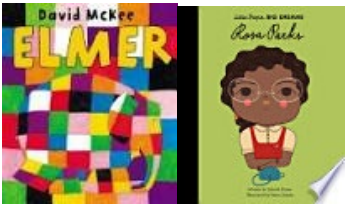
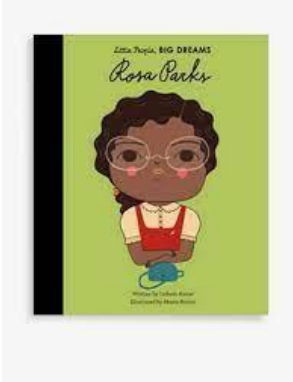


Reception and Year One: Hedgehogs

Autumn 1: Is it okay to be different?



<p>Prior Knowledge/Skills: Children have previously looked at their appearances, explored all of the different things that they like and celebrated what they are good at. They have also learnt about how they are part of a school and local community and what services there are available to help us.</p>	<p>New Sticky Knowledge/Skills: Children will build on prior learning by exploring how our appearances and preferences make us unique. They will research Rosa Parks and what she did to bring about change for the black community. They will also learn to identify Holsworthy on a map of the UK and talk about what they like about the village of Clawton and the town of Holsworthy.</p>
<p>Key Texts:</p> <ul style="list-style-type: none">• Elmer• Something Else• What Makes Me a Me?• The Smeds and The Smoos• Rosa Parks: Little People, Big Dreams  	<p>Key Vocabulary: Similar, similarities, different, differences, unique, appearance, features, qualities, portrait, culture, race, preference, Rosa Parks, boycott, Civil Rights Movement, character virtues, compassion, courtesy, tolerance, Edukid, education, career, opportunities.</p>
<p>Wow Beginning: Have an Ugly Doll arrive with a suitcase and a letter addressed to the children. Explain that he is sad because he looks different to all the other cuddly toys and they are mean to him. He doesn't feel like he belongs anywhere so has run away. Ask the children if they think we can teach him that it doesn't matter what we look like or what we enjoy, it's what's inside us that counts. Children can take him home each week to show him that we are all different in our own unique ways.</p>	<p>Celebration: Celebration assembly where the children are presented with a certificate highlighting why they are unique. We are all different but very special in our own way. Play 'This Is Me' from The Greatest Showman.</p>
<p>Elicitation Task: Group discussion based on the enquiry question. Create a mind map.</p>	<p>Final Assessment: Repeat the group discussion based on the enquiry question. Add any new ideas to the first mind map.</p>

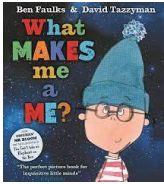

The Learning Journey
SELF: WHO WE ARE

Who am I? What makes me unique?

Is it okay to be different from my friends and other people around the world?



Is being different always a good thing?

Question - the knowledge and understanding you want the children to acquire.	Subject area - which subject/s will best answer this question?	Learning Intention	Lesson Content - what the children do during the lessons to develop the skill – what is produced at the end?	Assessment – how will assessment of the lesson take place? What next steps have been identified?
What does being unique mean?	PSHE	I can explain what the word ‘unique’ means. I can explain why Elmer is unique.	Read ‘Elmer’ and discuss how his appearance was different to the rest of the herd. Did it matter that he wasn’t grey like the rest of them? What did his uniqueness bring to the herd? Did the other elephants mind that Elmer didn’t look like them? Were they mean to him? Plan an Elmer Day where we all dress up in whatever clothes we wish and take part in Elmer themed activities. Write an invite to the Ugly Doll. 	Complete sentence starter, ‘Elmer is unique because....’
Is my appearance unique?	Art DT	I can explain how I look similar or different to my friends. I can say how other artists have used colour, line and shape in their work. I can use a range of media to produce a self-portrait, including fabric.	Look at a range of famous self-portraits and explain what they are. Look at ourselves in the mirror. What colour eyes/hair do we have? Do we have long hair or short hair? Who has freckles? Does it matter that we don’t all look the same? Provide a range of media for children to produce self-portraits for display. Celebrate how different they all are. Start making fabric faces for class tapestry (ongoing activity). 	Assess artwork against skills progression.


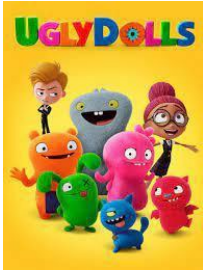
<p>What else makes me unique?</p>	<p>PSHE Literacy Geography</p>	<p>I can say what I like about my locality.</p> <p>I can think of relevant questions to ask about a locality.</p> <p>I can find where I live on a map of the UK.</p> <p>I can say ways in which people are similar as well as different.</p>	<p>Read 'What Makes Me a Me?'</p> <p>Share the 'All About Me' poem and discuss the similarities and differences between the friends. Gather ideas for our own poems.</p>  <p>Children create 'This Is Me' poems for display. Compare them to highlight everyone's differences but explain this is what makes our classroom a very interesting and fun place to be. Wouldn't it be boring if we were all the same! We are all unique. Put poems on display with self-portraits.</p> <p>Over the next few sessions, leave postcards from children from around the world explaining how their lives are different to ours. Include information about food, climate, appearance etc. Make a display around a world map and encourage children to respond with relevant questions with information about their locality</p>	<p>My Locality fact files. Can children find Holsworthy on the map and talk about our local area?</p>
<p>Is it fair to treat people differently because they don't look the same or enjoy the same things?</p>	<p>PSHE Maths</p>	<p>I can say ways in which people are similar as well as different.</p> <p>I can interpret information from a bar graph.</p> 	<p>Refer back to our appearances. We all have eyes, a nose and hair etc. but we don't all look the same. Read 'The Smeds and the Smoos' by Julia Donaldson and discuss their differences. Do we need to be the same as our friends to be a good friend? How can we manage our differences?</p> <p>Highlight other factors that make us different to each other, e.g. foods we eat, activities we enjoy, pets we have etc. Create bar graphs of favourite foods, pets etc. to highlight our different preferences.</p>	<p>Do children give a variety of ways in which we are different?</p> <p>Are children able to interpret the bar graphs?</p>

Reception and Year One: Hedgehogs

Autumn 1: Is it okay to be different?

<p>Who was Rosa Parks? Why was she an Inspiring Changemaker?</p>	<p>PSHE History Literacy</p>	<p>I can say why some things are unfair.</p> <p>I can talk about a famous person from the past.</p> <p>I can research a historical event.</p>	<p>Read Rosa Parks from Little People, Big Dreams and discuss the Civil Rights Movement in the 1950's. Children order the events on a timeline and write her a thank you letter.</p> 	<p>Could children recall and order the main events?</p>
<p>How does it feel to be treated differently because of how we look?</p>	<p>PSHE</p>	<p>I can identify a range of feelings and explain how they might make me behave.</p> <p>I can say why some things are unfair.</p>	<p>How did Rosa Parks feel when she was treated differently to everyone else because of her race? During the afternoon, carry out a Smeds and Smoo's experiment. Segregate red bibs from blue bibs and establish some unfair rules. How did it make you feel? Did you prefer to be a Red Smed or a Blue Smoo? Do you think this is how Rosa Parks felt? Is this how our Ugly Doll feels? Do you think it is acceptable to treat people in this way? How could we manage those difficult feelings?</p> 	<p>Class discussion. Could children identify a range of emotions and suggest ways in which we could manage feelings of sadness and anger?</p>
<p>How can we help those who don't have the same opportunities as us?</p>	<p>Geography</p>	<p>I can be an Inspiring Fundraiser to support the UN sustainable development goal, 'Quality Education.'</p>	<p>Introduce Nick, the child we sponsor through Edukid and explain that he lives in Uganda and wants to become a driver. He can only go to school because we raise money to send him.</p> <p>Encourage the children to share their dreams and aspirations for the future. What do they want to become? Have a look at photographs of people in different jobs, including male ballet dancers, female mechanics etc. Explain that they can become whatever they want to be because of the opportunities they have. Isn't it great that they all want different things!</p> <p>Unfortunately, some children in Uganda can't go to school because they can't afford to pay. Boys tend to be sent rather than the girls as there are more job opportunities for them. Is it fair that many children do not get to</p>	<p>Can children explain why it is unfair that not all children get the same opportunities in life?</p>

Reception and Year One: Hedgehogs
Autumn 1: Is it okay to be different?

			<p>follow their dreams, just because they live in a different country? Many girls all have to do the same thing....stay at home to help cook and look after the younger children. What can we do to help? Plan an event to help raise money for Edukid to support Nick in his education.</p> 	
<p>What makes us special?</p>	<p>PSHE Character Education</p>	<p>I know what makes me special and unique.</p> <p>I know that it is important to be kind and that I should endeavour to display our character virtues as often as possible.</p>	<p>Finish the unit by having a celebration assembly where children are presented with a certificate highlighting what character virtues they always display. Recap on how it's the qualities we display and the kindness inside us that is important, not what we look like and we shouldn't be treated differently because of it.</p> <p>Send the children a letter from our Ugly Doll. Explain that he is very grateful for teaching him about how we should celebrate our differences and try to be kind at all times. He has made a film to help other children learn about it too and he would like us to watch it!</p> 	<p>Can children name some of our character virtues and ways in which we can demonstrate kindness?</p>