

Year Group: One		Topic Title: Anti-bullying Week	Half Term: Autumn 2
Aim of the unit: (linked to Programmes of Study) •			Attainment Target:
Pre-learning: •		Red Robin Hook: The class will be given a canvas and a challenge to create a piece of collaborative art work which shares the friendship/anti-bullying message.	Key vocabulary: (to be displayed with definition)
Lesson	Learning Challenge (including outcomes)	Outline of Learning Experience	Differentiation (by input/task or outcome)
1	Can I consider the unique and special things about me and others? Resources: <ul style="list-style-type: none">Box and mirrorCake ingredientsI'm a star sheet	Introduce the vocabulary: 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. These will form part of a small class display which will reflect a celebration of the recognition of diversity in each classroom. (This is the foundation of the pebble later in the week)	
2	Can I consider the feelings of the characters at	Explain to the children that they are going to watch a film called The Birds about a little bird who is being bullied.	

	<p>different times in story?</p> <p>Resources:</p> <ul style="list-style-type: none"> • https://www.literacyshed.com/anti-bullying-shed.html • Feelings Graph • Feel-o-meters 	<p>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?</p> <p>Explain to the children that they are going to consider the feelings of the different characters as the story is told.</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.</p> <p>What is the moral of the story? What other title could you give it?</p>	<p>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. Alternatively, use the Big Read Feelometers.</p>
3	<p>Can I use talk for writing to remember a story? (This may need to be developed over the course of the whole week)</p> <p>Resources:</p> <ul style="list-style-type: none"> • Screenshots of The Birds • Story mountain 	<p>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.</p> <p>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.</p> <p>Record the children completing the story telling.</p>	
4	<p>Can I collaboratively innovate on a story to create my own?</p> <p>Resources:</p> <ul style="list-style-type: none"> • Large paper for story maps • iPads 	<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.</p> <p>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>LA children to work with an adult to act as a scribe for their writing.</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.</p> <p>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. Record on the iPads for evidence.</p> <p>Ensure to have a mixture of name calling and physical bullying.</p>	
5	Can I collaboratively write my anti-bullying story?	<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.</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 stories with the rest of the class and celebrate their understanding. These stories will be used to read to reception and be placed in the entrance hall with the anti-bullying display.</p>	<p>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>