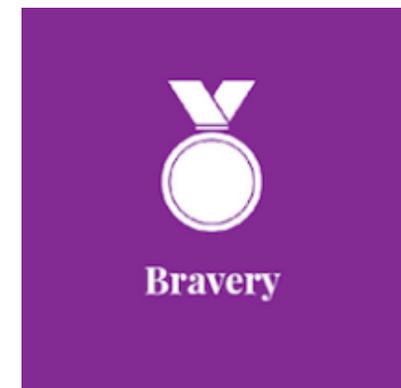
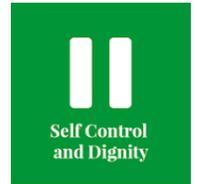


Reception

Autumn 1



Self Control and Dignity



'I will not let anyone walk through my mind with their dirty feet'
Mahatma Gandhi

Description

Self-control is being in charge of your body and your actions. Acting with dignity means treating yourself and other people with honour and respect. We can use our self control and dignity to help us to stay clean, calm and safe and to care for others. Having self control means we 'press pause' to think about the right way to act. Sometimes having self control means stopping ourselves from doing something we want to do because we know it will be better for other people, or us, in the long run.

When we have self control we can delay gratification, show patience, and persevere at things even when they're hard.

Reception	We know how to act with self control and dignity.
Year 1	Self control means I am in charge of my body.
Year 2	Self control helps me make decisions which are better in the long run, even if they're difficult now.

Core Story

Alfie's Busy Day, written for Floreat (see **R Self Control and Dignity**)
This story follows a Reception child through a typical day at school. At various points in the day there are times when he needs to 'press pause' and consider what he must do to act with dignity.

In this unit the first part of Activity 1 contains an introduction to the virtue which should be completed before reading the story.

Drawing out the virtue

Introduce the lesson by praising pupils who are sitting beautifully on the carpet saying 'Thank you x, for sitting on the carpet with such self control and dignity' 'X is showing his self control and dignity as well'. You could ask the other children what they notice about how the children you praised are sitting. Explain that in this lesson you are going to talk about what it means to choose to act with dignity. The purpose of the lesson is to introduce the words 'self control' and 'dignity', show pupils examples of what they look like in contexts they can relate to, and teach them that they can choose to act with dignity.



Activity 1a: Choosing self control and dignity

Show children the images on the PowerPoint **R Self Control and Dignity**. Ask them which children/child in the images has chosen to act with self control and dignity. The emphasis is on self control and dignity being a choice children can make.

Activity 1b: Alfie's Busy Day

Before reading the story *Alfie's Busy Day* teach the children to touch two fingers to their temple and make a silent 'press pause' gesture. Explain that you or they can use this gesture when they need to stop and think. Read the story. The pause icon on the slides shows where children should make the 'press pause' gesture and the teacher can facilitate a discussion about what is happening in the story and what the characters should do in each instance to remember their self control and dignity.

Activity 2: Bacteria

This activity is a response to a need identified by Floreat Early Years teachers to explicitly teach new pupils about how to prevent germs spreading.

Project the image of the bacteria from the PowerPoint onto the board to introduce the session. Work through the rest of PowerPoint with the class. Explain to the children that you are going to show how bacteria can spread. Choose one child and cover their hands in flour, chalk or glitter to represent the

bacteria that is on their hands after they have coughed or sneezed. Ask the child to do a task such as going to fetch something for you or handing something out. The class will be able to see the 'bacteria' has come off on everything the child has touched.

Ask the children what we could do to prevent bacteria from spreading. *Use a tissue when you sneeze, and wash your hands.*

Model this for the children and show them exactly where the tissues/soap can be found and how to wipe their noses and wash their hands properly.

Explain to the children that they do this to help themselves to stay safe and healthy and to help to look after others.

Classroom language

- Press Pause. How could you show your dignity?
- Thank you for waiting/walking with such dignity.
- X looks very dignified today with his shirt tucked in.

Library books

The Dog and His Reflection, Aesop's Fable
Oh No George by Chris Haughton
The Great Paper Caper by Oliver Jeffers
The Bad Tempered Ladybird by Eric Carle
Little Beauty by Anthony Browne



Bravery

'You must do the thing you think you cannot do.'

Eleanor Roosevelt

Description

Bravery is making a good choice even if you think you won't enjoy it, and even if you feel frightened or might find it difficult. Deciding to do a brave thing sometimes happens very quickly (like standing up for your friend in the playground), but sometimes you have time to think about being brave (like going to the dentist). We can help ourselves to be brave by saying, 'Just do it!' or, 'I know I can do this if I try!' Everyone has different fears or worries, but we can all show bravery and help each other to be brave. Sometimes we feel scared of things because they are dangerous. This is a sensible feeling and it can help us to stay safe, for example, being scared of diving into deep water if you cannot swim. Sometimes though, we are scared of things that we think might be difficult, but make us feel proud and happy when we have done it, like speaking in front of the class. Part of using your bravery is doing things that are right, and feel right. This can mean using bravery to tell a trusted adult if someone touches us or speaks to us in a way we don't like. Being brave helps us to be safe. We can also refer to bravery as courage or being bold. The opposite of bravery is cowardice. An excess of bravery can lead to foolhardiness.

Reception	I can be brave and use a confident voice.
Year 1	We should be brave enough to be ourselves and not follow the crowd.
Year 2	Sometimes our body rightly tells us to be afraid. At other times we should take a deep breath and control our fear.

Core Story

The Owl who was Afraid of the Dark by Jill Tomlinson. A young barn owl called Plop is frightened of the dark. Over seven nights Plop learns something new about the dark: dark is exciting, dark is kind, dark is fun, dark is necessary, dark is fascinating, dark is wonderful and dark is beautiful. Plop is gradually persuaded that the dark isn't so scary and can have its advantages.

Drawing out the virtue

- Why is Plop afraid of the dark?
- What helped Plop to be brave in this story?
- Can you think of a time when you have been brave?
- What helped you to overcome your fear? Is bravery something you do on your own or with other people?



Activity 1: Confident Voice

Ask pupils to stand in a circle and explain that they are going to do some stretches - they should stretch their arms up above their heads, roll their shoulders forwards and draw circles with their feet to stretch out their legs. Now explain that the pupils are going to stretch the muscles in their faces, these are the muscles you need to move to sing and talk in a confident voice. Tell pupils to stick out their tongues, you could tell them you are checking to see who has the longest tongue in the class! Then ask them to stretch out their tongues towards the ceiling, towards the ground and to each side. Scrunch up your face and tell pupils this is a 'raisin face'. Ask them to do a 'raisin face' too. Now sing a song as a class, with the teacher singing the line first, and the class copying. The teacher should model moving their mouth and pronouncing all of the words very deliberately for them to copy. A good song to use for this would be The Little Green Frog – where pupils have an opportunity to use their 'raisin face' and stick out their tongue during the song.

The Little Green Frog

<https://www.youtube.com/watch?v=QjYkG8jDsJU>

*Mmm Nnn went the little green frog one day,
Mmm Nnn went the little green frog.
Mmm Nnn went the little green frog one day
And they all went Mmm Nnn Ahh.
We all know frogs go la de da de da
La de dah de dah, la de dah de dah,
We all know frogs go la de dah de dah
They don't go Mmm Nnn Ahh.*

If possible, take the children into a large hall to do this activity. Ask pupils to sit in a single row on the floor. In groups of three children will take turns to come to the front. Model for children exactly where and how they should stand so they are clearly visible to the other children. Set the expectation that the children will stand up straight and tall, and look straight ahead of them. Ask each of the children to introduce themselves in a full sentence to the rest of the class. Use this as an opportunity to teach the children to use a 'confident voice' in order for their peers to hear them clearly, and to remind the children sitting on the floor to show kindness to their friends by listening carefully to them as they show their bravery by standing and speaking in front of the class – which some people find difficult to do. The teacher should read the children a small excerpt of a poem, perhaps three or four lines, one line at a time. After each line, the three children at the front repeat the line back to the class. The teacher models a good posture and confident voice, to establish the expectation that when the children say the line back they are speaking clearly and confidently. When a group of three has finished they go and sit at the end of the row and three more children go to the front of the room until every child has had an opportunity to practise using their confident voice.



Activity 2: What helps us to be brave?

See PowerPoint **R Bravery**. As the class discuss the images ask pupils what helps the people in the images to be brave *eg. seeing someone you love watching; support of a crowd or individual; hours of practise; prior knowledge.*

Discuss the difference between bravery and foolhardiness. Show the children the picture of the tightrope walker. That person trained for years, it wouldn't be a good idea for me to do that. *Should he even do it? What if he slipped? Would it be worth it?* Look at the image of the climber. Discuss how climbing could be great fun but with the right equipment and expertise.

Classroom language	Sayings
<ul style="list-style-type: none">Wow. I can really hear your confident voice!	<ul style="list-style-type: none">Say Boo to a goose!Afraid of your own shadow.

Library books

The Timid Little Tiger by Joseph Palecek
Jack and the Beanstalk
David and Goliath by Beatrice Schenk de Regiers
Brave Irene by William Steig
Red Ted and the Lost Things by Michael Rosen



Love and Kindness

'Kindness is a language which the deaf can hear and the blind can see.'

Mark Twain

Description

Love is when we care about someone and they are very special to us. It means turning the arrows outwards, away from ourselves. Love often means putting what someone else wants first, even if it means giving up something yourself. We can love lots of people in lots of different ways. You can show love through actions as simple as smiling and speaking nicely (please/thank you), helping or encouraging others. Kindness is caring for each other in all we do and say.

We can also refer to love and kindness as: caring, giving support and showing friendliness. The opposite of love is hate or meanness, and the opposite of kindness is cruelty. If we don't find ways to love and be kind, we can end up feeling very lonely.

Reception	When we listen patiently we are showing kindness to our peers.
Year 1	Love and kindness help us to make lots of friends.
Year 2	We can show love and kindness in many different ways.

Core Story

Norris the Bear who Shared by Catherine Rayner. In this story Norris sits under the plorrige tree waiting for a fruit to fall. Tulip and Violet are impatient – smelling, watching and poking the plorrige. But eventually it falls in patient Norris' lap, and he kindly chooses to share it with his impatient companions.

Drawing out the virtues

- When do you have to be patient in order to show kindness in school?
- How do you show patience during perfect partner work? (*Listening*)
- What does it look like when someone is listening patiently?
- Can you think of times when you or someone you know has listened very patiently?



Activity 1: Perfect Partners listening exercise

In this lesson children will work in Perfect Partners. Give the children a topic to discuss, such as 'my family' or 'my weekend'. Explain that one child in the pair will speak about the topic while their partner listens. Explain that the silent partner's job is to show kindness and patience to their partner by listening carefully. Being patient means waiting for your turn, and letting your partner speak without interrupting them, even if there is something you really want to say. When the teacher gives an audible cue, the children swap roles and the silent partner will have their turn to speak. Tell the children that you will choose some children at the end of each pairing to show how patiently they listened to their partner by sharing some of the things they said.

When each person has had a turn to speak, the children can be assigned a new partner to repeat the process of speaking and listening.

Classroom language

- I can tell that you are being kind and patient with your partner because you are not interrupting or talking.
- In this class, we show kindness by listening patiently.
- Now try again and show me how patient you can be by listening carefully.

Library books

Dogger by Shirley Hughes

The Keeping Quilt by Patricia Polacco

The Cathedral Mouse by Kay Choro

The Value of Friends, a Jataka Tale

Ali Baba and the Forty Thieves by Margaret Early

Puss in Boots by Charles Perrault

A Bit Lost by Chris Haughton

Ebb and Flo and the Baby Seal by Jane Simmons

Lovabye Dragon by Barbara Josse

Jaamica and Brianna by Juanita Havill

The Biggest Thing in the World by Kenneth Steven

The Bog Baby by Jeanne Willis and Gwen Millward

Reception

Autumn 2



Leadership
and Teamwork



Fairness



Service



Leadership and Teamwork

'A good leader is a person who takes a little more than her share of the blame and a little less than her share of the credit'

John Maxwell

Description

Teamwork is working in a group to achieve something together. It means taking responsibility – knowing something is your job and getting on and doing it. Sometimes working together means we can do something better than we could if we were working by ourselves. If it is your turn to be the leader, you are in charge of making sure the team works together nicely and the job gets done. A good leader does not have to be the loudest or the most popular person. They should set a good example for everyone to follow, and make sure everyone in their team feels valued.

We can also refer to teamwork as: working together, cooperation, collaboration and pulling together. The opposite of good teamwork is when everyone is out for himself or herself rather than for the good of the team. If everyone pulls in different directions nothing gets done! The opposite of good leadership and teamwork is wanting to do everything, yourself, without any help, and/or wanting all the praise.

Reception	We can have more fun and achieve more when we work together.
Year 1	Together we can achieve things that are difficult on our own.
Year 2	Good leaders use persuasion rather than force.

Core Story

The Nowhere Box by Sam Zuppardi: George is frustrated by his little brothers following him around all the time and decides to hide in a place called 'nowhere' where he knows they cannot follow him. Although this is fun at first, soon George gets lonely and realizes that playing together is much better. When everyone can join in and work together as a team, the game is much more fun!

Drawing out the virtue

In the story George was fed up. Talk about the difficulties and responsibilities that leaders face. Discuss the fact that George decided to come back at the end of the story because he realised he could not play all the roles himself and he needed the others to make the game work. What games can we play together? Can you play them on your own?



Activity 1: Animals work together

An amusing video showing that by working as a team you can achieve more than if you were on your own.

<https://www.youtube.com/watch?v=jop2I5u2F3U>

Watch a video of ants collecting food and taking it back to their nest. https://www.youtube.com/watch?v=_eqaChjIUts
First of all, discuss how small the ants are – are they strong? How can they possibly lift a piece of corn that is bigger than them? Talk about how the ants work together, especially when there are obstacles.

Activity 2: Snowman says ‘freeze’

This game emphasises cooperating with others and can be played as a whole class activity. You will need a small beanbag for each player. The aim of this game is for the class as a whole to score five points before the snowman gets five points.

- One student is chosen to be the Snowman and stands with his or her back to the group
- The rest of the class balance a beanbag on their head. They must not hold it in place.
- The teacher gives the class instructions about how to move e.g. walk slowly, hop on one leg, do a starjump etc.
- If anyone’s beanbag falls off while they are following instructions, they cannot bend down to pick it up

themselves. They have to wait for another member of the class to stop, pick it up and hand it to them. Of course the helper risks losing their own beanbag!

- At varying intervals, the snowman turns around unexpectedly and says ‘Freeze’. At this command everyone must stop. If everyone in the class has a beanbag on their head the class get a point. If not, the Snowman gets a point.

Classroom language	Sayings
<ul style="list-style-type: none">• Well done for working as a team. You have all shown that when you work together, you can have fun and get more done.• Remember to work as a team by taking turns listening carefully to everyone in your group.	<ul style="list-style-type: none">• There’s no ‘i’ in team!

Library books

The Bundle of Sticks, Aesop’s Fable

Mr Gumpy’s Outing by John Burningham

Ruff and the Wonderfully Amazing Busy Day by Caroline Jayne Church

Henny Penny by Vivian French and Sophie Windham

Little Croc and the Whale by Tony Maddox



Fairness

Fairness

'Being good is easy, what is difficult is being just.'

Victor Hugo

Description

Fairness means playing by the rules (not cheating), sharing and taking turns.

Fairness can be misconstrued by children as entitlement. To prevent this, link fairness to 'turning the arrows outward' which we looked at under love and kindness.

Children should recognise that to show kindness (e.g. giving their last chewy bar to someone else) they might experience momentary unfairness, and that what's fair may not always mean getting *the same* as others, instead what's important is to make sure the poorest people have what they need. Fairness also means speaking up about injustice.

The opposite of fairness is prejudice and injustice.

Reception	Fairness does not always mean everyone getting the same thing.
Year 1	We have to see things from all sides to know what's fair, because fairness can mean giving more to people who have less.

Year 2

Being fair is not only about being equal, but showing love and kindness whenever we can.

Core Story

The Little Red Hen, a Russian folktale. In this story the Little Red Hen finds some seeds and decides to grow some wheat to make into bread. At every stage the Little Red Hen asks her farmyard friends to help her and each time they decline...that is until she asks who would like to help her eat the bread! Then all the farm animals want to help, but the Little Red Hen eats it all by herself.

Note: The Little Red Hen lends itself very well to a 'Talk 4 Writing' approach.

www.talk4writing.co.uk

Drawing out the virtue

Fairness does not always mean everyone getting the same thing.

- Is it fair that the animals all expect to eat the bread that none of them have helped to make?
- Is it fair for the Little Red Hen not to share her bread?



Fairness

Activity 1: Fairness scenarios

Discuss the following scenarios:

- It's Rachel's birthday. Should her brother also get a present?
- All the toys are out on the carpet. Your job was on the desk writing so you've tidied up all ready and are standing waiting and watching the others. Should you help?
- Your bedroom has been messy for ages and your parents have been asking you to tidy it. You get home to find your dad has tidied the whole house, including your bedroom. What will you do?
- Umar is learning the violin so his granny buys him a violin. Should Granny also buy a violin for his little sister? (*it will even out in the end*)
- Leo won the running race. Should everyone share his medal?

Activity 2: Dishing up Peas!

Ask the class to imagine they and their brother or sister are at home watching mum serve the supper. She spoons peas onto 2 plates. How do we know if the plates have the same number of peas? Ask the class what you should do, highlighting the fact that of course no parent is going to count out each pea to make sure each child has exactly the same number! Explain that across a lifetime of eating peas some days you get a few

more and some days you get a few less. The parent loves both children, and the children know that so they don't need to count the peas on their plate. This can be linked to love and kindness because if you love other people, you should be happy if they get one more pea!

Classroom language

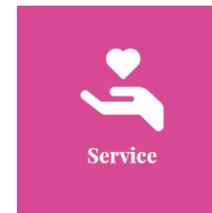
- You have explained why something is fair/unfair very well and given excellent reasons.
- Fairness is about treating people equally but not always the same – different people sometimes need different things.

Library books

The Rainbow Fish by Marcus Pfister

Beaky the Greedy Duck (Ladybird classic)

Denver by David McKee



Service

'The best way to find yourself is to lose yourself in the service of others.'
Mahatma Gandhi

Description

Service is helping anyone and everyone without expecting any reward. When we help the people around us, it is good for everyone in the community, but it may not always be easy or fun for us (but we often feel good about it later!).

Service means looking for things that you can do to help other people and make things better for everyone else. Instead of thinking 'that's not *my* job' think of all the things you *can* do to help others. Putting other people's needs before your own, even when you are very tired or busy makes the world a much nicer place to live in.

We can also refer to service as: lending a helping hand; doing good deeds without expecting rewards or prizes.

The opposite of service is not helping others and only doing things for yourself.

Reception	I can serve my class by being tidy and orderly.
Year 1	I can serve others by doing my bit to care for the environment.
Year 2	Serving others means putting them before ourselves, even if we're tired or busy.

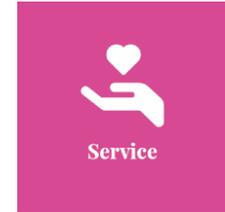
Core Story

Mr Messy by Roger Hargreaves. Animation is available at: https://www.youtube.com/watch?v=EvfOMG2tF_4

Mr Messy was the messiest person you've ever met. You could always tell where he had been because he left a trail of mess wherever he went. His garden was overgrown and he would trip over things he left on the floor. One day he came across a lovely neat cottage and meets Mr Tidy and Mr Neat. Together Mr Neat and Mr Tidy scrub and polish until the house is neater and tidier than it had ever been before.

Drawing out the virtue

The focus here is on helping children to understand that they can serve their friends and teachers by helping to keep their classroom tidy. Pupils can see that being neat and orderly and putting things back in the right place when they have finished can help their friends and teachers. By putting in a little bit of work to keep things neat and orderly, you can make the environment much nicer for everybody to work and play in. Instead of thinking 'that's not my job!' think about what you can do to make your classroom better for everyone.



Activity 1: Service in your classroom

Show pupils the PowerPoint **R Service**. Show pupils the first two slides which have pictures of two classrooms, one neat and the other messy. Ask them which environment they prefer to be in - the tidy or messy environment. As a class make a list of reasons why they would prefer the tidy environment in their classroom– *it is safer, easier to find things you need and there is more space to play and do things.*

Now continue through the PowerPoint and encourage pupils to focus on how the pictures show children have served each other by tidying up, putting their books away on the bookshelf, hanging their aprons on a peg, tucking their chairs under.

The PowerPoint moves on to look at scenarios where children have not served each other. Ask pupils to consider how it would feel to be a member of this class, and ask them to suggest ways they could serve each other.

The penultimate slide shows images of a street strewn with rubbish and a clean street. Again, ask the children which they prefer and help pupils to see that they can use cleanliness and orderliness to serve others outside of the classroom too.

Activity 2: How do adults serve?

Lots of jobs that adults do are about serving. The children will often hear people in shops for example saying ‘Can I help you?’ Ask pupils to think of jobs which are all about serving e.g. Police/fire service/ shop staff/ hairdressers/ waiting staff and discuss how people in those roles serve others. Guide the children to consider who serves them at school.

Ask a member of school staff to talk to the children about their job and how they serve others, for example the school administrator or librarian. Prepare children for the lesson by discussing what they already know about how that person serves the school and by planning questions to ask in order to find out more about their serving role.

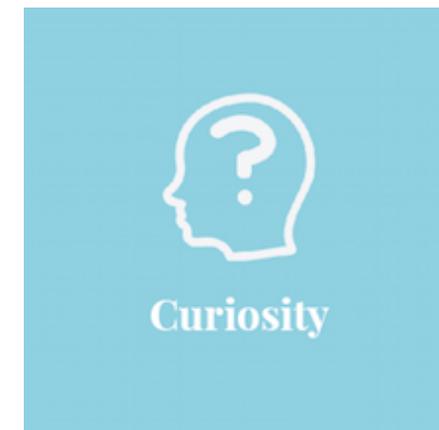
Classroom language	Sayings
<ul style="list-style-type: none">• Thank you for serving your class by...• How could you serve others?	<ul style="list-style-type: none">• Going above and beyond.• Going the extra mile.

Library books

The Selfish Giant by Oscar Wilde
The Lion and the Mouse, Aesop’s Fable
The Snow Lambs by Debi Gliori
Superwoman by Julia Donaldson

Reception

Spring 1





Perseverance

'Of course I make mistakes. I'm human, If I didn't make mistakes, I'd never learn. You can only go forward by making mistakes'
Alexander McQueen

Description

Perseverance is keeping going with something even if it is really tough and feels like you'll never finish it. When we are working towards something we can face setbacks. Showing perseverance means learning to bounce back and carry on. If we get stuck at something, we might need to find a new way to finish it. Persevering and working hard makes it more likely that you'll succeed. Sometimes perseverance can help us to achieve something big, like climbing a mountain or finishing a race but perseverance can also help us get a little bit better at things we practice every day.

It means that we should try not to get frustrated if we make mistakes along the way because practicing will help us to get better.

We can also refer to perseverance as: trying hard; keeping going; seeing a job through. The opposite of perseverance is giving up.

Reception	If I find something difficult I can tell myself to keep on going.
Year 1	When things are difficult I can persevere.
Year 2	Believing I can do something helps me to persevere, even when it is difficult for me.

Core Story

The Little Engine That Could by Watty Piper. In this story a long train must be pulled over a high mountain. The large trains are asked to help to pull, but won't. The smallest engine agrees to try and succeeds in pulling the train over the mountain repeating the motto "I-think-I can".

Drawing out the virtue

- Did the blue engine think it would be hard or easy to push the other train up the hill?
- What did the blue engine say to herself to help her persevere/keep going?
- What could we say to help *other people* to persevere?



Activity 1: Scenarios

Project some of the slides from the PowerPoint **R Perseverance** on the board and ask the children to explain in a full sentence, using the word persevering, what they can see? With each new slide, ask pupils to work in Perfect Partners before one child shares their full sentence with the class.

Activity 2: Sharing our experiences

Ask pupils to sit in a circle on the carpet, and think about a time they found something difficult but persevered. Holding a special object (that denotes the child allowed to speak), ask them to share, beginning with “I persevered when I....”. Follow-up questions to some children might include: Why was it difficult? What helped you persevere and not give up?

Classroom language	Sayings
<ul style="list-style-type: none">• You persevered with that, even though it was difficult at first.• Even though it is difficult, you need to persevere to finish it.	<ul style="list-style-type: none">• “I think I can. I think I can!” from <i>The Little Engine that Could</i> by Watty Piper.• “Just keep swimming, just keep swimming” from <i>Finding Nemo</i>.

Library books

The Fox and the Grapes, Aesop’s Fable
The Velveteen Rabbit by Marjorie Williams



Optimism and Joy

'It's faith in something and enthusiasm for something that makes a life worth living.'
Oliver Wendell Holmes sr.

Description

Optimism means looking on the bright side of life and seeing the good in people and situations, even difficult ones. Optimism is a good choice because when we imagine good things they are more likely to happen in the future! It helps us to persevere and not give up. Optimism tells us that we are not yet everything we can be, and it helps us to dream.

Joy is the bubbly feeling inside which comes when we are thankful for good things around us. We can choose to find joy and optimism in every day things and play a part in making our own lives happier. We can also refer to optimism as: looking on the bright side; being positive and seeing the good in things. The opposite of optimism is pessimism and seeing the worst in everything and everyone. This can make us sad, hopeless and even despairing.

Reception	I can find joy in everyday things
Year 1	We can find reasons to be happy, even when things aren't always how we want them to be.
Year 2	I can choose to look on the bright side, which helps me persevere.

Core Story

It's a Firefly Night by Dianne Ochiltree. A father and daughter go out into the night to chase fireflies. The twinkling sky is filled with millions of stars and the night has a surreal and magical feel to it. The little girl is spell-bound as she sees fireflies all around her. She catches them in a glass to enjoy only for a moment, before letting them go again.

Drawing out the virtues

- Before reading the story ask: What do you think of when you think about the night time? (*scary, dark, end of the day, sleeping, cold outside, stay inside*)
- What makes this so exciting for the little girl? *The fact that it is a special time for her and her father, the beauty of the evening and the fireflies.*
- Does the fact she knows she can only look at them for a short time make her angry/sad, or does it make them even more special?



Activity 1: Suggesting fun things to do if...

Bring pupils to sit on the carpet. Pair them for Perfect Partners, then ask them to discuss.

- Joyful things to do in Autumn (even though it means summer is over and the leaves are starting to fall off the trees)?
- Fun things to do if it rains/snows/is really hot/is really cold/is cloudy/is windy/is stormy/thunders....
- What they love to do when it's dark outside? *Listen to the night noises, star-gaze, look at flies swarming around a street light, look out for car headlights down the street, imagine what's happening inside other houses.*

Activity 2: Sharing what we find joyful

Now ask your pupils to share one example from their discussions, in a full sentence with an explanation. e.g. 'I feel joyful when...because...'

Classroom language	Sayings
<ul style="list-style-type: none">• I like the way X is being so positive.• Let's focus on all the good things.• Remember the wonderful day we had when...• Who is looking forward to the school play/trip/visitor?	<ul style="list-style-type: none">• Look on the bright side of life• Every cloud has a silver lining• Count your blessings

Library books

Augustus and His Smile by Catherine Rayner
The Ugly Duckling by Hans Christian Anderson
Petar's Song by Pratima Mitchell and Caroline Birch
Twinkle Twinkle Squiglet Pig by Joyce Dunbar
The Heart and the Bottle by Oliver Jeffers



Curiosity

Curiosity

'I think, at a child's birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift would be curiosity.'

Eleanor Roosevelt

Description

Curiosity is wanting to learn lots about people, places and things. It means asking lots of questions and trying to find out their answers. For the benefit of teachers, curiosity can be divided into two types – Epistemic and Diverse.

Diverse curiosity is driven only by novelty. It is shallow and strives for instant gratification, which over time is dulled because the novelty wears off. This type of curiosity controls people, unlike epistemic which is controlled by the person.

Epistemic curiosity drives us to learn for learning's sake; to dig deep and think hard on a topic. It requires will and effort, but is often repaid through deeper learning and understanding, which is joyful. By exposing children to the effort and joyful rewards of epistemic curiosity, we aim for them to habituate these behaviours also.

We can start by being curious about the things and people we see everyday. At first they might seem ordinary, but curiosity and concentration can lead us to discover interesting things we never knew before! By being curious we can keep discovering, becoming specialists and experts ourselves.

We can also refer to curiosity as: searching; asking questions; digging-deeper. The opposite of curiosity is not being interested or always needing novelty to stave off boredom.

Reception	We can be curious about everyday objects.
Year 1	Curiosity can help me find out about important things in the world.
Year 2	I need curiosity to keep me safe.

Core Story

Ordinary Objects, written for Floreat (see **R Curiosity**) shows the process involved in making a pencil from a seedling, and a jumper from the wool of a sheep.

In this unit the first part of Activity 1 contains an introduction to the virtue, before the story is read. This story has been written specifically for the Floreat Programme.



Curiosity

Drawing out the virtues

Who has learnt something new today? Talk about the fact that there is so much to learn about everyday objects. Begin the lesson by asking your class where they think pencils come from. Take a few answers, then tell them that as a reward for their curiosity about the pencil, you're going to tell them all about where they come from and share the core story together (**R Curiosity**).

Being curious means asking lots of questions and wanting to know more about things. You could ask pupils 'where does the wool in your jumper come from?' and encourage pupils to ask questions about where things come from and how they are made. This links to **gratitude** because it helps pupils to really appreciate the effort that has gone into producing something they might have previously take for granted. The purpose of this is to show pupils how everyday objects can be fascinating.

Activity 1: What do you want to know?

Give pupils time to think of a question they would like to know the answer to e.g. why do zebras have stripes? Pupils share their question with the group and the teacher can type these up and show them on the interactive white board. Pupils can suggest answers for each other's questions and the teacher can select one of the questions and set it as a challenge for pupils to find the answer for home learning.

Activity 2: Ask your friend a question

Remind pupils that being curious is all about asking questions and we can find out lots about our friends by asking them questions. Ask pupils to think of a question they are going to ask a peer and share some examples e.g. They could ask them what they like to do at the weekend, where is their favourite place, what is their favourite book or toy, who is special to them etc. The purpose of this is to encourage children to ask each other questions about themselves.

Pupils find a partner they do not normally work with and take turns asking their questions. Choose some pupils to feedback to the class and then ask pupils to repeat with a new partner.

Classroom language	Sayings
<ul style="list-style-type: none"> Well done for asking such an interesting question Look a little bit closer, what can you discover? That question shows me that you're really curious about dinosaurs. 	<ul style="list-style-type: none"> To pique someone's curiosity.

Library books

Encyclopedias and non-fiction books about nature, countries, transport.
We're Going to Build a Dam by Gillian McClure
How Do the Flowers Grow? Usborne Flip Book
The Curious George series by Margaret R

Reception

Spring 2



Creativity



Honesty



Humour



Creativity

Creativity

'Creativity takes courage'

Henri Matisse

Description

Creativity means we use our knowledge in new ways. It helps us to solve problems, imagine new things and express ourselves in meaningful ways.

Creativity is not about starting from scratch to create something new, but is based on what has come before. When we use our knowledge in new ways to make something different we are being creative. This concept is demonstrated by the fact that pupils who read widely themselves will write the best and most imaginative stories. The work of J.M.W Turner is another example of this, since Turner is renowned for basing his own masterpieces heavily on works by other artists, having spent years studying the composition and techniques they used. By using his knowledge to create something new Turner became one of Britain's most celebrated artists. Therefore, the best way to nurture creativity is to develop our knowledge.

We can express our creativity in different ways– through words, pictures, shapes, sounds, movement, and great new ideas. We can use our imagination to enjoy stories and to play games. Everyone can choose to create something. Some people like creating with paint, some with Lego, some with words or ideas – there are so many ways to create!

Reception	It's fun to be creative.
Year 1	Learning new knowledge helps me to be more creative.
Year 2	Studying great paintings and stories helps me be more creative.

Core Story

Dog Loves Drawing by Louise Yates follows the adventures of Dog which begin when he is given a sketchbook. His creations take on a life of their own and the characters embark on a journey, but encounter challenges on the way! Dog needs to use his creativity to ensure his friends return home safely.

Drawing out the virtue

- How do you feel when you have an empty page in front of you like Dog did at the beginning of the story?
- Do you find it difficult to get an idea or do you get excited by all the opportunities?
- What's the best thing to do when you have to draw or write on an empty page? *Just make a start – even with a doodle - and then think about things you've learned about (animals, places, objects) and keep moving. Also don't worry about making a mistake.*



Activity 1: Create a Character!

Divide the class into groups of three or four. Give each group an item of clothing (anything from the dressing up box e.g. a hat, a briefcase, a shoe, a shirt etc.). Their challenge is to invent an elaborate story around the person who might be wearing that item. Again they can draw on what they've learned about recently in school.

They can rehearse it in groups and then share with the class.

Activity 2: This is my....

Ask pupils to form Perfect Partners and give each pair a ruler. One pupil will go first, holding the ruler up and declaring 'This is my...sword' and then hands the ruler to their partner for them to invent another creative possibility for what the ruler

might be. Continue this activity for long enough to ensure pupils really have to think and be creative after they have exhausted the more obvious options.

Classroom language	Sayings
<ul style="list-style-type: none">How can you be creative using the things you have learnt about at school?	<ul style="list-style-type: none">A picture is worth a thousand words.

Library books

The Magic Bed by John Burningham

Time to Get Out of the Bath, Shirley by John Burningham

The Pencil by Allan Ahlberg

The Story Machine by Tom McLaughlin



Honesty

'If you do not tell the truth about yourself you cannot tell it about other people.'
Virginia Woolf

Description

Honesty is telling the truth. It is admitting mistakes even when you know someone might be angry or disappointed, and even when you really wish you hadn't done it.

Honesty isn't about "not getting caught" because honest people do the right thing even when no one is looking. We can also refer to honesty as truthfulness. Knowing that somebody is honest helps us to believe what they say. Honesty builds trust which is important for being good friends.

Sometimes we keep some information to ourselves for a short time, for example if we are planning a party or present for someone. The fact that the other person does not know makes it more fun for them when they eventually find out! We shouldn't keep secrets for adults or keep secrets about things that worry us or hurt other people.

The opposite of honesty is dishonesty. It is dishonest to make things up. It is good to make up stories and games, but it is

dishonest to say something is true when you know it isn't. It is dishonest to take something that belongs to someone else.

Reception	Being honest means telling the truth and it's always the right thing to do.
Year 1	It is always best to admit if I have done the wrong thing.
Year 2	Being honest helps people to trust me.

Core Story

The Honest Woodcutter, Aesop's Fable, see the PowerPoint **R Honesty**. A poor woodcutter owns only the wooden axe he needs to make his living. One day he drops it in the river. A strange old man dives into the water and finds axes made of gold and silver which he gives to the honest woodcutter thinking they belong to him. The woodcutter does not take them, truthfully saying that the axe that belongs to him is plain and made only of wood. The woodcutter's honesty is richly rewarded.

Drawing out the virtues

At the points in the story where the Old Man presents the Woodcutter with the golden and silver axes there is a pause icon and a thought bubble. Ask the children to share their



ideas about what the woodcutter could be thinking at this time, emphasizing the temptations the Old Man would face to accept the golden axe – *he is very poor, so poor he might not be able to buy food to eat, especially now he has lost his axe. Furthermore, the axe doesn't seem to belong to anyone else and it is much better than he would ever be able to afford.* Draw out the moral dilemma the man is facing by asking pupils to think of the side to this story - *he knows the axe does not belong to him, it belongs to someone else.*

The point in the story where the merchant drops his axe into the river is also followed by a pause icon and a thought bubble. Ask the children to consider what he might be thinking – *he is thinking about getting even richer!*

The final slide poses the question ‘why didn’t the merchant get a golden axe like the woodcutter?’ This is an opportunity for pupils to compare the motives of the two characters and to explore the fact the woodcutter’s honesty when no one was looking resulted in him being much better off than the greedy merchant.

Activity 1: Taking or borrowing?

This activity is designed to help pupils to identify the difference between borrowing and taking something without asking. Ask your class to imagine the following scenario: Your friend has got a toy, and you really like it. You really want to play with it at your house, so you put it in your rucksack.

Have a class discussion about whether

this was the right thing to do and consider the reasons why it was wrong to do it – *it doesn't belong to you, it is stealing, you didn't ask first.* In your discussion raise the following questions:

- Is it ok if you will give it back the next morning?
- Is it ok if you are going to look after it?
- Is it ok if it is something really small, like a marble?
- How do you think your friend would feel when they realised their toy was missing?

Ask pupils to work in Perfect Partners to discuss what a better thing to do in that situation would be. Choose some children to share their answers with the class. Take this opportunity to teach pupils that instead of just taking something they like, they should always ask first if they can borrow it for a short while, before giving it back. Help pupils to practise what they might say, for example ‘please may I borrow your toy?’.

Classroom language	Sayings
<ul style="list-style-type: none"> • Thank you for telling me the truth. • How could you use honesty next time this happens? 	<ul style="list-style-type: none"> • Honesty is the best policy.

Library Books

Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin
The Wolf's Story by Toby Forward
On the Way Home by Jill Murp



Humour

'There is nothing in the world so irresistibly contagious as laughter and good humour.'
Charles Dickens, *A Christmas Carol*

Description

Humour is looking at the funny side of things. Sometimes it helps if we can laugh at ourselves and laugh at different situations – life feels lighter when we're laughing together. Laughing together helps us to be friends. We can cheer someone up by being funny in a nice way, but only if they like it.

Humour must be used carefully so that others don't get upset. Sometimes people tell a joke that hurts someone's feelings. This might be on purpose or by accident. Laughing at other people when they don't like it, or calling people names to make people laugh is unkind. Bullying is when people keep making fun of someone and is very serious. We shouldn't use humour to hide the fact we are upset or need more help.

We can also refer to humour as seeing the funny side. The opposite of having a great sense of humour is being gloomy and miserable or being spiteful to other people.

Reception	Laughing together is good for us.
Year 1	Some people use humour to hide the fact they need more help.
Year 2	We need to use love and kindness before we use humour.

Core Story

Completely Revolting Recipes by Roald Dahl: This is a deliciously disgusting compendium of splendiferous menu suggestions, including 'Stickjaw for talkative parents', 'A plate of soil with engine oil' and 'Fresh mudburgers'. Giggle-inducing recipes include 'candy-coated pencils for sucking in class' and 'hot ice-cream for cold days'. If pupils laugh, let them!



Humour

Drawing out the virtues

What makes these recipes so funny? Talk about the fact that it is nice to laugh together. It is fun to laugh if somebody says or does something funny but we must make sure we are always kind and do not hurt their feelings. Sometimes if people laugh at us it can make us feel sad or embarrassed. Sometimes if you say something funny other people will laugh, they're laughing at the joke – not at you!

Activity 1: Laughter is the best medicine.

Watch 'The Laughing Policeman' (by Charles Jolly, pseudonym of Charles Penrose) on YouTube.

<https://www.youtube.com/watch?v=1Z5aQHJmGm4>

Ask pupils to think about why laughing is good for them.

Laughing puts a smile on our faces; it helps us to have a good time with friends; it makes us feel better if we are sad or worried.

Teach pupils the famous saying that 'laughter is the best medicine'.

Trying to feel happy is sometimes the best way to stop feeling sad – it is the best medicine for that! Being in a happy mood is healthy for you.

Activity 2: When is a good time to laugh?

Go through the visual timetable for the day. Discuss with the children whether or not that time in the school day is good for laughing, not good for laughing, or can be good for laughing sometimes. e.g. Breaktime is a good time for laughing, Soundtime is not a good time for laughing and choosing time

can be a good time for laughing sometimes. The purpose of this activity is to help children to identify what kind of behaviour is acceptable at different times in the school day.

Classroom language	Sayings
<ul style="list-style-type: none"> I was so happy to see X and X having so much fun laughing together at breaktime. Is this laughing time? 	<ul style="list-style-type: none"> Laughter is the best medicine.

Songs

Michael Finnegan

Rumbly in My Tummy

Supercalifragilisticexpialidocious

There Was and Old Lady Who Swallowed a Fly

Reception

Summer 1



Judgement
and Prudence



Forgiveness



Appreciation
and Awe



Judgement and Prudence

'In matters of conscience, first thoughts are best. In matters of prudence, last thoughts are best.'
Robert Hall

Description

Judgment is thinking hard and having good reasons for your actions. It means you think very carefully about the best thing to do before you make a decision. Prudence is using all of the information that you have learned to make the right choice. Having good judgement means being fair towards people. Some things might seem like a good idea at first but when you really think about it, it turns out not to be. You might be desperate to wear your brand new white trainers but it would not be very prudent to wear them on a wet and muddy walk to school. Sometimes the best thing to do might not be the easiest or most attractive option.

We can also refer to judgment and prudence as: making a good choice; having common sense; making a sensible decision; wisdom. The opposite of judgment is being foolish and hasty; not taking a decision seriously enough; not thinking things through; being short sighted.

Reception	When I think about my options carefully, I make a good judgement.
Year 1	I use my judgement to decide how best to react to things.
Year 2	I know what it means to be prudent with money.

Core Story

The House on the Rock by Nick Butterworth and Mick Inkpen.
This story is taken from Christianity. The only explicit reference to Christianity in this story occurs on the final page. A wise man built his house upon the rock, working hard to build firm foundations for his home. He knew this would make his home strong and safe. The foolish man, too lazy to listen to good advice built his house upon the sand. This was much easier and the house was finished quickly. When the rain came down it wasn't long before the house on the sand collapsed, while the house with strong foundations on the rock stood firm.

Drawing out the virtue

When this virtue is taught in Reception pupils focus on understanding and using the word 'judgement'. Pupils will be introduced to the concept of prudence later in the Programme. In the story the wise man had two options- building his house on the rock, or building it on the sand. He knew that building on the rock would be difficult and would take much longer than building on the sand. When he thought about this really carefully though, he knew building on the firm foundations of the rock was a better decision because it would make his house strong and safe. By considering the different options carefully before deciding what to do, the wise man showed good judgement.



Activity 1: Song with hand actions

The Wise Man Built His House Upon the Rock

*The wise man built his house upon the rock.
The wise man built his house upon the rock.
The wise man built his house upon the rock.
And the rain came tumbling down.*

*The rain came down and the floods came up.
The rain came down and the floods came up.
The rain came down and the floods came up.
And the house on the rock stood firm.*

*The foolish man built his house upon the sand
The foolish man built his house upon the sand
The foolish man built his house upon the sand
And the rain came tumbling down.*

*The rains came down and the floods came up.
The rains came down and the floods came up,
The rains came down and the floods came up,
And the house on the sand washed away.*

Activity 2: Showing judgement in everyday situations

This session uses Part 1 and 2 of the PowerPoint **R Judgement and Prudence**. The first part of the PowerPoint shows children who have shown good judgement. Ask the children to explain in a full sentence how the children in the picture are showing good judgement ie. *showing awareness of road safety by stopping, looking and listening at a zebra crossing, protecting their clothes by wearing an apron when painting and putting the lid back on the Pritt stick to stop it from drying out.*

Part 2 of the PowerPoint asks pupils to suggest how the children in the picture could show judgement and prudence e.g. *by eating their vegetables, by wearing clothing that is appropriate for the weather*. Pupils should work in Perfect Partners to discuss in full sentences how the children in the pictures could show good judgement.

The final part of the PowerPoint sets out moral dilemmas. Explain the dilemma to the class and then ask pupils to work in Perfect Partners to discuss how they would use their judgement to decide what to do. Prompt pupils by asking *what are the different options? Which option would be better and why? How did you use your judgement?*

Classroom language	Sayings
<ul style="list-style-type: none"> I can see you have really thought about this carefully. How could you show good judgement in this situation? Is this good judgement? 	<ul style="list-style-type: none"> Weighing up the options. Weighing up the pros and cons.

Library books

Lost in the Snow by Claire Alexander
Chameleon's Crazy Colours by Nicola Grant
Belling the Cat, Aesop's Fable
The Ant and the Grasshopper, Aesop's Fable
The Crow and the Pitcher, Aesop's Fable
The Country Mouse and the City Mouse, Aesop's Fable



Forgiveness

‘Dumbledore says people find it far easier to forgive others for being wrong than being right.’
J.K. Rowling, *Harry Potter and the Half-Blood Prince*

Description

If someone has done something wrong to us it can make us sad or angry. Carrying around these bad feelings can make us feel even worse. Forgiveness is letting go of the anger or resentment we feel when someone has treated us unfairly. When we have been wronged there is often a desire not to let the offender ‘get away with it’. There can be a sense that the forgiver is doing all of the giving and the offender all of the taking. Far from being an act of weakness and submission, the willingness to forgive someone who has treated you badly is an act of moral strength. It is a generous gift which acknowledges the inherent value in every person.

Forgiveness does not mean forgetting what has happened, but instead letting go of the bad feelings attached to it. This makes it less likely our anger will be transferred into other areas of our lives or to people who do not deserve it. Forgiveness is not the same as reconciliation because reconciliation means restoring trust. If someone refuses to repent or change their ways you might forgive them, but it is unlikely you will trust them.

We can also refer to forgiveness as: putting hurt behind you and moving on; rubbing out a wrong. The opposite of

forgiveness is wanting others to suffer because you have suffered. This is called vengefulness.

The decision to forgive someone rests with the individual, and children cannot be forced to forgive someone if they don’t want to.

Reception	I feel better when I forgive.
Year 1	It can feel very unfair to forgive someone, but it’s better for you in the long run.
Year 2	When someone hurts me, I show love and kindness by forgiving them.

Core Story

Squirrel Grey and Squirrel Red, written for Floreat. When Squirrel Grey hurts Squirrel Red, Squirrel Red writes it in the sand where it is washed away. When Squirrel Grey did something very kind for Squirrel Red, Squirrel Red wrote it in rock and was always remembered.

In this unit children do the activity before hearing the story because the activity introduces the virtue, setting children up to understand the meaning behind the story they hear in the following session.



Drawing out the virtues

Squirrel Red wrote in the sand when he was sad. If I write something in the sand will it still be there tomorrow? Next week? Next year? Why not?

Squirrel Red wrote on stone when Squirrel Grey saved him. Why do you think he chose stone? At the end of the story is Squirrel Red still cross with Squirrel Grey?

At the end of the story Squirrel Grey asked ‘When I hurt you, you wrote in the sand, but now that I have helped you, you wrote on stone. Can anybody explain why he did this?’

Activity 1: Carrying negative weights.

Get a rucksack and a some blocks or stones. Tell a story about your morning today, pretending that the following happened:

- The neighbours were playing loud music so you couldn’t get to sleep last night.
- You had an argument with your housemate because they’d used all the milk so you couldn’t even have a cup of coffee.
- You couldn’t iron your favourite shirt because your housemate was using the iron.
- The bus driver didn’t stop even though you had your hand out.

After describing each event, place a block in the rucksack, and put it back on your back, showing each time it getting heavier and heavier to carry round. You could also have them act this out themselves.

After you’ve described your morning, ask the children how I’d feel if I always kept hold of the bad and annoying things that happen in my day?

What could I do to get rid of this heavy feeling? *Forgive the people who annoyed you.*

Some children won’t know this word, so don’t forget to teach that forgiving means you choose not to carry a bad thing around any more, and instead to forget it.

This exercise helps to explain that carrying around all of those negative feelings weighs us down and gets in the way. When we forgive we can take off the rucksack and leave it behind. The process of forgiveness is like taking out each block and saying ‘I choose to forgive x for doing y’.

Activity 2: Forgiveness book and rubber.

Set up a Forgiveness Book with a massive rubber. This rubber needs to be truly special and appealing in every way possible. It must only be used for forgiveness and should be kept somewhere special and safe, perhaps in a glass jar or on a velvet cushion. In the process of one child forgiving another, if both are there, the person who needs forgiveness should draw what they did in the book. The child who is going to forgive can use the forgiveness rubber to rub it out.

Classroom language	Sayings
<ul style="list-style-type: none"> • How might forgiveness change this situation? 	<ul style="list-style-type: none"> • Record only sunny hours. • Wipe the slate clean.

Library books

The Painter’s Cat by Sharon Wooding
The Fox and the Stork, Aesop’s Fable



Appreciation and Awe

'I wonder if the snow loves the trees and fields, that it kisses them so gently? And then it covers them up snug, you know, with a white quilt; and perhaps it says "Go to sleep, darlings, till the summer comes again.'

Lewis Carroll, *Alice's Adventures in Wonderland & Through the Looking-Glass*

Description

Appreciation is choosing to notice good things. We stop and look or listen or touch or smell or feel the wonder of life: a painting, the mountains, a piece of music; some flowers. Sometimes we feel speechless because the world is so beautiful, so powerful, so varied – we wonder how it was made. It is nice to stop and look carefully at the small things that we don't usually notice, or to look more carefully at something we see everyday.

Appreciation is taking care to notice all the things that are special in our surroundings and in each other. It means we enjoy the fact that everyone is unique and we like finding out about the things that make us the same and the things that make us different.

We can also refer to appreciation and awe as: wonder, amazement, drinking life in. The opposite of awe is either not noticing good things, or not being grateful for them, or finding fault with them.

Reception	When I stop and am still, I can see beautiful things around me.
Year 1	Everybody is unique and special.
Year 2	I can appreciate other people's interests and differences.

Core Story

Dora's Eggs by Jane Chapman is about a hen who has a nest of lovely eggs. She wants her farmyard friends to come and admire them, but they're all busy caring for their own offspring. Dora becomes envious of the fluffy ducklings, the wriggly piglets, the frolicking lambs etc. until her eggs hatch into lovely chicks and she likes them the most.



Appreciation
and Awe

Drawing out the virtues

- Does Dora appreciate her eggs?
- Introduce the word envy. Why is Dora envious of the other animals?

Activity 1: Mindful walking and appreciating nature

Tell your class that today they're going to try and think of something outside that they could appreciate but haven't before.

Practice walking meditation: walking slowly and quietly, concentrating on our steps and our breathing. Before you begin this exercise, you may like to explain to your class why this is a quiet independent task - *because it's about what happens in your own mind and how you appreciate things. Even if the person next to you is your best friend, you cannot know what their mind might think when no-one is distracting. So be thoughtful and kind to your friends, and show your dignity by not touching or talking.*

Once in the playground, sit in a circle on the floor keeping still. Ask your pupils to concentrate on **one thing** they find amazing or beautiful. We can make some suggestions, if necessary, telling them to pay attention to a tiny patch of grass, the colour of the sky or the shape of the clouds, the cool breeze, the song of a bird, the sound of tree leaves swaying in the wind, the pattern of the brick, the smell of the grass, the warm sun on our skin... Allow the children to spend a few minutes just watching in silence.

- Was she right to be envious or should she have appreciated what she had all along?

Afterwards, simply get up quietly and go back to the classroom, walking in silence and concentration, enjoying the walking meditation.

Once in class, ask pupils to share in a sentence what they found amazing and why?

During choosing time they could also write a sentence about the thing they found amazing or beautiful, and present it alongside a drawing.

You could even then turn these into a book called the "Book of the little amazing and beautiful things." The children can take this book home in turns to show their families what they are grateful for in the world around them. Later on, keep it in class for future reference and as a nice memory of this activity.

Another option is to give children magnifying glasses. This can work well inside or outside. Tell pupils to look carefully at things that are so small they don't normally notice them, for example the stitching on their jumpers or the pattern on their own fingertips.



Appreciation
and Awe

Activity 2: Classical music

Play the children some classical music and encourage them to appreciate the sounds of the different instruments.

Encourage children to just sit and listen and appreciate the music. Listening to the music for a second time, help the children to appreciate the music by asking:

- How does this music make you feel?
- What instruments can you hear?
- Who made the instruments? How do you think they were made?
- How do musicians learn to play like this?

Suggestions:

Serge Prokofiev, Peter and the Wolf
Tchaikovsky, The Nutcracker Suite

Classroom language

- I like the way X is showing his appreciation of ...
- Remember to stop and appreciate things.

Library books

Augustus and His Smile by Catherine Rayner

Wow! Said the Owl – by Tim Hopgood – Nursery

Leah's Christmas Story by Margaret Bateson-Hill

Dear Greenpeace, There's a Whale in Emily's Pond by Simon James

The Big Big Sea by Martin Waddell

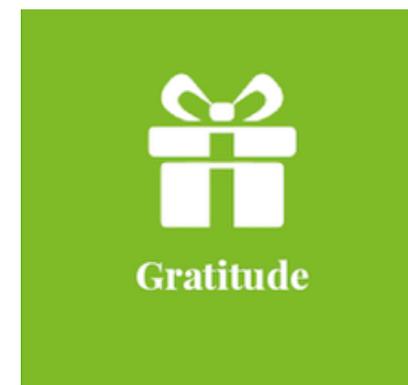
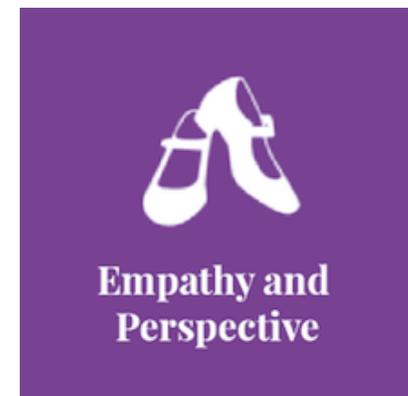
When I Was Born by Isabel Minhos Martins and Madalena Matoso

Listen Listen by Phillis Gershator

Rainforest Romp by Tony Mitton and Ant Parker

Reception

Summer 2





Humility

'Humility is not thinking less of yourself but thinking of yourself less'

C. S. Lewis

Description

Humility is about elevating the value of other people. Being humble means having an honest view of yourself, and while it is important that we take pride in our achievements, being humble means not showing off. When we are humble we admit that we don't know it all and say sorry when we are wrong.

We are happy to point out when someone else has done something really good, to take our pride out of the way, and recognize that different people have different strengths.

We can also refer to humility as: being humble, being modest. The opposite of humility is thinking too much of yourself, pride, boasting or showing off.

Reception	Being humble means not showing off, and is better than pride.
Year 1	Being humble means we notice when people other than us are good at things.
Year 2	Being humble helps me to be a good friend.

Core Story

Once a Mouse by Marcia Brown. A wise hermit saves a tiny mouse from its predators by turning it into a cat, a dog and eventually a tiger. However, through pride the tiger forgets his humility, and became ungrateful for the hermit's help, so one day the hermit turned him back into a tiny mouse.

Drawing out the virtue

- What happened to the mouse at the beginning of the story? *The hermit saved him from his predator.*
- How do you think the mouse felt? *Scared, thankful to the hermit.*
- When the mouse became a strong tiger he forgot the man that had helped him and started to show-off for being so strong. **He was proud instead of humble.** Does that make you want to be his friend?
- How did the hermit decide to teach the tiger to be humble again?
- Can only weak people be humble? Or can strong, important people also be humble?



Activity 1: Role play

How does the tiger behave? Children act out moving around the classroom pretending to be the proud tiger *'peacocking around the forest, lording it all over the other animals'*.

Ask the children to freeze their positions.

- *If you were another animal in the forest, would you like to be friends with the tiger? Why not?*
- *Imagine that the tiger sees a scared little mouse scurrying past – do you think the proud tiger would be kind to him?*

Now ask the children for suggestions about what the tiger might say or do to the mouse if he was being humble?

Activity 2: Drawing Mr Humble and Mr Pride

Take two large pieces of A3 paper and draw the rough outline of a person on each. Give children a whiteboard each so they can draw their own at the same time. Explain that you are going to draw someone who is humble and someone with too much pride. Label the drawings 'Humble' and 'Pride'.

- Draw eyes on the drawings. Explain that Pride only likes to look at himself. When he looks at others it is only to notice their mistakes. Humble likes to notice the good things other people do.
- As you draw the mouths explain that Pride likes to show off about how clever he is and all the goals he can score. Humble uses words to encourage others and say what they have done well

- As you draw the ears talk about how Pride doesn't like to hear anyone say that he is wrong about anything. Humble listens to other people and asks for help if he is unsure.
- As you draw the hands talk about how Pride is always getting into arguments because he wants to get his own way, while humble is always looking for ways to help other people without being asked.
- Draw little stick people around both figures to represent friends. Ask pupils whether they think it is Pride or Humility who has the most friends – if not, why not? Cross out the stick people.

Classroom language	Sayings
<ul style="list-style-type: none">• Thank you X, for showing your humility by praising your friend.• How might other children feel when you say that?	<ul style="list-style-type: none">• Pride comes before a fall.• From humble beginnings come great things.• To eat humble pie.

Library books

The Little Peacock's Gift by Cherry Denman
The Magic Goldfish by Demi
Mufaro's Beautiful Daughters by John Steptoe
Fox and Fables by Dawn Casey
The Frog and the Ox, Aesop's Fable
The Fox and the Crow, Aesop's Fable



Empathy and Perspective

‘You never really know a man until you understand things from his point of view, until you climb into his skin and walk around in it’

Harper Lee, *To Kill a Mockingbird*

Description

Empathy is putting yourself in someone else’s shoes and imagining how they feel. To have empathy we have to listen to people and change our behaviour to show them kindness.

We can also refer to empathy as: showing understanding of others; seeing things from another’s point of view. The opposite of empathy is hard-heartedness or being so taken up with yourself that you can’t see anything from another’s point of view.

Having perspective is weighing things and seeing what is and isn’t important. Perspective helps us to take important things seriously and not to make a fuss about things that don’t really matter.

Reception	When I think about other people’s feelings I show empathy.
Year 1	I try to see things from other peoples’ perspective.
Year 2	Having perspective helps me to appreciate how lucky I am.

Core Story

This Is Our House by Michael Rosen and Bob Graham: George refuses to allow any other children into the house, even when the children tried to include him in their games. When George was away, the other children went straight into the house and would not let him back in. Only then does George have empathy for how he had made the other children feel. His new perspective leads him to change his actions and declare ‘this house is for everybody’.

Drawing out the virtue

What reasons did George give for not letting the other children play? Are these fair reasons? How did the children feel about this? Do you think George knew how the children felt?

When we try to imagine how other people feel, that’s called having **empathy**. Having empathy helps us to be kind to other people. So for example, when Miss XXXX had a broken arm, you noticed that she needed help to open the door. You showed empathy, which helped you to be kind.



Why did the children decide not to let George in? *They wanted him to know how it felt not to be allowed in. They wanted him to show empathy.*

How could George show empathy next time?

Activity 1: Things that make people happy and unhappy

Start from the idea that if we do not understand other people, it is hard to give them our love. It is therefore necessary to know what makes those around us happy or unhappy, to help them with our love. To do this, think of a particular person with whom we have a loving relationship (mother, father, other relative, a friend or somebody special...), and write two lists of things: one list of things that make that person happy and another list of things that make that person unhappy.

Once all pupils have written their lists, conduct a sharing Activity, asking the group to discuss what things make their loved ones feel one way or another. Finally, each pupil reflects individually and will write down one or two objectives to work on to make their loved ones happier.

Activity 2: Funny pairs

See the PowerPoint **R Empathy and Perspective** which shows animals in odd pairings, for example a lion with a mouse and an ant with a giraffe. Ask the children if the lion would find it easy to understand the mouse and if the mouse would find it easy to understand the lion. Why/why not? The PowerPoint provides some ideas for drawing out these points e.g. *the lion is used to being strong and powerful and couldn't imagine*

being so small and weak. The lion can roar and scare people away whereas the mouse has to learn to be quick to find a hiding place. Develop the discussion by asking children to imagine if the animals had to look after each other's babies.

What would be hard? Would it be easy for the ant to look after a baby giraffe?

'Upside Down Babies' by Jeanne Willis makes this point well.

Classroom language	Sayings
<ul style="list-style-type: none"> I can see you are using empathy by... How could you show your empathy here? Use your empathy to think about the other person's feelings. 	<ul style="list-style-type: none"> Don't judge a man until you've walked a mile in his shoes.

Library books

My World, Your World by Melanie Walsh

Upside Down Babies by Jeanne Willis and Adrian Reynolds

Me and You by Anthony Browne



Gratitude

Gratitude

'Gratitude is not only the greatest of the virtues, but the parent of all the others.'

Cicero

Description

Gratitude is feeling thankful for what you have and what others have done for you. It means enjoying the simple things and enjoying now. You can show gratitude to others by saying thank you. Gratitude brings joy into your heart – a feeling a bit like happy bubbles inside as you remember the good things in your life.

We can also refer to gratitude as: thankfulness and happiness. The opposite of gratitude is taking things for granted, or having a feeling of entitlement, which means thinking that you alone deserve all the best things and that nothing is ever fair.

Reception	I can identify lots of things to be grateful for in my life.
Year 1	We should remember to be grateful for people in our lives
Year 2	We should remember to be happy with what we have, rather than envious and always wanting something else

Core Story

The THANKFUL book by Todd Parr. Also available here <https://www.youtube.com/watch?v=EiqTJOiE6g0> is a story that explores 20 illustrated examples of things to be thankful for and why. From my hair – which makes me unique, to feet - which help me run and play, to Autumn - when I can jump in the leaves.

Activity 1: Reflection

Ask the children to close their eyes and think about all the things they're grateful for and why. It might be a person, a time of the week, a thing, a time of year, a place, a type of food. Then ask them to share with their perfect partner, in a full sentence that includes a 'because', before making a circle and sharing as a class. Whoever is speaking should hold a special item, such as a 'special box'. Only the pupil holding the special box may speak. This makes it clear whose turn it is to speak. When they have finished, they hand the special object to the person next to them.

The PowerPoint **R Gratitude** contains pictures of prompt from the story, that may help the children to come up with ideas.



Gratitude

Activity 2: Gratitude display

Pupils draw pictures of something they are grateful for and would like to say 'thank you' for. Pupils could also label these pictures or write a short sentence about their drawing. These pictures could be used to create a 'gratitude display' in the classroom, perhaps forming the leaves on a tree.

Classroom language	Sayings
<ul style="list-style-type: none">Well done, I like the way you said thank you to that person for doing something kind for you. That showed them how grateful you are.Remember we always show our gratitude by saying thank you for the kind things people do for us.	<ul style="list-style-type: none">Counting your blessings.

Library books

The Awesome Book of Thanks by Clayton Dallas
Sam and the Lucky Money by Karen Chinn
Heart of Gold: A Jakata Tale, Dharma Publishing
A Christmas Carol and Other Favourites by Jim Weiss
Sausages by Jessica Souhami
Zoo Girl by Rebecca Elliott – Year 1
Boy by James Mayhew
Small Bunny's Blue Blanket by Tatyana Feeney
Kicking a Ball by Allan Ahlberg
The Dog with the Piece of Meat, Aesop's Fable