



Year 1 Anti-bullying Planning

THEME:	Antibullying			
Duration	One week		Teacher: Rebecca Wormleighton	
Dates of Unit of Work:				
SEN:		MABLES:	PUPIL PREMIUM:	VISITS/VISITORS:
PURPOSE:	To raise awareness of what bullying is and that it will not be tolerated at Newchurch			
Cross-curricular Opportunities	Art	Creating images and words that share a message about anti-bullying	British Values	Tolerance for others Mutual respect
	Design and Technology			
	Core value link	Respect		
How will this be applied?	English	Language and vocabulary development Text: Sticks and Stones story Group story books linked to the name calling and bullying. Instructional writing linked to their badge making.		
How will this be applied?	Maths	Maths: enterprise - book mark making Activities linked to money		
How will this be applied?	ICT	Children are to create take photographs of the different stages of making their book marking. They are to create a picollage with arrows and then write captions to match each photograph.		



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Date:	Learning Challenge: Can I consider the unique and special things about me and others?	
<p><i>Outline of the session:</i></p> <p>Place a mirror at the bottom of an ornate box. Select four or five children to come up, making a big thing about the fact that something very special and unique is in the box. What might that be? Highlight that everyone is special and unique in their own way. Have some cake ingredients hidden under a cloth. Show these to the children and ask them to guess what they could make. Hopefully, the children will say 'a cake'. What would happen if the cake didn't have milk? Eggs? Flour? Ensure the children understand that we need to celebrate the differences we have but understand also that we are unique and that's what makes our school so special. Ask the children to consider the ways in which they are different, and the special, unique things they bring to this classroom. Write some examples on the board. Highlight that some may be skills or talents, such as being good at maths or football, and some might be about their personality, such as making people laugh, being a good listener, being kind. Some people might bring something special because of their background, culture, family, etc. Ask pupils to complete the 'I'm a Star' worksheet, thinking about the unique and special thing they bring to the class, decorating the star accordingly.</p> <p>These will form part of a small class display which will reflect a celebration of the recognition of diversity in each classroom.</p>		
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Working Below <i>Notes to aid Assessment for Learning</i>	Working Within <i>Notes to aid Assessment for Learning</i>	Working Above <i>Notes to aid Assessment for Learning</i>

Date:	Learning Challenge: Can I consider the feelings of the characters at different times in story?	
Outline of the session:		
<p>Explain to the children that they are going to watch a film called The Birds about a little bird who is being bullied. https://www.literacyshed.com/anti-bullying-shed.html Watch the film first and ask them what does it tell us? Does it have a message? Who are the mean ones? Why are they mean? Are any of the small birds worse than the others? Explain to the children that they are going to consider the feelings of the different characters as the story is told. Split the children into two groups: The more able are to plot the feelings of the bully on a graph and the rest of the children are going to plot the feelings of the bird at different points in the story.</p> <p>Discuss the graphs at the end of the story. Is there a point when both character’s feelings were similar? Talk to the children about synonyms for different feeling words and create a word bank of them for the working wall to be used in another lesson. What is the moral of the story? What other title could you give it?</p>		
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Date:	Learning Challenge: Can I use talk for writing to remember a story?	
Outline of the session:		
Review with the children the film they watched about the birds. Plot the story briefly on a story mountain using screen shots from key points in the story to support this for visual learners. With the children, complete talk for writing with actions and words, including time adverbials and speech, to enable the children to remember the story. Use a story map with images on to help the children to remember the words, using an arrow to represent a new sentence and a diagonal squiggly line to show a new paragraph. Children are to work on this until they are able to recite the whole story, therefore, some adaptations to the length and language should be made.		
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Date:	Learning Challenge: Can I collaboratively innovate on a story to create my own?	
<p>Outline of the session:</p> <p>With the whole class, review the story from the talk for writing exercise the day before. Explain to the children that they are going to plan their own story with an anti-bullying message by innovating on the story they have learned. Children can innovate on the story by changing the type of animal and perhaps the events. Model to the children the changing of the characters' names, the words they are called and for the more able the actions that happen.</p> <p>The children are to go away in mixed ability groups and work on a plan of their story (story map with arrows as in talk for writing). They can change aspects of it but keep the structure and language similar. The children need to be able to perform this as a group, using their story map, to the rest of the class by the end of the session.</p> <p>Ensure to have a mixture of name calling and physical bullying.</p>		
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Date:	Learning Challenge: Can I collaboratively write my anti-bullying story?	
Outline of the session:		
<p>Explain to the children that they are going to work in their groups to tell their story and make it into a little book. Split the story up into parts so that each child is able to have a section each. Talk about what needs to be included in the images – characters, continuity of what they are wearing, speech bubbles and background for the setting. The children work on their pictures, spending lots of time to add detail, whilst the adult works on a one to one basis with the children to write their bit to go with the part of the story they are depicting. Ensure that the more able children have sections with the speech in order to extend them. The writing can be done on the computer.</p> <p>At the end of the session, read the story to the children and place the pictures in order. How can we up-level the writing? Does it show the feelings of the characters? Does it give a clear message? Once happy, print out and make into a book with a front cover and a blurb.</p> <p>Share the children’s stores with the rest of the class and celebrate their understanding.</p>		
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Date:	Learning Challenge: Can I create a striking design for an anti-bullying bookmark?	
<i>Outline of the session:</i> Share with the children the enterprise task of designing and making bookmarks for anti-bullying week, which will be shared in our market place on Friday morning for other classes to purchase. What is the key language we need to include? How can we make it noticeable? What colours should we use? What words do we need to have? Model some suggestions. The children are to explore a range of designs of their own. They are to then consider the one which gives the best message. Before copying their design again in best. Talk to the children about selling things and that they need to be the very best quality.		
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