speaking and listening focus	Y3 T1 Drama – to present events and characters through dialogue to engage the interest of an audience
Text	<p><i>Grandpa Chatterji</i> by Jamila Gavin (Mammoth) ISBN 0749717165</p> <p>This book tells the story of Neetu and her little brother Sanjay who have two grandpas, Dad's dad, Grandpa Leicester, and Mum's dad, Grandpa Chatterji, who lives in India. One day Grandpa Chatterji comes to visit them and they discover what a wonderfully loving and surprising grandpa he is.</p>
Text themes	<p>Celebrating cultural diversity</p> <p>Tolerance, friendship and reflection</p>
Possible focuses for response to this text	<p>Before reading the text, explain to the children that the story explores appreciating and celebrating differences between people. The welcoming of a family member with exciting and individual gifts/talents allows the children in the story to think about how to support and welcome individuals into the community. In the story, the children gain much from the experience of their grandfather and they develop their understanding of feelings. The underlying message is that we learn from each other through respecting each other's individuality.</p> <p>Ask the children to think about the relatives that they have. <i>Do they see them regularly? Do they live close by? If relatives live a distance away, how do they feel when they come to visit – excited, happy, nervous, expectant? Do they have relatives they have never seen? How would it feel to meet them?</i></p> <p><i>Note:</i> Teachers will need to be sensitive to the issue of absent parents.</p>

	<p>How do we prepare for the arrival of visitors? Children could create a list of things that Neetu and Sanjay could do to make Grandpa feel welcome and comfortable when he arrives. In order to allow the children to reflect upon and relate to their own experiences, they could discuss how they support new children in their class. What would make a new child feel welcome? What experiences do the children have of starting in a new school/moving class, etc.?</p> <p>Grandpa Chatterji meditates in the garden as an important aspect of his religion. Neetu and Sanjay learn all about what is important in Grandpa's life including places and objects that are special or unique to him. Do the children have special places where they go to think or reflect? Are there objects or items that are significant to them? Considering what is important to themselves and others will help children to value and celebrate differences.</p> <p>In Chapter 3 the children visit a fair. Grandpa finds the differences between an English fair and an Indian fair startling. Sanjay encourages him to experience the Rocket ride for the first time. Grandpa experiences a range of emotions including excitement but also an element of fear. Discuss with the children any experiences that they may have had that evoked a mixture of emotions. A move to a new classroom? A new teacher? Meeting new friends?</p> <p>At the end of the story Grandpa Chatterji returns to India after a successful visit. Allow the children to reflect upon how we deal with the emotions that arise when someone we care for leaves.</p> <p>At each of these points you could, using reading the text as a model, develop the discussions to support the children to write their own passages of dialogue.</p> <p><i>Note:</i> You might want to revisit your work on Grandpa Chatterji when children think about uncomfortable feelings and loss in Theme 6 <i>Relationships</i>.</p> <p>Grandpa Chatterji writes to Sanjay and Neetu. How can we keep in touch with family and friends when they leave or move away? Letters, e-mail, photographs, etc.?</p> <p>Grandpa Chatterji writes to Sanjay and Neetu. How can we keep in touch with family and friends when they leave or move away? Letters, e-mail, photographs, etc.?</p>
Suggested related activities	<p>Children could engage in drama activities such as <b>hot-seating</b> characters at relevant parts of the story or <b>role-play</b> (enacting scenes or new scenes that they create to develop their understanding of the characters).</p> <p>Children may wish to find out more about the author <b>Jamila Gavin</b> and her work.</p> <p>Children could create posters that celebrate diversity within their classroom or create opportunities to share unique talents or gifts – perhaps a display board.</p> <p>From their individual reading experiences, children could offer suggestions to their peers about other books or poems that celebrate new beginnings and diversity.</p>
Additional resources	<p><i>Grandpa Chatterji Teachers' Resource Book</i> (Ginn) ISBN 0602270839</p> <p><i>Grandpa's Indian Summer</i> by Jamila Gavin (Mammoth) ISBN 0749719915</p>

## Yellow set

### Exemplar lesson plan: art

Theme		New beginnings Year 3
SEAL objectives	To identify and explore a range of emotions that accompany new beginnings	
Art objectives	<p>As for QCA Unit 4C Journeys</p> <p>To collect visual and other information to help them develop their ideas, including using a sketchbook</p> <p>To question and make thoughtful observations about the stimulus for their work</p> <p>To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas about a journey</p> <p>To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</p>	
Suggested activities (adapted from QCA Unit 4C Journeys)	<p>A number of different artists' work have been suggested as starting points which can be altered to fit best with the relevant year's assembly story or resources available. Other relevant works can be found on the QCA Unit 4C Journeys scheme of work.</p> <p>Look again at the assembly story and text-mark all the descriptions of the creation of the different elements – for example, the stars, valley, grass and trees in the Narnia story.</p> <p>Discuss with the children the feelings that might accompany the new beginning in the assembly story: fear, excitement, amazement, anticipation, etc.</p> <p>Show the children some Aboriginal art based on Dreamtime, or some of Paul Klee's paintings, which are known for their dream-like use of colour harmonies with subject matter that often grew out of fantasy or dream-like imagery. Discuss the use of dots/lines, colours, shapes and patterns in the material, and how they have been used to indicate objects and features. Ask the children to work out what they could be. Point out that their use can be decorative as well as functional.</p> <p>Look at the symbols used by Aboriginal artists to represent different objects, or at Klee's symbols. Ask the children to make visual notes in their sketchbooks of some of the patterns in the stimulus material that they could use to represent the creation story. Ask them to think about how they could represent the feelings or emotions they have identified.</p> <p>Ask them to 'take their pencil for a walk' as Klee did and experiment with their own symbols, using different combinations of the lines and shapes in their sketchbooks to represent the objects created in the assembly story. Encourage the children to avoid obvious signs and symbols and to embellish and develop their signs and symbols using colour if they wish. Get them to investigate with different media.</p> <p>Display the work produced so far and encourage the children to talk about why they chose to use particular shapes.</p>	

Ask the children to think again about the creation story, referring to the text and descriptions of the objects that were created. Get them to close their eyes while you read out the descriptions, encouraging them to visualise the objects. Talk about how they can represent the objects. What colours and shapes are described? What might the textures be like? What colours and media could you use to best represent them?

Ask the children to think how they will compose their picture of the creation. (They could work individually or, to save time, produce a group/class picture.) What composition are they going to use? Does it have to be in a rectangle? Could they use other shapes, like a circle? Could the creation start in the middle and work its way out to the edge? What signs or symbols will be used to represent the objects created? Encourage them to experiment with different ways of using lines and to try to create unexpected and interesting shapes and patterns to divide up their picture space. Ask them to incorporate signs and symbols to represent the objects created.

Help the children to choose the materials and processes that will best convey the different parts of their journey. These could include:

painting – for example, using different consistencies of paint, varying brush marks, mixing sand with paint to give it a texture;

collage – for example, exploring the surface pattern and textures of a range of papers, overlaying different kinds of tissue paper;

printmaking – for example, creating surface texture using rollers, sponges, engraving and printing from an inked surface.

Encourage the children to think about the shape of their image and the surface qualities of their work. Encourage them to experiment with line, shape, pattern and texture, including:

lines and marks – for example, direct, meandering, accidental, intentional;

pattern – for example, geometric, symmetrical, asymmetrical;

texture – for example, rough, smooth, shiny, shimmering;

colour – for example, pure, mixed, earth, natural, artificial, bright, dull.

Exhibit the completed images along with the preliminary work. Ask the children to reflect on what they and others have done and to describe and evaluate their work using the vocabulary they have learned. What signs and symbols have they used? How well have they used line, shape, pattern and texture to describe their journey? How well have they used and combined different media? How well do the materials and methods they used match their ideas?

The work can then be displayed as part of the final assembly.

#### **Useful websites**

[www.aboriginalartonline.com](http://www.aboriginalartonline.com)

[www.mcs.csu Hayward.edu/~malek/Klee.html](http://www.mcs.csu Hayward.edu/~malek/Klee.html)

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