



Guidance

Curriculum and
Standards

Primary

National Strategy

Excellence and Enjoyment: social and emotional aspects of learning

New beginnings Years 5 and 6

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

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Green set

Introduction

This theme focuses on developing children's knowledge, understanding and skills in four key aspects of social and emotional 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 5 and 6 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 earlier year groups.

Intended learning outcomes

Description	Intended learning outcomes
<p>Children will have further opportunities to appreciate and celebrate differences and similarities between themselves, and to experience and explore how it feels to belong to and be valued in a group. They will have the opportunity to work with everyone in the class.</p> <p>They will focus on the conditions that promote or inhibit learning and motivation and put their ideas into practice in the classroom, through the development of the class charter.</p> <p>They will also consider how it feels to do or start something new. They will continue to build on their capacity for empathy and on their awareness and management of feelings, particularly fearfulness in relation to meeting new challenges (both work-related and social). They will have the opportunity to consider and put into practice ways to support people experiencing these feelings. They will explore ways to make the class welcoming to others, and engage in the process of reviewing how successful they have been.</p>	<p>Belonging</p> <p>I have worked with and talked to everyone in my class.</p> <p>I know that I am valued at school.</p> <p>Understanding my feelings</p> <p>I understand how it feels to do or start something new, and why.</p> <p>Managing my feelings</p> <p>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>Understanding the feelings of others</p> <p>I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>Social skills</p> <p>I work well in a group and can tell you what helps my group to work well together.</p> <p>Making choices</p> <p>I can explain how I go about solving a problem and can give you an example of a problem I have solved.</p>

Understanding rights and responsibilities

I understand my rights and responsibilities in the school.

I know some of the things that help us in school to learn and play well together.

I understand the need for rules in society and why we have the rules we do in school.

If I don't agree with something in school, I know how to go about trying to change things.

PSHE/Citizenship links

Years 5 and 6

Children will be taught:

- 1a) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 1b) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;
- 2a) 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;
- 2b) 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;
- 2c) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- 3a) 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;
- 3b) 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;
- 4a) 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 5: T1 50. To plan and manage a group task over time by using different levels of planning.	When you are planning, think about how long something might take. Plan what you need to do straight away and what you will need to do later.
Year 6: T1 60. To understand and use a variety of ways to criticise constructively and respond to criticism.	If you think that someone's ideas could be improved, make a suggestion about how. If someone suggests a way of improving your ideas, listen and decide whether their suggestion will help.

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)

teamwork	motivation	enthusiasm	bravery
respect	anticipation	excitement	nervous, nervousness
worried	anxiety, anxious	petrified	frightened, terrified

Resources

	Resource	Where to find it
Year 5	Photocards – excited, worried	Whole-school resource file
	<i>Ways to calm down</i>	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file
	<i>Emotional barometer</i>	Whole-school resource file
Year 6	<i>Problem-solving</i> poster	Whole-school resource file
	Photocards – frightened/afraid/scared	Whole-school resource file

Key points from assembly story 1

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

Key points from assembly story 2

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

Key points from assembly story 3

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

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

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

Week 1: Making someone feel welcome

Week 2: Doing something brave – overcoming feelings of fearfulness

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

Week 4: Calming down/helping someone to calm down

Green set: Year 5

Circle games and rounds

Note: 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.

Starcatcher

Tell the children they are lights floating in the night sky. Choose one child to be the Starcatcher. The Starcatcher stands in the centre of the circle and the lights move around them. You will say 'Lights to star bright...1, 2, 3, 4, 5.' The lights have to get into groups of 5. They form stars by putting their left hands together in the centre of a circle and stretching their right arms out like the rays of a star. Count again to 5. On the number 5, the starcatcher tries to catch any spare lights that are floating about by touching them on the shoulder. Any lights that are caught become Starcatchers as well, and the game continues. The Starcatchers work together to try and corner spare lights and the stars work together by trying to distract the Starcatchers. You can speed up or slow down the numbers counted to help the lights or the Starcatchers.

Emphasise the importance of working together as one big team/community – what are the advantages of working together?

A sticky situation

The children sit in a circle. One person is in the middle and calls out 'Help, help'. The others reply 'What's the matter?'

The person calling for help makes up a 'sticky situation' – for example, 'I'm stuck up a ladder'; 'I'm trapped in a car'; 'I'm being chased by a swarm of killer bees ...' The others reply, 'Who do you want to help you?' The person calling for help makes up a random criterion, such as:

- 'the tallest person';
- 'the person who can swim the furthest';
- 'the person who is the best at tables';
- 'the person who can speak the most languages';
- 'the oldest person';
- 'the person who can skateboard the best';
- 'the kindest person';
- 'the person with the longest hair';
- 'the person who can do the best cartwheel'.

The group have an agreed time to decide who should help and the chosen person then swaps places with the person in the middle and makes up their own 'sticky situation'.

Stress that we are all good at different things. We can all help each other.

Note: In order to ensure that everyone is included over time, pre-prepared categories could be read out by the children in the middle of the circle.

Rounds

I find it easy to learn when ...

I find it harder to learn when ...

Something I really enjoy in school is ...

Something I have learned by myself is ...

I helped someone in my class when I ...

Learning opportunities: creating a community

Intended learning outcome

I know some of the things that help us in school to learn and play well together.



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 world was finished there were buildings and people as well as all the animals. The children decided they were going to explore. They didn't want to be seen so they carefully ran from tree to tree, hiding as they went. They crept round a tree to have a closer look and they tripped over someone who seemed to be resting. He looked straight at them then turned over and continued doing nothing.

'I don't think he can see us,' said the boy. They carefully went up to an old woman who was sitting in the sun and tapped her on the shoulder. She didn't even look round.

'If they can't see us, we can investigate,' said the girl. The children split up and went into the world. They listened to all the things that were going on. These are some of the things they heard:

'I can't be bothered.'

'I can't do it today. Leave it until tomorrow.'

'Leave me alone.'

'I'm bored.'

The girl ran over to the boy. She said, 'These people are so new that they don't know how to learn, do and be excited. Do you think we can help them learn and enjoy learning?'

Number the children one or two. Explain that all those numbered one should walk around the room or sit at their tables looking and acting like the people in the story. How would the children describe them? (bored, unmotivated, lethargic, dull, etc.)

The others should walk around as if they were excited and keen to begin teaching the 'can't-be-bothered' people.

After a few seconds, ask the children to freeze and call on the 'can't-be-bothereds' to answer a question in role. Ask the children to note the facial expression, gestures, body language, and so on of the 'can't-be-bothereds'.

Discuss the story extension, using the following questions as a framework (or use a community of enquiry if you usually work in this way):

- *What would it be like if nobody could be bothered to do anything?*
- *Would you like to live in this world?*
- *What might make someone bored?*
- *How do you think the 'can't-be-bothereds' in the story feel?*
- *How do you think the two children feel?*
- *Have you ever felt that you didn't want to learn something new?*
- *How do you help yourself to learn or do things when you're not in the mood?*
- *What could you do to encourage people to become interested in and enthusiastic about doing things and learning?*

Note: You may want to explore with the children some of the reasons why people become 'can't-be-bothereds'. Sometimes the reasons may be simple physical ones (not enough sleep, not eating a balanced diet, being unwell, and so on) and sometimes the reasons are to do with how we think and feel.

Ask the children to consider the sort of classroom they would like to work in this year. How would it be different from the world of the 'can't-be-bothereds'? How can we make it a place that is safe, fair, fun and good for learning?

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 learned from the new world that might help us?' When you listen to their ideas you might ask the following:

- *Would that work in our classroom?*
- *What would we need to do?*
- *Is there anything we do in our class that helps us make our classroom safe, fair, fun and good for learning?*

Learning opportunities: our class charter

Intended learning outcomes

I understand my rights and responsibilities in the school.

I understand the need for rules in society and why we have the rules we do in school.

If I don't agree with something in school I know how to go about trying to change things.



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



You might want to begin the work on the charter by focusing on the concept of rights and responsibilities. Children who have completed Theme 1 *New beginnings* in earlier years will already have had experience of these concepts. If necessary, revisit them again now.

Give the children two minutes in pairs to come up with between three and five basic rights that they personally believe people should have in their classroom. Ask them to take it in turns to share the rights they have thought of.

Try and group them into broad categories. You will probably find that they fall into the following areas.

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 previously completed an anti-bullying charter, it will be relevant to remind them of this here);

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



In groups, the children should then work together to complete their charter (perhaps using the sample *Class charter* from the resource sheets) by listing the things they promise to do (their responsibilities) to match the rights they have thought of earlier. For example, if they have agreed that everyone has the right to be treated fairly, the responsibilities might include 'to treat others fairly'. Discuss what this might mean – for example, always picking different people to lead groups and teams, or making sure that they do not spend longer than the agreed time on the computer.

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. The representative group should meet and try to include

Some of my children had difficulty grasping the concept of rights. We had to do sorting activities about the difference between rights and things we would like to happen, like 'playing football in the classroom', 'having chocolate every day'.



ideas from each small group to create a final class charter. They should be responsible for:

writing the charter on a large version of the form given to the groups;

choosing any examples to include;

choosing any signs, symbols, photographs or drawings to make their charter accessible to all;

making sure that everyone is happy with the ideas;

ensuring that all children sign the charter;

displaying the charter in the classroom.

A copy might be made and taken home to parents/carers.

Understanding rules



If children have completed work on Theme 1 *New beginnings* in previous years, they will have been alerted to the fact that rules are usually made to ensure that people's rights are not infringed and to make sure that people carry out their responsibilities.



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 discussed.

Learning opportunities: exploring feelings

Intended learning outcomes

I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.



Remind the children that the title of this theme is *New beginnings*. Explain that the feeling focus of this theme will be on how we feel when we are new and at the beginning of something.

All children will have had the experience of being the new boy or girl at something. Ask children to think of a time when they were starting something new or didn't know anybody in a new situation.

Discuss the children's examples and how the children felt at this time. Scribe the feelings and explain that most of us feel a mixture of emotions when starting something new – excitement, anticipation, nervousness and anxiety. Ask children to explore the feelings using relevant photocards and the *Feelings detective* poster from the whole-school resource file. The children could be asked to use their emotional barometers to indicate how strongly they felt a particular feeling (or mixture of feelings) in the different situations they have discussed. They might discuss what makes the barometer go up and down (for example, having a friend

One of our children carries around a small version of the 'feelings detective'. We go through the key points before each activity involving showing feelings, because she needs a lot more reinforcement than the others.



with you in the new situation; having done something similar before; other people being in the same situation).

Sometimes, when we are starting something new, we feel scared that we will not be able to do it very well. Rather than risk looking 'incompetent' (like we can't do it) or silly, we pretend that we are not interested. This can often be a behaviour that results from a feeling of nervousness.

Explain that feelings are linked to thoughts and behaviours – for example, I feel nervous about this (feeling); I bet I'd make a fool of myself if I tried – everyone else can do it (thought); I'll look like I'm not interested and just watch (behaviour).



Ask the children in groups to make up a short story or cartoon of someone who adopts this strategy in a particular situation.

Ask the children what they have done that helped them to get over their fears in new situations.

Ask children (in the class group, as a small group or individually) to describe, write or draw about a time when they felt nervous and dealt with the feelings.

Calming down

Note: 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.



Remind children that, when we feel nervous or scared, we need to find ways to calm our bodies and our minds down. Ask children to share what they do when they need to calm themselves down.

If possible, share some of your own ideas for calming down once the children have shared theirs. Introduce some calming music and maybe some calming pictures to the class. Children could be introduced to using 'guided visualisation' as a self-calming tool if they have not met this in previous years in Theme 5 *Good to be me* activities on relaxation.

Strategies that could be introduced (and that are reinforced throughout the themes which follow) include:

saying things to yourself ('helpful' or 'hopeful' talk) as a tool to help us to overcome fear (and other feelings) – for example, 'I won't feel so bad once I've started', 'I've done things like this before', 'I can try and stop if I really don't like it', and so on;

thinking about how much we want the end result (seeing 'the big picture');

asking yourself helpful questions, such as 'What's the worst that can happen?', 'Will I really remember this in three months' time?', 'Will anyone else?'



Record the class ideas and set each group or pair a task to design and make a poster or booklet to help themselves and others who need to calm down.



Duane needed additional support with his emotional understanding, so we started a 'Guide to feelings book' for him. We planned a page for each of the main feelings, arranged alphabetically, and he added information, pictures, descriptions, etc. each time we worked on emotions.



Learning opportunities: welcoming and belonging

Intended learning outcomes

I know that I am valued at school.

I understand how it feels to do or start something new, and why.

I can explain how I go about solving a problem and can give you an example of a problem I have solved.

Welcoming



Ask the children to imagine that a new girl is starting at their school the following week. Explain that she is feeling very nervous about beginning in a new class, as most of us would be. Tell the children that she is a really friendly person and plays football for the county team, and will be a great asset to the school. Then tell the children that she sometimes has a difficulty with speaking fluently – she has what the children might know as a stutter or a stammer. Explain that at her last school some children were unkind to her because of this. She has asked the school to explain about her difficulty before she starts, so that the children will not be surprised or worried. The ‘problem’ to be solved is how to make the new girl feel welcome and accepted, and to help her to feel less nervous.

Introduce or revisit 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 to achieve their outcome. How can they review the plan they have come up with? What will help them to ‘replay’ and think about what has gone well and what they could do differently next time?

Belonging



One of the key aspects of the class charter should be that everyone is included as we all have our special gifts, talents and individual differences. One way of demonstrating how we are all included is for children to undertake a crossword challenge. Talk to the children about how crosswords work and explain that their challenge is to produce a group name crossword for all the children in their group. If possible, show children a similar crossword that you have done with the names of other children or staff in the school. Provide squared paper and see if the children can find a way for all the names of the children in the group to be linked in the crossword sense. Second and middle names can be used if necessary. The crossword could be decorated with illustrations of what each person likes doing or a particular talent that they have.

When each group has completed the challenge, photocopy each group’s crossword and ask children to have a go at making one big crossword which includes everyone in the class.

The same idea could be applied to making a word search.

In our class there is a girl who came last year from Sudan. She is very confident and has settled in really well. I asked her if she would be happy to help me by explaining what it was like to join the class. We used hot seating and the children asked her questions. When the children completed the activity she agreed to be a consultant and help them solve the problem they had been set.



Some of our children used a modified scrabble board and letters so they could be moved around, then transferred it to squared paper.



Creating a class guide



In groups, ask the children to complete the *Class guide challenge* from the resource sheets – if children prefer and if the school has the equipment available, the class guide that they work on in the challenge might be produced electronically and possibly put on the school website. If this information is to be part of a school website, careful consideration should be taken to protect the identity of individual children. The information should include a copy of the class charter. There might be an opportunity to create a communication forum through the web.

The whole class should work together to plan the guide but small groups should be given specific tasks to complete the guide.

Emphasise the importance of working well together as a group, particularly how well they plan and manage this group task over time. 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.

Learning opportunities: new beginnings

Intended learning outcomes

I know some of the things that help us in school to learn and play well together.



Drawing on their experiences of building a community that enjoys learning, creating a classroom charter and exploring feelings, each child should be given the opportunity to 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 a particular teacher or resource, but they might also be intangible – for example, they may choose to take empathy or leave bullying behaviour.

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

One way of modelling the **valuing of all children** and celebrating differences is to use different languages (including British Sign Language) to say hello when taking the register.

When taking the register, ask children to identify **how they are feeling** on a scale of 1–10. Ask them again throughout the day, especially if they are feeling negative.

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 starting point. Encourage children to bring in pictures of people or scenes demonstrating these feeling words, add new words that mean something similar, photocopy bits from books that explore these feelings, and so on. 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, excited 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. 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 a sense of fun to the pairing process.

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

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

- I wonder if 'can't-be-bothered' people enjoy life. What do you think?
- I wonder what could be making them feel this way?

- I wonder if people are born like this or become like this later. What do you think?
- What does it mean to say 'You get out of life what you put in'?
- Should you help someone who is in trouble because they can't be bothered?
- What would happen if we all lived alone and only thought of ourselves?

Review

- Have you managed to calm yourself down this week? What made you feel you needed to calm down? What did you do? Can you share it with the class in some way?
- Were there any times when you felt like a 'can't-be-bothered' person? What was that about? Was there anything you did to change the way you felt?
- How far are we keeping to our class charter?
- 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?

Green set resource sheet: Years 5 and 6

Our class charter

We recognise that we all have the following rights:

So we promise to meet our responsibilities to:

Signed:

Green set resource sheet: Year 5

The class guide challenge



Talking and planning together



Time keeping



Listening to each other

How would someone know about your class and the people in it? It is your class challenge to create a guide to help anybody who doesn't know your class find out about it. This guide should be useful for visiting parents and adults as well as being something that will help a person who is new to your class.

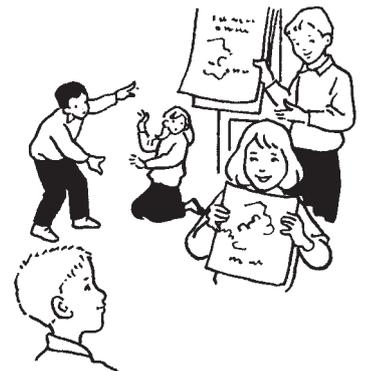
Your class guide should:

- be good to look at with something visual;
- have lots of information about the groups and individuals in the class;
- include the class charter and routines of the classroom;
- include information about what to do when a member of the class is unhappy or needs help;
- give information about break times;
- be easy to use even if the reader is not very good at reading.

You can choose how to present the information so that it can be accessed easily and can be added to as things change.



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: When you are planning, think about how long something might take. Plan what you need to do straight away and what you will need to do later.

Green set: Year 6

Circle games and rounds

Note: If you choose to start the session with a circle activity, 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 *Are we ready for circle time?* poster in the whole-school resource file.

Feelings games

The children should each take a small bit of paper or sticky note and write a word that describes how they are feeling. These should be placed in a tub or hat. The children should take a feeling from the hat. This is their feeling for the game. The children should stand in a double circle facing each other in pairs. The children in the outer circle should suggest an activity. Examples might be:

getting up in the morning;

eating dinner;

skateboarding;

doing homework.

The children in the inner circle should mime the action in the manner of their feeling, focusing on their facial expressions and body positions as well as the 'tone' of their movements.

The facilitator should shout 'freeze' and the children in the inner circle should freeze. The children in the outer circle should guess the feeling. This should be repeated with swapped roles. It might help to have some basic feelings written out and displayed – happy, sad, angry, excited, frightened, calm.

Rounds

People look happy/sad/angry when they ...

If I had a magic wand in my hand right now, I would change ...

The world I would like to go to would be ...

We have lots of good words for feelings on our class 'feelings wall'. The children found this helpful when playing this game.



I have a child who only really knows 'happy', 'sad' and 'angry', so I have to make sure he gets one that he knows.



Learning opportunities: building a community

Intended learning outcomes

I work well in a group and can tell you what helps my group to work well together.



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 school of nightmares

The children knew that they shouldn't go into the old house. But it was empty and tomorrow it was to be knocked down to widen the road.

As the girl reached for the handle, the door swung open and fingers of light emerged and dragged the children in. The light was so bright that they could not see. It felt as if they were speeding through time and space.

Then the light faded and they came to a halt in front of an archway in a high brick wall. They stepped through. In front of them were groups of children, playing without moving – frozen in time like a photograph.

'I know where we are,' the girl whispered, shivering slightly. She didn't feel like shouting as there was an eerie silence all about them. 'We're at a school and the children are playing. Let's go and investigate.'

They looked back at the archway. It was only one in a long row of arches, identical except for one that seemed to glow. As they looked at it the light became dimmer.

'Remember which one it is. We don't want to get lost,' the boy shouted to his friend, who was already half-way across the playground. He ran after her. But she had stopped and he nearly bumped into her.

'I don't like this place,' she said. 'There is something scary about it.'

'Don't be daft, how can a school be scary?' said the boy. The girl was pointing. The boy followed her finger and saw a small child. His shoulders were hunched and his back curved. He looked so sad, as if there was a great weight pushing him down. The girl and the boy walked towards him.

When they got close they noticed that all was completely still except for a solitary tear that had left a tear mark from the corner of his eye to where it lay on the gap between his lips.

'What do you think is the matter with him?' wondered the girl. 'I think he is looking over there.' The boy looked where she was pointing. As he followed her gaze, he saw a group of children. They looked as if they were fooling around together, laughing, but their eyes were fixed on the crying child.

'I don't want to stay here, it's spooky. Look, I've got goosebumps,' said the girl. 'Let's go! Let's get back.' She took the boy's arm, turned towards the archway and started running. 'Look ... the arch is fading ... I think it's going to disappear.' Now they were both frightened.

I prepared a simplified list of the main points of the extension story, supported with some clipart, and cut the points up to make a sequencing task for some children, to support their listening.



By the time they got to the archway it was only a shadow and in a second there was nothing but a blank wall. As they stood staring they noticed a piece of paper. It came from above them and slowly drifted to the ground in front of the boy. He picked it up shakily, and started to read:

You've arrived at the school of nightmares. There are no ghouls, creatures or monsters – only what the people in the school have created.

Do not be afraid, though. You are here to learn from the school of nightmares.

I'll see you when the learning is all done so we can build a new world together.

From

Someone who cares

PS This is an important mission so look, listen, discover and learn well!

'What do you think it means?' said the girl.

I typed this out on yellow paper and burnt the edges to make it look really old. I gave it to a boy in my class who finds it difficult to focus in whole-class time and told him to keep it secret and only 'find' it when I read out: 'He picked it up shakily, and started to read ...'.



Ask the children to try to answer the girl's question. Collate the answers on the whiteboard.

Through exploring this 'school of nightmares' the children will have a clearer idea about what a 'dream school' would be like, and therefore a vision to work towards in their own school.

The first task is for the children to begin to investigate the school of nightmares. This task will need a large space – for example, the school hall.

Ask the children to create a tableau of what the children found in the story. Select children to take on roles from the story – the boy, the girl, the group of children who are laughing and fooling around and the crying child. The rest of the children will be asked to take up positions as if they were other people in the playground in the school of nightmares. This might include adults. They should remember that this is the school of nightmares so each participant should be part of creating the school.



Children could be given a few minutes to work together in groups to decide what each will be doing within the overall tableau. It is likely that the scene should include both groups of children and individual children. Remind them to use their facial expressions, poses and activities depicted to show why the school is called the school of nightmares. The children should be encouraged to think hard about what they can hear, what they can see and what they are thinking. Those who are role-playing the girl and the boy should move round the playground and take notes about what they can see and their interpretations. They might want to take photographs of this scene for use later.

They could 'bring a child to life' by tapping them on the shoulder and asking questions (thought tapping): 'How are you feeling? What are you thinking? What is happening?' The child selected would then say something in their role of nightmare school child. They could begin with the crying child. When that child

has spoken, they should freeze back into the same position. The children who are role-playing the boy and the girl should record as well as they can what has happened.

Back in the classroom, lead a facilitated discussion (or community of enquiry if you work in this way) to reflect on the experience, perhaps beginning with feedback led by the children who role-played the boy and the girl in the story. The idea is to share ideas about what is going wrong in the nightmare school. All the children might contribute their ideas. Facilitative questions could include:

- Why do you think this makes it a nightmare school?
- How do you think it might have become like this?
- What would the school look like, sound like and feel like?
- What would the school be like to attend?
- What might the lessons be like?
- How might people relate to each other – what sort of things would they say or do?
- How might the members of the school be feeling?

Scribe the ideas the children come up with, or use a mind-map™, spidergram or alternative form of recording.

Creating a dream school



Using what the children have learned about what makes a nightmare school, the next challenge is to consider what a dream school would be like. What might the first steps be to change the nightmare school into a dream school?

The first thing is to consider what the definition of a dream school might be. For example, it might be one where the children and other members of the community are happy and keen to learn. These key ideas should be recorded.

The children should work in groups to complete the *Dream school challenge* from the resource sheets.

Working in groups



When they have finished the challenge, recap on what makes it easy to work in a group.

What are the important things about teamwork? List their main ideas on a whiteboard. Their ideas might include:

share ideas;

check understanding;

make sure everyone has a turn and is involved;

listen to each other;

recognise that it's OK to disagree with each other as long as you don't get upset or hurt each other's feelings.

Explore with the children the saying, 'There is no "I" in teamwork'.

We turned the list of questions into a list of tasks requiring a range of responses – written, drawn, role-played, posed and photographed, painted, etc. We even provided instruments for children to make a suitable 'soundtrack'.



We asked the children to consider how the group could ensure that a child with a visual or hearing impairment was included. Each group had the opportunity to talk to a child in my class who has a hearing impairment and then they were expected to come up with a list of three things they could do.



Introducing/revisiting the problem-solving process



Sometimes things go wrong when you are working in a group. Ask the children to list some of the things that sometimes go wrong (without names or particular instances). These might include:

- someone dominating the group;
- group members not getting on very well – having lots of arguments;
- someone not doing what they have agreed to do;
- someone not making any contribution;
- someone distracting everyone else;
- someone pretending all the ideas are his or hers;
- someone using ‘put-downs’ or trying to get their own way all the time.

Ask the children to help you to come up with some ideas for solving these real or hypothetical situations.

Introduce 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 one of the problems about working in groups on the list they have come up with. Together make a plan to show what the children could do, either before things go wrong, or to put things right. Small groups could then work together, using the problem-solving process to plan how they would resolve another problem from the list.

Learning opportunities: the class charter

Intended learning outcomes

- I understand my rights and responsibilities in the school.
- I know some of the things that help us in school to learn and play well together.
- I understand the need for rules in society and why we have the rules we do in school.
- If I don't agree with something in school I know how to go about trying to change things.



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

You might want to begin work on developing a class charter by focusing on the concept of rights and responsibilities. Children who have completed Theme 1 *New beginnings* in earlier years will already have had experience of these concepts. If necessary, revisit them again now.



Give the children two minutes in pairs to come up with between three and five basic rights that they personally believe people should have in their classroom. Ask them to take it in turns to share the rights they have thought of.



Try and group them into broad categories. You will probably find that they fall into the following broad areas:

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 an anti-bullying charter in the past, it will be relevant to remind the children of this here);

the right of everyone to be **included**.



In groups, the children should then work together to complete their class charter (perhaps using the sample class charter from the resource sheets) by listing the things they promise to do (their responsibilities) to match the rights they have thought of earlier. For example, if they have agreed that everyone has the right to be treated with respect, the responsibilities might include 'to treat others with respect'. Discuss what this might mean – for example, always remembering to use acceptable language appropriate to the classroom, listening to the person who is speaking, calling people only by the names they are happy with, and so on.

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. The 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 version of the form given to the groups;

choosing examples to include;

choosing pictures, photographs, signs and symbols to illustrate the charter and make it accessible to everyone;

making sure that everyone is happy with the ideas;

ensuring that all children sign the charter;

displaying the charter in the classroom.

A copy might be made and taken home to parents or carers.

Understanding rules



If children have worked on Theme 1 *New beginnings* in previous years, they will have been alerted to the fact 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 work in this area, you can use the activities now, differentiated as appropriate.

If they have undertaken previous work on understanding rules, ask children to discuss the school rules or expectations and explore in small or class groups how they relate to the rights and responsibilities discussed. Explore with the children what they would do if there was something in school they thought was unfair or they didn't agree with. Identify how this might be done and who would be a good person to approach. If you have a school council, this might be an opportunity for all the children to consider how effective it is in representing their views and how it might become more effective and representative.

Learning opportunities: focus on feelings

Intended learning outcomes

I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.

I understand how it feels to do or start something new, and why.

A small team of children from different classes, including an articulate child who finds writing difficult and a child with a visual impairment from my class, planned and made a 'radio programme' about school rules.



In the story, the two children feel scared when they come across the eerie, silent, frozen school of nightmares. In the class group, ask children for examples of times that they have been scared and what it felt like.

Use appropriate photocards and relevant elements from the *Feelings detective* poster to ensure that all the children fully understand the feeling of fear, what it looks like, what it feels like, and so on.



In groups, get the children to find as many words as possible in the frightened word family – giving each group one or two minutes to come up with a range of words. Scribe the words as a single list.

Give out several slips of paper to each group. Give the children another few minutes in their groups or individually to come up with single sentence descriptions of situations that could be frightening or that they have found or would find frightening (real and imagined, slightly frightening and very frightening). Emphasise that the ideas on the slip are anonymous, and that no one's fears will be made public (though if they are feeling frightened of anything it is important they do talk about it later to someone who can help, in school or at home). Ask them to write one description per slip of paper and put them all in a container.

Remind children about/introduce the *Emotional barometer* from the whole-school resource file. Give each child their own copy of the barometer. Ask them to decide on the words from the frightened family to represent each segment of the barometer.

Select children to choose a situation from the container and read it out. All the other children show on their barometers how frightened they would be in this situation.

Remind children that no one has to say how they are feeling, as feelings can be private. The ratings on the barometers are likely to vary. Emphasise that we all

experience the same range of feelings – we are all frightened at times, but different things frighten different people.

Ask the children:

- Do people ever pretend to be frightened when really they are not?
- Do people ever pretend not to be frightened when really they are?
- Why do you think they do?
- Why do we often feel nervous or anxious about doing something for the first time, or going somewhere new, or not knowing people?
- Remind children of/introduce the idea that we all need to belong – and new people and groups might challenge our need to belong.
- What can we do to help people feel welcome and make it less scary for them to come into our groups and our school?

This discussion can be developed into an activity to help children to welcome others into the classroom. Ideas can be found in the Yellow set: Year 4 and the Blue set: Year 2, both of which could be adapted for this age range.

Learning opportunities: focus on managing feelings

Intended learning outcomes

I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.

I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.



Explain that we have focused on a number of kinds of new beginnings. Another sort of new beginning we might make is sometimes called 'turning over a new leaf'. This usually means we have decided to change something about our behaviour.



Read the story *A new beginning for Amy* from the resource sheets and discuss Amy's feelings using the following questions as a framework:



- Why do you think Ms Hyacinth said that Amy was brave?
- Which do you think was braver, stealing or owning up? Why?
- Why did Amy call herself a coward?
- How do you think Amy felt just before she spoke to Ms Hyacinth?
- How do you think she felt afterwards?

Explain that when we are feeling nervous or scared we often have to be brave. Bravery does not mean not being scared. It is about feeling scared but doing the right thing anyway. However, this does not mean putting up with intolerable or abusive situations. Make it clear to children that we should always be able to talk to someone about our feelings if we are frightened and to let others help us – the chances are that others will feel the same, however silly our fears may seem. Tell the children that, if they feel scared of something and can't talk about it, or have

been told not to talk about it, it may mean that they are in a situation which is not safe. Remind children of the options open to them to talk to an adult if they need to.

Ask children (in the class group, as a small group or individually) to describe, write about or draw a time when they felt afraid and were brave. Share these memories and draw together a class list of:

what helped them to overcome their fear;

what didn't help them;

how they would help other people to overcome their fears.

Developing calming-down strategies



Note: Ideas for developing shared calming-down strategies with the children can be found in the *Ways to calm down* photocopiable sheet in the whole-school resource file.

Remind children that, when we feel nervous or scared, we need to find ways to calm our bodies and our minds down. Ask children to share what they do when they need to calm themselves down.

If possible, share some calming music and maybe some calming pictures with children. They could be introduced to using 'guided visualisation' as a self-calming tool if they have not met this in earlier work on relaxation in Theme 5 *Good to be me*. Record the class ideas and set each group or pair a task to design and make a poster or booklet to help themselves and others who need to calm down.

Remind children of/introduce the following strategies:

Saying things to yourself ('helpful' or 'hopeful' talk) as a tool to help us to overcome fear (and other feelings) – for example, 'I won't feel so bad once I've started', 'I've done things like this before', 'I can try and stop if I really don't like it'.

Thinking about how much we want the end result (seeing 'the big picture').

Asking yourself helpful questions, such as 'What's the worst that can happen?', 'Will I really remember this in three months' time?', 'Will anyone else?'

Learning opportunities: new beginnings

Intended learning outcome

I know some of the things that help us in school to learn and play well together.



Drawing on their experience of working on the idea of creating a dream school (and what makes a nightmare school) 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 or manufacture especially to take (for example, a time machine, or a well-equipped gym).

The things might be tangible, such as the playground equipment, but they might also be intangible – for example, they may choose to leave behind bullying and take with them 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 the final 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

The children could be involved in planning specific group actions to **build the school community**. These might include a 'listening service', available at lunchtimes for other children, a 'homework helper service' linked to a breakfast club, or buddying with a younger class for regular time together.

A class scrapbook might be kept to list the things that the class have done together and how they have worked within the broader school community. There might be pages for:

- individual achievements and successes;
- group achievements and successes;
- whole-class achievements;
- things individuals have done to make another child/class/school/group a happy place.

The scrapbook might be kept and added to for the rest of the year as a celebration of the children's final year in the primary school.

The children could be asked to be responsible for **planning and leading some circle times** to explore feelings that arise from day-to-day events in the classroom and playground.

Create a 'Feeling wall' for 'scared'. Display pictures, descriptions, paragraphs from books that describe fear in novel or engaging ways, children's writing on fear, and so on. Display and illustrate metaphors and figures of speech that describe fear (for example, 'white as a sheet'). This display can be added to during the year as more feelings are explored.

Allow children to have their **emotional barometers** on their tables to indicate changes in feelings or intensity 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 about ...?'*, or *'Remember the rule for ...'* and ask the children to remind each other why we have that particular rule (for example, waiting your turn to answer, so that it's fair and everyone gets a turn).

When using sanctions or consequences because children did not keep to a rule, 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. Use pictures cut in half, sentence halves that match up or games like 'Find someone who also ...' occasionally to add fun to the pairing process.

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

Use every opportunity to remind children to put into practice the **calming-down techniques** they have identified 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

- Is everyone's dream the same?
- How do we know what another person's dream might be?
- Can you ever know what you really want?
- I wonder if dreams can come true. What do you think?
- Is it easy to know if we are being brave or unwise?

Review

Have you managed to calm yourself down this week? What made you feel you needed to calm down? What did you do? Can you share it with the class in some way?

Did you notice anyone in our class being brave this week? What did they do?

How far are we keeping to our class charter?

These are the things we said we would learn to do in our work on this theme ...

Do you think you can do these things now?

Green set resource sheet: Year 6

The dream school challenge



Talking and planning together

When the children return from the world of the 'school of nightmares', they travel to a world where there is nothing. It is a world ready to be developed. There are all sorts of things to do to create a new world, but it is your job to create a place for learning.

Your challenge will be to create the ideal place for learning. You should consider what it would look like, who would go, what it would have in it, how you would learn. Your presentation should:

- show that you have learned from the school of nightmares;
- include a logo and motto or song for your place for learning to tell us something about the way you want it to be;
- give an idea about what the learning place would look like, what its timetable might be, how it is made a happy and friendly place to be, how it is suitable for everyone (children and adults from different cultures, with different abilities and disabilities, children who speak different languages, and so on);
- give an idea of how the learners would learn and what they would be doing.

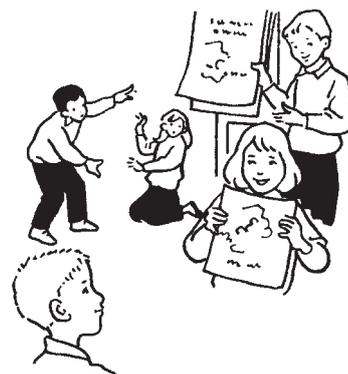
You will have no longer than two minutes to present your ideas and one hour to prepare the challenge.



Activities



Time keeping



Presenting to the class



Listening to each other

REMEMBER YOUR GROUP SKILLS

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

If you think that someone's ideas could be improved, make a suggestion as to how.

If someone suggests a way of improving your ideas, listen and decide whether their suggestion will help.

Green set resource sheet: Year 6

A new beginning for Amy

Ms Hyacinth was always behind the counter in her shop, welcoming her customers with a smile and kind words. She especially loved the children who crowded into the shop after school to buy sweets and drinks. But Amy never had any money and she would gaze enviously at the other children with their chocolate bars and crisps.

It all began one day when Amy found that no one was looking and slipped a chocolate bar in her pocket. It seemed so easy that afterwards Amy stole a chocolate bar most days. She felt very brave and daring.

A few weeks later, Amy's dad was reading the local paper. 'Can you believe it?' he said to Amy. 'That nice Ms Hyacinth's been robbed.' Amy froze. Had they found out? But her dad went on: 'Someone broke in and took all the money from the safe. What cowards. How could anyone steal from someone as good and kind as Ms Hyacinth?'

Amy suddenly felt sick. She ran to her room and lay on her bed thinking and thinking. She was just as bad as the cowardly thieves, she thought; she wasn't brave and daring at all. She lay for a long, long time wondering what to do. Then she went to see her dad.

'Can I have the money you've saved for my birthday today, Dad, instead of next week,' she asked him, 'and can you not ask me why if I promise to tell you later?' Her dad looked very hard at her but he gave her £20. 'Promise?' he said. 'Promise,' she replied.

Ms Hyacinth's shop was full of people. Amy hung around outside for a while hoping they might go away, but they didn't. Her hands were shaking as she opened the door. She picked up a basket and put in it chocolate bar after chocolate bar. She took them to the counter and Ms Hyacinth rang them up and put them in a bag. 'That's £19.80 – you trying to put on weight?', she laughed.

Amy couldn't laugh back. She took a deep breath, gave Ms Hyacinth the £20 and the bag of chocolate bars and said 'Ms Hyacinth, this is how many chocolate bars I've stolen from you. I know I'm a coward but I really am so sorry and I'll never do it again.' At first the whole shop went silent, then one or two people started whispering, but Ms Hyacinth just smiled.

'Listen, darling,' she said, 'I know who takes things from my shop, you think I don't have eyes in my head. But never in all my days have I known anyone as brave as you in coming here today. My girl, you may have done something bad, but today you deserve a medal.'

Amy thought that Ms Hyacinth must be the next best person in the world after her dad. She knew that telling him would be harder than anything. Her heart pounded as she opened the front door. He was waiting for her and he gave her a great big hug. 'I've had Ms Hyacinth on the phone,' he said. 'It seems you bought a bag of chocolate bars for your birthday.' Amy looked at him through her tears. 'Never again, Dad,' she said. 'Promise?' he asked. 'Promise,' she said.

Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Citizenship	<p>Activity 1</p> <p>Year 6 children could take the lead in running cross-age circle meetings involving pupils from Years 1 to 6. The circle groups meet to discuss issues that affect everybody in the school, as in a school council. All children attend. The circle groups are supervised by teachers but run by the older children, and take place once a week for about 15 minutes.</p> <p>Activity 2</p> <p>Objectives: As for QCA Unit 1 Taking part – developing skills of communication and participation</p> <p>The class charter activity could be expanded to include discussion about the different methods of deciding on the charter, in order to focus further on developing children’s understanding of voting processes and democracy.</p> <p>The children can be asked to suggest rights and responsibilities in the classroom and these are then voted on (using an open vote). The rights and responsibilities with the most votes are adopted. Explain that this is an example of democracy, where each person’s view is important and can make a difference. Ask the children why they think ballots are usually done secretly. How did it feel to make your choices publicly?</p> <p>Discuss with the children how it feels when their own idea was not the one selected, or if they did not agree with what the school council decided. How should we behave in this case?</p> <p>Review the class charter regularly with the children to ensure that they still agree with it, or change it if appropriate.</p> <p>Establish a class forum where children have the opportunity to reflect on how the class is doing in relation to the charter. This might involve asking questions about how it is working and how the class might be encouraged to keep to the charter.</p> <p>A class council might be created to decide upon some aspects of the classroom environment, procedures, within-class consequences (both rewards and sanctions) and routines (within the context of the school guidelines, expectations or code of conduct). This council could suggest ideas and evaluate their effectiveness.</p> <p>Further work on rights and responsibilities can be found in QCA Citizenship Unit 7 Children’s rights – human rights, Unit 8 How do rules and laws affect me? and Unit 10 Local democracy for young citizens.</p> <p>Further work on exploring identities, communities, sameness and diversity can be found in QCA Unit 5 Living in a diverse world.</p> <p>The ‘Respect for all – Valuing diversity and challenging racism through the curriculum’ section of the QCA website offers a useful lesson plan that explores how variation and cultural diversity can enhance society, and also how mistaken stereotypes can be perpetuated. The activities are highly engaging.</p>

	<p>www.qca.org.uk</p> <p>Click on ages 3–14/inclusion, then PSHE and citizenship and the lesson <i>Planet Mingo (cultural and social justice)</i>.</p>
Art and design	<p>Objectives: To collect visual and other information (for example, images, materials) to help them develop their ideas, including using a sketchbook</p> <p>Have a feelings wall in the class, where children can place their own images (either found or produced by themselves), focusing on an event in their lives and their feelings surrounding this.</p>
Music	<p>Objectives: As for QCA Unit 17 Roundabout Exploring rounds</p> <p>Rounds are a musical form and can be a fun way of creating musical and rhythmical ideas whilst continuing to require pupils to work in partnership. Have children create their own rounds, drawing on rhythmic phrases from the range of cultures represented in the class.</p>
Science	<p>Objectives: As for QCA Unit 5B Life cycles</p> <p>Children consider new beginnings by researching life cycles and represent the information in different ways – for example, PowerPoint presentation, role-play.</p>
Geography	<p>Objectives: As for QCA Geography Units 12, 20, for example: to recognise how decisions about places affect the quality of people's lives</p> <p>In Unit 12, children meet a new challenge by proposing solutions to the problem of traffic in the High Street. They carry out a field investigation of the nature of the problem, including a survey of people's views. Working in groups, they take on roles to debate the issue and make plans to improve the situation.</p> <p>Unit 20 offers a model for developing problem-solving and decision-making skills in analysing local environmental issues.</p> <p>The units offer links to literacy, citizenship and environmental education.</p>
History	<p>Activity 1</p> <p>Objectives: Local area/Britain since 1930</p> <p>To find out about changes to the local area from a range of sources</p> <p>To identify and describe reasons for and results of historical changes</p> <p>You could link this unit to the geography work above.</p> <p>If your school is in an area that suffered bomb damage during World War II, children could investigate how the area was rebuilt and changed after the war. What view of the future did the planners and architects have? With hindsight did they make the right decisions for the community? Children might like to research the Festival of Britain for more information on the view of the future in the 1950s.</p> <p>Activity 2</p> <p>The 'Respect for all – Valuing diversity and challenging racism through the curriculum' section of the QCA website offers a useful lesson plan that relates to the Britain since the 1930s unit of study, and deals with the evacuation of Jewish children to Great Britain for a new beginning. A key objective is for children to empathise with children forced to leave their homes.</p> <p>www.qca.org.uk</p>

	<p>Click on ages 3–14/inclusion, then History and the lesson The Kindertransport (Britain since the 1930s).</p> <p>Activity 3</p> <p>If you are studying post-war immigration, you might want to use the lesson plans in Theme 7 <i>Changes</i> to explore the idea of new beginnings.</p>
Dance/music	<p>See the exemplar lessons, which provide the opportunity for children to put together a music/dance performance for the final assembly on the theme of the creation. The lesson plans enable the music and dance to be used in a single performance, or to stand alone as separate contributions.</p>
Design and technology	<p>Activity 1</p> <p>Objectives: As for QCA Unit 5A Musical instruments</p> <p>When the children create their creation dance for the end-of-theme assembly, they could make their own instruments to use for the dance.</p> <p>Activity 2</p> <p>Objectives: As for QCA Unit 6A Shelters</p> <p>This unit of work on creating shelters could link with the geography work on producing a design for a perfect community, or with the history activity with children designing temporary accommodation for people who have lost their homes. This could also link to emergency accommodation after earthquakes, for refugees, and so on. Include discussion about what people in a particular situation need. How does the structure serve that need? Does it help the community?</p>
PE	<p>PE – Knowledge and understanding</p> <p>Objectives: As for QCA PE Units 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>PE – Games</p> <p>Objectives: As for QCA Games Unit 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. 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 it 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 parts 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>PE – OAA</p> <p>Objectives: As for QCA OAA Unit 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 on Selecting and applying skills, tactics and compositional ideas.</p>
Mathematics	<p>Have children work in small groups to identify a rule each about numbers. For example 'the number is odd', 'the number is less than 50', 'the number is a multiple of 3', 'the number is not... ', 'twice the number is more than 50', 'the sum of the digits is even'. Using all their rules... how many numbers can the children find to fit? If they cannot find any, which rule can they change so that some numbers can be found?</p>
Literacy	<p>Activity 1</p> <p>Objectives</p> <p>To make notes for different purposes ... to build on these notes in their own writing ... (Y5 T1 T26)</p> <p>To use the styles and conventions of journalism to report on, for example, real or imagined events (Y6 T1 T16)</p> <p>To use ICT to plan, revise, edit writing ... and to bring it to publication standard (Y6 T1 T18)</p> <p>Having worked on the <i>Dream school challenge</i>, children prepare notes on what they would include in their own dream school. Individually or in pairs, they create a leaflet describing this school and its features. Children can use ICT to present this in the style and layout of a newspaper or magazine article – for example, as an interview with the school's architect.</p> <p>Activity 2</p> <p>Texts: <i>Goodnight Mr Tom</i> by Michelle Magorian (Penguin) ISBN 0141301449; <i>Journey to the River Sea</i> by Eva Ibbotson (Macmillan) ISBN 0333947401.</p> <p>Objectives</p> <p>To investigate how characters are presented, referring to the text ... how the reader responds to them (as victims, heroes, etc.); through examining their relationship with other characters (Y5 T1 T3)</p> <p>To articulate personal responses to literature, identifying why and how a text affects a reader (Y6 T1 T3)</p> <p>Both these novels deal with the experience of a child removed from their surroundings to start a new life with unfamiliar people in an unknown place. If these books are being used to read aloud to the class, there are many points in each story where the teacher could encourage the children to empathise with the</p>

	<p>central character (<i>How would you have felt if this had happened to you?</i>) and to discuss how the author creates feelings of empathy. <i>Goodnight Mr Tom</i> is an account of an evacuee during World War II, and would link well with any history work on this topic.</p> <p>Either of these novels would be suitable to use in the literacy units of work, Year 5 Term 1 Narrative structure, or Year 6 Term 1 Biography/autobiography.</p> <p>Books covering the experiences of contemporary refugees include <i>Refugee Boy</i> by Benjamin Zephaniah (Bloomsbury) ISBN 0747550867 and the <i>I Come From ...</i> (Bosnia, Vietnam, Palestine, etc.) series of non-fiction books, published by Franklin Watts.</p>
ICT	<p>Objectives</p> <p>To talk about what information they need and how they can find and use it (for example, searching the Internet or a CD-ROM)</p> <p>To develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (for example, desktop publishing; multimedia presentations)</p> <p>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 use a desktop publishing program to produce a 'brochure' for the dream school, and to describe and talk about how this might be an effective advertising tool, weighing up the effect it may have and comparing this with other methods. Alternatively they could create a multimedia presentation to advertise the school.</p> <p>Children use a word-processing program to produce a display version of the class charter.</p> <p>Children use the Internet to search for information regarding any area they have studied as a result of this theme – for example, exploring the concept of 'utopia'.</p> <p>Children create a multimedia guide to the school (see exemplar lesson plan), building on their work on the class guide book.</p>
RE	<p>Activity 1: Creation (Judaism)</p> <p>Objectives</p> <p>To know that Christianity and Judaism share the same creation story, and to know that remembrance of creation is one of the themes of Shabbat in Judaism</p> <p>Identify and suggest meaning for religious symbols – for example, candles at Shabbat.</p> <p>Explore what happens at the Shabbat meal and why.</p> <p>Activity 2: Creation (Islam)</p> <p>Objectives</p> <p>To know that Muslims believe that Allah created humanity to worship him; to know that the creation story is based on passages from the Qur'an and the sayings of Prophet Muhammad</p> <p>If possible, watch the video programme on the Muslim creation story (<i>Quest Creation Stories</i> video C4, programme 3). What rules would you make to help people live in peace and harmony?</p>

Green set

Exemplar lesson plan: music

Theme	New beginnings Year 5
SEAL objectives	<p>To imagine, identify and explore the range of feelings associated with the 'new beginning' of the creation, and how these might coexist</p> <p>To revisit the idea that we each contribute to our communities through our similarities and differences</p> <p>To further promote respect for and celebration of diversity in all its forms</p>
Music objectives	<p>Children will learn:</p> <ul style="list-style-type: none"> to focus their listening; how sounds can be contrasted; about different textures; how pitched sounds, when combined, can sound relaxed or tense; that sounds can be captured and modified using ICT; how to select sounds and resources; that pitch and duration may be altered using ICT, and that changes may be used in combination; to extend their sound vocabulary.
Suggested activities (adapted from QCA Music Unit 18)	<p>All the activities from QCA Unit 18 have been included so as to explore the full range of musical elements. If time is limited, however, it is suggested that only the voices section is used.</p> <p>How can music describe a landscape?</p> <p>Look again at the assembly creation story and together text-mark all the sound words and those describing the creation of the different elements in the new world – for example, the stars, valley, grass and trees in the Narnia story. Discuss the significant features that were created – for example, stars, plants.</p> <p>Ask the children to try and identify how the children in the story are feeling as they watch all these things being created. Talk to them about examples of the use of music to represent the emotions associated with a place or landscape. Play excerpts from Holst's <i>The Planets Suite</i> or 'Under stars' from <i>Apollo: Atmospheres and soundtracks</i> by Brian Eno. Do not ask the children to talk about the music, but help them focus their listening by reducing any distractions. Once they have listened carefully, ask them to describe how the sounds create different moods and atmospheres.</p> <p>Set the task of creating a soundscape. Explain that one aim of this unit of work is for the class to explore the widest range of sounds available to them.</p> <p>What sounds can we use to describe contrasting moods?</p> <p>Discuss how it would feel to be one of the children in the story, seeing all those amazing things being created right in front of you. Ask the children to close their eyes and imagine they are there, visualising all the different images and feelings,</p>

as you read out the creation extracts. Explore and identify different moods (for example, *fear, elation*), sensations (for example, *the sounds of the voices*) and activity (for example, *the slow gradual build-up followed by rapid action*). Refer back to the highlighted text for key words/ideas.

Using untuned instruments

Ask the children to explore sounds on untuned instruments and choose sounds to describe two contrasting moods, sensations and/or activities. When a variety of sounds has been chosen, ask the children to try different ways of bringing the sounds together – for example, *accumulative – adding sounds and creating increasing complexity*, or *reductive – starting with a full texture and removing layers*. Discuss which one best fits with the story.

Remind the class about the contrasting moods and listen to a few selected groups. Discuss and note as a class those aspects that worked well.

Using pitched sounds

Ask the class to explore pitched sounds and how they can be combined. If possible, demonstrate how some combinations sound tense and tight and others sound relaxed and loose. Ask the class to try to feel the difference as a physical sensation, tightening and loosening. Describe tight chords as 'X' chords and relaxed chords as 'O' chords. Play a sequence of combinations. Ask the children to create a sequence of 'XOXO' chords. Record and play them back to the class. Discuss the effect and choose those which best match the elements of the story.

Using voices

Use a tape recorder to record children's voices individually and collectively. Replay them. *Do your voices sound the same to you on the recording as when you speak?* Now record a cymbal struck hard and left to reverberate. Replay. Discuss how different the recording sounds. Experiment with other sounds – for example, suspended chimes, bells, drums, and how the children can use their voices to emulate them.

Listen to some choral music – for example, Beethoven's *Choral Fantasy*. Introduce the idea of choral voices. Refer back to the story and ask the children to experiment with sounds they can make with their voices that reflect the images and feelings associated with the creation story.

If possible, help the children record their pieces and play them back, changing the controls in different ways. Or use microphones in different ways to explore a wider range of sounds. Together observe and discuss the effects.

How can we use sounds to create a soundscape?

Reset the challenge of creating a soundscape. Experiment with the sounds made so far and select those that create a feeling of vast distances, endless space and the awe and wonder of creation. Remind the children that the aim is to find as wide a range of sounds as possible.

Encourage them to explore voice sounds as a group and produce a piece that can be performed/played in the final assembly. Encourage the use of ICT where possible. Record and play back, changing the volume setting.

When the small groups have composed and practised their pieces, listen to the compositions, one at a time. Ask the class if they could be brought together to

make an extended class composition in several sections or movements (like Holst's *The Planets Suite*). Devise an order, practise, revise and create a class composition for the final assembly.

Remind the children of the links between these activities and the valuing of similarities and differences among our own community. Draw the parallel between each of us offering our own unique gifts and skills to make up a richly textured community (within the class, the school, the neighbourhood, as a nation, and so on) in which we are stronger together than alone, and the need for different voices, instruments and ways of making sounds within a soundscape. Each part, however small, contributes to the whole.

Further work

Explore how sounds may be altered – for example, using echo, reverberation, chorus, portamento, or whatever adjustable settings are available on keyboards.

Note: The music created could be used for the dance work in this set.

Green set

Exemplar lesson plan: dance

Theme		New beginnings Year 6
SEAL objectives and differences	<p>To revisit the idea that we each contribute to our communities through our similarities</p> <p>To further promote the respect and celebration of diversity in all its forms</p>	
Dance objectives	<p>As for QCA Dance Unit 6</p> <p>To explore, improvise and combine movement ideas fluently and effectively</p> <p>To create and structure motifs, phrases, sections and a whole dance based on a creation story</p> <p>To begin to use basic compositional principles when creating their dances</p> <p>To understand why dance is good for their fitness, health and well-being</p> <p>To prepare effectively for dancing</p> <p>To understand how a dance is formed and performed</p> <p>To evaluate, refine and develop their own and others' work</p>	
Suggested activities	<p>Each dance lesson should follow any other dance lesson format: warm-up, initial tasks, development work and a cool-down. Ideas have been included for warm-ups and cool-downs so that they can be adapted or added to as relevant. Following this is a suggested sequence of initial tasks and developments, which again can be adapted to meet individual class needs.</p> <p>Warm-ups</p> <p>Meet and greet</p> <p>Teach the children a 'meet and greet' sequence – for example, <i>take four steps to meet a partner, shake right hands, shake left hands, stretch up with the right arm, repeat on the left, link arms and circle round, then move away to repeat the sequence with another partner.</i></p> <p>Once they have learned the sequence, the children repeat it several times to music, changing partners each time they complete the sequence once they are confident.</p> <p>This can be adapted by changing the travelling action or the meeting sequence. The children might say their name each time they meet a new partner, say hello in a different language, or develop their own/class greeting.</p> <p>Follow me</p> <p>In a circle, the children take it in turns to stand in the middle and perform their own action which the others copy. Encourage them to think about the elements needed in a warm-up: increasing heart rate, stretching and mobilising joints. Any music can be used for this.</p> <p>This can be adapted by going round the circle, with each child performing an action. Different body parts can be specified – for example, <i>using hands only, feet and hands, feet, hands and chest.</i> This can be developed into a rhythm game</p>	

where the children create their own short rhythm, using body parts, which they then pass on to the next person, who can copy it or do their own.

Knowledge and understanding of fitness and health

Ask the children to think about what muscles and joints work when they are performing their dances and warm-ups. Talk to them about how dancing helps to extend their range of movements.

Talk to them about how being involved with and performing dances helps to improve their health and fitness. Help them to recognise how dance contributes to their social lives. Ask them why it is important for them to keep fit, strong and flexible if they want to dance well.

Initial tasks and development work

Look again at the assembly story and together text-mark all the movement words and those describing the creation of the different elements – for example, the stars, valley, grass and trees in the Narnia story. (This could be extended through literacy work on established authors, with children exploring other works by C.S. Lewis.)

Ask the children to imagine they are being created, thinking of something from the story, starting in low flat shapes, slowly rising up with twisted, jerky movements using different body parts to lead the movement upwards – for example, an elbow or shoulder – and finishing in a body shape depicting their chosen object. Use some of the words from the story to help develop the children's ideas.

Experiment with different speeds and levels, encouraging the children to follow the directions of a leader, or the tempo and pitch of the music. The leader could conduct the others using different actions/body parts to indicate the speeds and levels in the style of the 'Creator'.

Ask them to move from their static shapes into different travelling actions. Encourage the children to think about their pathways – for example, winding like a river, twisting and spinning like the wind. Refer back to the descriptions from the story for more ideas.

In groups the children can develop their creation motifs into a landscape, with different groups representing the different elements of the story.

This could then be developed further by bringing together the different elements: the static creation motif, the travelling patterns leading into the groups representing the different elements and brought together as a whole landscape, to create a whole-class dance. This could be led by a Creator, indicating the speed and levels of the movements, and creating the different elements at intervals through the dance.

The final dance(s) could be performed in the final assembly.

Remind the children of the links between these activities and the valuing of similarities and differences. Draw the parallel between each of us offering our own unique gifts and skills to make up a community (within the class, the school, the neighbourhood, as a nation, and so on) in which we are stronger together than alone, and the need for different people, movements and ways of travelling within a dance sequence. Draw the children's attention to how each part of the sequence, however small and insignificant on its own, contributes to the whole.

Adaptations and variations on the task

To make the task easier:

use ideas the children are familiar with;
make the dance phrases shorter and keep actions simple;
use simple accompaniment;
ask the children to work on their own;
use small spaces and similar heights and directions.

To make the task harder:

use more abstract stimuli;
make the dance phrases longer and actions more complicated;
use more complex rhythms, including changes of speed;
work in small groups;
use larger spaces and different heights and directions.

Cool-downs

Lie flat on the floor or stand, and go around the body tensing and releasing different body parts – for example, right arm, left arm, face, and so on.

Ask the children to repeat their sequence in slow motion so they remember it for the next lesson.

Ask the children to refer back to the text and highlighted words, and discuss how effective their dance is in conveying the mood of the story. Encourage them to think about how they could use dynamics, space and expressive features to improve their movements. Help them to think about including moments of stillness as well as lots of actions.

Suggested music

Ambient music, including:

Enya;

Mike Oldfield;

William Orbit – *Pieces in a Modern Style*;

'Mood' albums.

Choral pieces, including: Handel's *Messiah*.

The dance could also be performed with the music created in the exemplar lesson plan for music in this activity set.

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

Green set

Exemplar lesson plan: ICT

Theme		New beginnings Year 6
SEAL objectives	<p>To imagine, identify and explore the range of feelings associated with a 'new beginning', and how these might coexist</p> <p>To revisit the idea that we each contribute to our communities through our similarities and differences</p> <p>To care about other people's feelings and to try to see things from their point of view</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> <p>To collaborate with others and reach agreement by consensus</p>	
ICT objectives	<p>To create a multimedia presentation using text, images and sounds</p> <p>To talk about what information they need and how they can find and use it (for example, using printed material, asking people)</p> <p>To prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy (for example, checking that the spelling of names is consistent)</p> <p>To develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate (for example, desktop publishing, multimedia presentations, web pages)</p> <p>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, writing for parents, publishing on the internet)</p> <p>To review what they and others have done to help them develop their ideas</p> <p>To describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others (for example, the impact made by a desktop-published newsletter or poster)</p>	
Links to geography	<p>To use secondary sources of information, including aerial photographs (for example, photographs, videos)</p> <p>To draw plans and maps at a range of scales</p>	
Outcomes	A guide to the school – multimedia, brochure, web pages, interactive map.	
Suggested activities	<p>Resources</p> <p>Multimedia authoring/presentation software</p> <p>Desktop publishing software</p> <p>Web authoring software</p> <p>Digital cameras/digital video recorder if available/webcam if available</p> <p>Planning sheets</p> <p>Mind-mapping software if available</p> <p>Access to a computer for each group of four to five children</p>	

Lesson 1

Activity 1

Ask the children how they might find guides or information about libraries, art galleries, museums, local places of interest. Some of the ideas will probably be a multimedia show, a website or a brochure – encourage discussion about the relative merits of these, including the purpose and intended audience.

Activity 2

Explain the purpose of the project – to create a guide to the school for new parents and children, and visitors so that they feel welcome and can become familiar with the school. Ask the children for their ideas on how this would best be achieved, what information would be needed, and how the information can be obtained. Ask them to try to remember how they felt when they were new to a place or group of people – what would have helped/did help them? Thought shower ideas: you might want to use mind-mapping software, but you could use flip chart, interactive whiteboard, and so on. Discuss the audience – parents, visitors, young children, and which medium would be best for each group. You might ask, for example, if your school has speakers of other languages, how can you provide for them and make them feel welcome? How can you show the cultural diversity of your school and make it a welcoming place?

Divide the children into groups. You might want to let each group choose their audience, but explain that you would like at least one example of each from the class as a whole. Ask them to plan their guide and decide what information is most important for their chosen audience, and which medium is most suitable for what they want to say.

Activity 3

Bring the class together and ask a representative from each group to share their ideas with the class.

Future lessons will then encompass the creation of the guides and sharing thoughts about their new schools which the children will visit/have visited this term.

Exemplar lesson plan: science

Theme	New beginnings Year 6
SEAL objectives	<p>To appreciate and celebrate differences and similarities</p> <p>To appreciate that diversity enriches the natural world of which we are part</p> <p>To explore some of the feelings associated with new beginnings and endings</p> <p>To recognise the importance and rewards of supporting, and caring about, each other</p>
Science objectives	<p>To know about the life cycle of flowering plants</p> <p>To know that adults have young and that these grow into adults which in turn produce young</p> <p>To know that human young are dependent on adults for a relatively long period</p>
Suggested activities (adapted from QCA Unit 5B Life cycles)	<p>Activity 1</p> <p>Part 1</p> <p>Quick quiz (perhaps using an electronic whiteboard) or card game to review knowledge of plant structure and function.</p> <p>Part 2</p> <p>Ask the children to describe the life of a plant from when the seed is covered by soil until the plant dies, including flowering and setting seed. Introduce the term 'life cycle' and ask children to choose a familiar plant and create an A4 poster to illustrate its life cycle.</p> <p>Part 3</p> <p>Ask individuals/groups to show and explain their posters to each other/the class. Compare the life cycles of different plants using the children's posters. (This activity could link to work on creation in music, art or drama. Children could imagine what it is like under the soil. How dark will it be? Will it be cold or warm? Imagine bursting through the soil into the bright world above...)</p> <p>Activity 2</p> <p>Part 1</p> <p>Make the link to earlier work on animals and their young with a quick matching game of adult and baby. Include a variety of animals such as mammals (including humans), birds, fish, amphibians, reptiles, insects etc. to cover different kinds of life cycle.</p> <p>Part 2</p> <p>Talk with the children about the growth and development of humans and discuss different stages – for example, <i>babyhood</i>, <i>childhood</i>, <i>adolescence</i>, <i>adulthood</i>. Ask the children to prepare an illustrated timeline to show stages in the growth and development of humans.</p>

Part 3

Ask children to say how their timeline is similar to the life cycle they drew for their plant, and how it is different.

Activity 3

Part 1

Link the timeline they drew in the last activity to Theme 1 *New beginnings*. Where are the new beginnings in the timeline? Are they big changes or small changes? (This could be linked to Theme 7 *Changes* either now or later.) Who provides care and support for us when we experience new beginnings? Why are care and support important when we experience new beginnings?

Part 2

Ask small groups of children to research how long a particular stage is for different animals using secondary sources – for example, *gestation period*, *duration of parental care*. How much do the young depend on their parents when they are newly born? Which parent does most of the caring or do they share it equally? What are the implications of these differences? Include animals other than mammals and birds – African mouthbrooding fish; seahorses (which are also fish); crocodiles; rainforest frogs whose eggs are carried on their backs in tiny, individual, fluid-filled pockets etc.; point out that quite often it is dad who does the caring.

Part 3

Each group makes a short presentation to the rest of the class about their findings.



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