

Year 1

Autumn 1



Floreat
Character
Programme



Self Control and Dignity



Bravery



Love and Kindness





Self Control and Dignity

'You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose.'

Dr. Seuss, Oh, The Places You'll Go!

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

My Mouth is a Volcano by Julia Cook. Louis just cannot help shouting out! He feels his important words inside him and he feels like he is going to erupt. His calling out often gets him in trouble at home and at school. Louis blames the volcano in his tummy for his calling out. He thinks he can't control it. Louis' mum teaches him that he can control his own voice.

Drawing out the virtue

Pause the story at the point when Louis is sent upstairs for being rude. Ask the class, is it really the volcano's fault? Who is in charge of Louis's voice? Does Louis show self-control? Once you've finished the story, ask the children to explain how Louis learned to show self control?

Activity 1: Library etiquette

This video <https://www.youtube.com/watch?v=TfRXCHw3Fo0> shows two groups of (American) school children behaving very differently during five different common library scenarios e.g. settling down to read, silent working, sitting on stools etc. Silence the voiceover, start at 0:20 and show each pair of scenes and after each, ask your class to explain, in full

sentences, which group of pupils is showing dignity and self-control, and what it looks like?

Or create your own class video on how to behave with dignity in the library.

Activity 2: Sleeping Lions

In this game, all the children – with the exception of two ‘explorers’ – lie down on the floor in sleeping positions pretending to be sleeping lions. Explain that once the pupils are settled, they must remain as still as possible. The explorers walk carefully through the sea of sleeping lions trying to spot whether anyone moves. If they spot a pupil moving, they must get up and join the explorers. The child who has remained still for the longest time is the winner. Reward them by saying “Well done, I know you have great self-control because you kept your body really still on the carpet.”

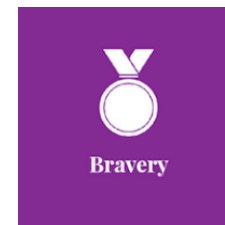
Classroom language

- “Well done, I know you have great self-control because you kept your body really still on the carpet.”
- Remember that we need to use our eyes and ears when we are listening. Hands and feet are for moving.
- You listened very well during the story. Your eyes and ears were working really hard.

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

'Be Yourself. Everyone Else Is Already Taken'

Oscar Wilde

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

Oliver Button is a Sissy by Tomie de Paula. Oliver Button gets teased by the other boys at school and called a sissy because he would rather dance than play basketball. Despite this Oliver keeps taking dance lessons. Oliver refuses to change and his friends and family begin to accept him.

Drawing out the virtue

What do you think it means when it says Oliver Button didn't like to do the things that boys are supposed to do? When the book lists the things Oliver likes to do (playing in the woods, reading books, drawing pictures, dressing up) ask the class whether they know any boys who like doing these things too. Why do you think the older boys were horrible to Oliver? Have you ever been teased for being different?



At this point talk about how the other children's unkindness might have caused Oliver to stop dancing, and how good it is that he didn't let the other children stop him from doing something he loved. Ask the children to think of something they love to do and imagine someone teasing them about it.

How do you think Oliver felt when they wrote 'Oliver Button is a sissy' on the wall?

On the penultimate page, ask the children what they predict will happen when Oliver goes back into school before revealing the picture on the final page. Why did the bullies change their minds?

Activity 1: Toys and Difference

This activity allows you to challenge stereotypes and encourage pupils to be themselves. Ask pupils to bring in a toy from home – not necessarily their own. Use hoops or large sheets of paper to split them into groups as pupils suggest e.g. large/small toys or toys that move/don't move. Ask each pupil to come and take a toy and put it into the correct group. Ask them whether it is a toy for girls or boys or all children. Gently challenge stereotypical thinking by saying 'can anyone think why this might be a toy for all children?'. Conclude the lesson by saying 'We looked at lots of toys, we found that all toys are for all children, not just boys or girls.'

Activity 2: Class discussion

Ask pupils to sit in a circle on the carpet, to close their eyes and think of what they most fear/don't like. Then tell them you're going to need them to be really brave, because they're going to share what they fear/dislike with the class.

Holding a special object (that denotes the child allowed to speak), ask them to share, beginning with "I am afraid of".

At the end, praise the children by saying "Well done. You have been very brave today because you shared your fears with your classmates. Now we can all help each other to be even braver when we see or experience things we dislike." If they struggle for ideas, it might be having a go at something, speaking up in class, doing something new, standing up for yourself or a friend or a type of food/activity/animal.

Sayings

- Dare to be different!

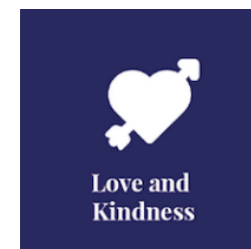
Library books

Jack and the Beanstalk

The Timid Little Tiger by J. Palecek *David and Goliath*, Bible Story

Brave Irene by William Steig

Red Ted and the Lost Things, Michel Rosen



Love and Kindness

'A single act of kindness throws out roots in all directions, and the roots spring up and make new trees'
Amelia Earhart

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.

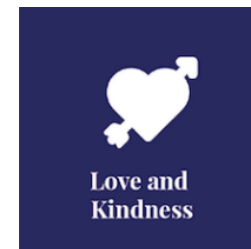
Core Story

On Sudden Hill by Linda Sarah and Benji Davis. Two friends play on Sudden Hill. One day a new boy wants to join in and is accepted, but one of the original pair doesn't like the change. This is a story about a change in a friendship group, and reminds children that you can have lots of friends.

Drawing out the virtue

Talk about the idea of having a 'best' friend. Do you have to have a best friend? Can you have more than one friend? How does it feel not to have a best friend? Could it be that you haven't met them yet? Can you be friends with lots of people at the same time? What does it feel to be new? How can we make friends? Why was Shu a good friend in the story?

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



Activity 1: What makes a good friend

Ask pupils to sit in a circle on the carpet, and think about what makes you want to be someone's friend.

Encourage them to think about their friends, and why they like them, remembering even the smallest things e.g. he/she smiled at me in the line, or helped me find my homework yesterday. Write down the key words – e.g. smiley, helpful, funny, honest - each time, and encourage them to use more interesting vocabulary e.g. jolly, calm, courageous, plays-fair, positive, trustworthy, hilarious, hardworking, generous, polite etc.

You could turn this into a spider diagram or even a display, with "What makes a good friend?" in the middle, and all these words spiraling off it in chains and individually.

Activity 2: Kind Hands

Ask pupils to sit in a circle on the carpet. Place a bowl of warm water in the middle of the circle and explain to the children that you are going to pour some special (glittery or beautifully scented) soap into the water. This makes a 'kind hand potion'. The children take turns to wash their hands in the potion.

The children can discuss how this makes their hands feel different. Now the children all have kind hands, ask them what kind things might they do? Take some suggestions from the children.

Children can then paint hand prints which can be cut out and stuck around the edge of a display board. Explain to children that when they see another member of the class doing something kind, they can recognise them by moving their handprint to the centre of the board. Children could write a sentence on the handprint to say how that person showed kindness e.g. I saw Tom lending Fred his football boots when he had none of his own, Kate invited me to play with her when I was on my own.

Classroom language

- I saw X showing kindness to his friend by...
- How could you show kindness to your friend?
- In this class we have kind hands.

Library books

Dogger by Shirley Hughes
The Keeping Quilt by Patricia Polacco
The Cathedral Mouse by Kay Chorao
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 Joosse
Jamaica and Brianna by Juanita Havill
The Biggest Thing in the World by Kenneth Steven
The Bog Baby by Jeanne Willis and Gwen Millward

Year 1

Autumn 2



Leadership
and Teamwork



Fairness



Service



Leadership and Teamwork

'Power isn't control at all — power is strength, and giving that strength to others. A leader isn't someone who forces others to make him stronger; a leader is someone willing to give his strength to others that they may have the strength to stand on their own.'

Beth Revis, *Across the Universe*

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 Giant Turnip by Henriette Barkow. In this Russian folktale a grandfather grows a turnip that is so large he cannot pull it out of the ground. He asks his wife for help, but still they are unable to pull it up. Successively more people join until the whole town is helping to pull. Finally, with the help of a tiny mouse the turnip is pulled from the ground and there is enough to feed everyone through the cold winter.



Drawing out the virtue

What difference did it make when the mouse joined in at the end? Ask the children to think of times they have asked for help to do something.

Activity 1: Routines

Identify a classroom routine which pupils could complete more efficiently by making it into a team game, and use this session as an opportunity to teach and practise this new routine. Ideas for routines which pupils can improve through team work are:

Handing out books, collecting coats at the end of the day, tidying up.

<https://www.youtube.com/watch?v=opYXXc0Hai0>

This clip shows Doug McCurry, teacher at Amistad Academy in New Haven, Connecticut teaching his class a routine for handing out papers. The teacher explains that pupils need to take one piece of paper from a pile and then pass the pile to the person next to them. He adds an element of competition by timing his class with a stopwatch and giving them a target to aim for. In order for pupils to complete the task efficiently pupils need to work together as a team.

Activity 2: Team Spring Clean

Tell the children that today we're going to serve the rest of the school by cleaning the white board rubbers/cloths (or

chairs/desks etc.). Sitting on the carpet, ask the children to come up with a plan for how to get them all washed and dried by tomorrow.

String up a washing line to hang them on, and a tub of hot soapy water. Divide the class so that some wash, while others dry, to complete the task as a team. Praise the perseverance of the children who really scrub their rubbers/cloths to get them clean!

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.	<ul style="list-style-type: none">Pulling your weight.Many hands make light work.

Library books

The Bundle of Sticks – Aesop's Fable

Mr Grumpy's Outing by John Burningham (*bad teamwork*)

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 does not mean everyone gets the same - fairness means everyone gets what they need'

Rick Riordan, *The Red Pyramid*

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

Fantastic Mr Fox by Roald Dahl. Mr Fox usually feeds his family by stealing from nearby farms. Three nasty farmers, Boggis, Bunce and Bean are infuriated by Mr Fox's constant stealing from their storehouses. The farmers are particularly mean and become obsessed with trying to destroy Mr Fox, but clever Mr Fox always manages to stay one step ahead of them.

NB: This story is too long to be read in a single session - please see the PowerPoint **Y1 Fairness** for a shortened version.



Drawing out the virtue

People usually agree that stealing is wrong, and that you shouldn't take something that doesn't belong to you. Begin the lesson by asking the children why they think stealing is wrong. Then at the end of the story ask:

- Is it fair for Mr Fox to take the food? Does the fact that he steals food so his children will not starve make it fair? Would the farmers agree?
- Do you think there might be another way for Mr Fox to feed his family without stealing? If there was, should he have done that instead?
- Is it ok for Mr Fox to steal from Boggis, Bunce and Bean because they have been so nasty to him and destroyed his home?
- Do you think it would be good if Mr Fox got caught?
- Should Mr Fox be punished? What would be fair in this situation?

Adapted from

<http://www.teachingchildrenphilosophy.org/BookModule/FantasticMrFox>
with gratitude.

Activity 1: Scenarios

See **Y1 Fairness** and go through the scenarios on the slides with your class. This is an opportunity for children to practise saying 'it is fair to...because...' or 'it is not fair to...because'.

Classroom language	Sayings
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• The Lion's share.• Fair and Square.

Library books

The Rainbow Fish by Marcus Pfister
Beaky the Greedy Duck, Ladybird classic
Denver by David McKee



Service

Service

'How wonderful it is that nobody need wait a single moment before starting to improve the world'

Anne Frank

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

The Journey Home by Fran Preston. A lone polar bear decides that he can't stay in the arctic as the ice is melting around him and he is hungry. He builds a boat and sails across the oceans picking up other endangered creatures along the way. He meets an orangutan surrounded by tree stumps and an elephant trying to outrun a poacher.

Drawing out the virtue

The intention is not to end up teaching the involved, environmental issues of deforestation, global warming and ivory poaching which the story alludes to. Instead, the story has been chosen to help children to recognise our overall responsibility to look after our world. The story should be used to stimulate a discussion about how the world is a precious resource that we should steward with care.



Service

Activity 1: What can I do to look after my bit of the world?

As a class consider what children can do to help care for the planet. Examples could include:

- turning down the water when they wash their hands
- turning the light off when they leave a room
- putting rubbish in the bin
- recycling toys, clothes, furniture etc.
- not wasting food
- donating old clothes and toys to someone else

Encourage the children to see that even little things, like turning off a light or recycling can make a big difference if they do it all the time. Children could turn their ideas into a poster.

Activity 2: Can children make a difference?

Introduce the lesson by saying 'environmental issues are bigger than we as individuals can address... so can children really do anything to help the environment?' Ask children to raise their hands to vote for 'yes' and then for 'no'. Ask them to move to different sides of the room and invite some children from both sides to explain why they chose that answer.

Give a child a piece of rubbish (ideally a plastic bottle ring or can as seen in the slide pictures). Ask them to walk to the front of the classroom and drop it on the floor. Ask the children 'does this matter?' 'Why?'

Show the children the pictures on PowerPoint **Y1 Service** of the birds and animals tangled in rubbish.

- How does this make you feel?
- What could one child do to stop this from happening?
 - Just one person dropping one piece of litter has had that affect. If just one child had come along and picked it up, that bird would be free.

This is an opportunity to remind children that each of them have a responsibility to serve their environment and each other by doing small things everyday to keep their environment clean and safe.

Classroom language	Sayings
<ul style="list-style-type: none">• Thank you for serving by turning off the taps/ switching the lights off etc.	<ul style="list-style-type: none">• Above and beyond.• Every little helps.• 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.

Year 1

Spring 1



Perseverance



Optimism
and Joy



Curiosity



Perseverance

'Life is not easy for any of us. But what of that? We must have perseverance and, above all, confidence in ourselves. We must believe we are gifted for something and that this thing must be attained'

Marie Curie

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 Shoe Lady, written for Floreat (See **Y1 Perseverance**)

When Ranya Kelly went behind the back of a shop in search of a cardboard box she found hundreds of shoes being thrown away! Ranya knew plenty of families in her town who couldn't afford to buy new shoes, even though they really needed them – and these shoes were going straight in the bin. Ranya collected up the shoes and gave them to a community centre. When the manager found out what she was doing he was angry and started to deliberately ruin the shoes before he put them out. Ranya was sure giving to those in need was the right thing, so she persevered, and continued to work even harder to fix the shoes and get them to those in need.



Drawing out the virtue

This story provides a wonderful role model for perseverance. Talk about the points when Ranya might have given up, and what justifications she might have found to give up. Usually people give up because they start thinking the reason they're struggling is **personal** ie. they are to blame or not good enough; they think that the situation is **permanent** and will never change; and is **pervasive** ie. the difficulty is not specific to that situation but affects other parts of life too. Was Ranya right to persevere?

Activity 1: Changing our thoughts

Ask pupils to describe how it feels when something is too difficult or something doesn't go the way they hoped the first time ie. *Sad, angry, frustrated, cross*. In that case it is no surprise that we get frustrated and want to give up! Explain to pupils that we can use our thoughts to help us to persevere and bounce back.

Look at the PowerPoint **Y1 Perseverance**. Ask pupils to say how they could think about these setbacks in a way that helps them to persevere. The PowerPoint also contains examples of the kind of encouraging language to use in these situations.

Activity 2: Magic Smarties

Put Smarties on a plate and tell pupils that eating a yellow Smartie means you will never make any mistakes at school and will get everything right. Allow children to choose and eat

a Smartie of their own choosing. Discuss - was this a difficult decision? Imagine what it would be like never to make any mistakes, would playing football be fun if you always scored a goal? Would puzzles and quizzes be enjoyable if you always knew the answer?

At the end of the discussion, tell pupils they can have another colour as the antidote.

Classroom language	Sayings
<ul style="list-style-type: none">You have persevered with that, even though it was difficult at first.If you're not struggling then you're not learning anything new!Hard problems are the most fun.	<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 (reception)."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

'We become happier, much happier, when we realise life is full of opportunity rather than obligation'
Mary Augustine

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

Caterpillar Dreams by Jeanne Willis. Two caterpillars dream of the time they will be fully grown and splendid butterflies. However, when they emerge from the chrysalis they discover that nature has a different plan! One has grown into a butterfly, spreading her glorious wings in the sun – but the other has become a moth and finds joy flying in the moonlight instead.

Drawing out the virtue

This story shows children that rather than be disappointed when something doesn't turn out as planned, we can instead find the good in the new situation. We can be optimistic and

joyful about what we have, and recognise that there are certain things we simply cannot control.

Activity 1: Bouncing back

Explain that when we face really hard challenges, showing perseverance means that we don't just give up. Instead when we hit hard times we bounce back – like a bouncy ball!

Teach pupils the song 'I'm a bouncy person' (To the tune of 'I'm a Little Teapot')

Activity 2: A problem or an opportunity?

Show pupils the PowerPoint **Y1 Optimism and Joy**. The PowerPoint shows situations where children might feel frustrated – another child wants their ball or their ice cream. The discussion here should be focused on the fact that children can choose to see these situations as an opportunity to share and have more fun.

*I'm a bouncy person
I bounce back
When I feel downhearted
I don't crack*

*When I feel unhappy
And my world is black
I stay hopeful
And bounce back!*

Sayings

- 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

'The important thing is not to stop questioning.'

Einstein

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

Kids Save the Elephants and Rhinos, written for Floreat (see [Y1 Curiosity](#)). This is a true story. Melanie Essary became curious about elephants and rhinos after learning about them at school. At only seven years old Melanie was so concerned about the ivory trade that she started a successful campaign to make the sale of ivory illegal in Korea.

Drawing out the virtue

The point of this story is to expose children to a role model for curiosity, who was able to do something to help animals *because* she was so curious.



Curiosity

Activity 1: Curious people

The Powerpoint **Y1 Curiosity** shows images of people with different jobs. Show pupils the images and after each image ask 'What do you think this person was curious about at school?' The children can discuss this with their Perfect Partners before sharing their ideas with the class. Pupils should answer in a full sentence using the scaffolding on the slides.

Sayings

- To pique someone's curiosity.
- Only boring people get bored.

Library books

Encyclopedias

Non-fiction books about birds, trees, plants, animals, different 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 Rey

The Snail and the Whale by Julia Donaldson

Year 1

Spring 2



Creativity



Honesty



Humour



Creativity

Creativity

'You can't use up creativity. The more you use, the more you have'

Maya Angelou

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!

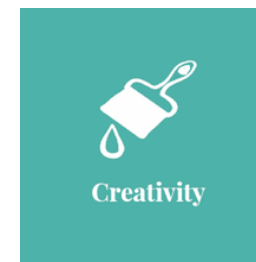
Reception	It's fun to be creative.
Year 1	Learning new knowledge helps me to be more creative.
Year 2	Studying great paintings and stories helps me be more creative.

Core Story

I Will Not Ever Never Eat a Tomato by Lauren Child. An online version is available at:

<https://www.youtube.com/watch?v=0Vd-0pFOFs0>

Charlie has to make lunch for his sister Lola. This is not very easy because Lola has a long list of things she will not eat, including tomatoes, peas and carrots. To encourage his sister to eat her vegetables Charlie uses his imagination, convincing Lola that the carrots are really twiglets from Jupiter and the peas are really greendrops from Greenland. Soon, thanks to Charlie's creative ideas, Lola is tempted to clear her plate!



Drawing out the virtue

This story gives children examples of creative ideas that Charlie came up with, and that clearly link to knowledge (e.g. Astronomy) he'll have learned in school. Use it to show children that if they're struggling to be creative they should think of things they've recently learned in school to get ideas. This also encourages children to want to learn about science, history, geography etc.

Activity 1: Vegetable stories

PowerPoint **Y1 Creativity** contains images of Charlie's two creative ideas, and then a series of other vegetables. Ask the children what knowledge Charlie drew on in order to think up his creative descriptions? Then challenge them to come up with creative alternative descriptions for the vegetables in the other pictures, drawing very specifically on things they've learned in science, history, or geography lessons recently. After allowing pupils time to discuss with their partner, choose some to share their ideas with the class, and praise them when they've used new knowledge gained in class to think of creative ideas.

Activity 2: Creative wall

Cover a wall with a large horizontal strip of blank paper at the children's height. The aim is that by the end of the week the whole blank space will be full. You could choose a theme for example 'Spring' or 'Under the Sea'. Explain to the children that this will be everyone's creative work – it is precious and not for silliness or carelessness. Choose a child to start this off and leave it on the wall for pupils to add to throughout the week.

Classroom language

- I like how you used knowledge you learned in geography/science to think up a creative description for XX vegetable.

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

Honesty

'Honesty is the first chapter of the book of wisdom'

Thomas Jefferson

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

George Washington and the Cherry Tree Myth, written for Floreat (see **Y1 Honesty**) George's father cherishes his cherry tree and looks forward to baking the fruits into a pie. When George is playing in the tree he decides to taste one of the cherries – and before he stops to think – he has eaten every last one! George tries to hide the stones, and when his father asks what happened to the fruit George admits his mistake, terrified of what his father's reaction will be. Instead of getting cross, his father is proud of him for admitting that he'd done something wrong and telling the truth.

Drawing out the virtue

The 'pause' icon on the slide where George is called by his father indicates that teachers should pause the story at this point to have a discussion with pupils. George has to make a decision - what does he have to decide? Whether or not to



Honesty

tell the truth. What are the reasons for owning up? *It is honest. His father might find out anyway and be angrier.*

He really didn't mean to do it. What are the reasons for pretending it wasn't him? *He feels ashamed, he doesn't want his father to be cross with him.* What would be the best thing to do here? After this discussion tell the story until the next pause button. Ask pupils to predict what the father is going to say.

Activity Activity 1: Speech bubbles

Show pupils the slides which show the part in the story when George admits he has done the wrong thing. Ask pupils to practice with a Perfect Partner exactly what they would say if they were George. Once pupils have had an opportunity to practise this in pairs, go through it as a class and decide on a final sentence that should be written into the speech bubble. Encourage sentences like: *I admit I have made a mistake. I am sorry I made a bad choice. I am really sorry, I have done the wrong thing.*

Now show pupils the slide where George's father replies. Ask pupils to practise what they might say if someone admitted doing something wrong like George did, and go through the same process.

Activity 2: Honesty scenarios

Set up a hot-seat at the front of the class. You could use two different masks as props. Choose a pupil to sit in the hot-seat between two other pupil volunteers, an honest character and a dishonest character. The children wearing the honest and dishonest masks should stand either side of the child in the hot-seat. Explain the following scenarios and open each discussion to the whole class. Discuss what the consequences of either course of action might be, and focus on the language and sentences you could use to own up. The pupil in the hot-seat must decide on what they are going to say and do, and model their sentence to the rest of the class.

- You've spilt your drink on the carpet, even though mum already told you not to leave your drink on the floor. When your mum sees is she says 'Did you spill this?'
- You took your brother's scarf then left it somewhere. Your brother gets cross when he can't find it anywhere. What will you do?
- You and your friend are building a big tower together. Your friend has gone to get something and the teacher comes over and says 'well done, you've built such a tall tower all by yourself'. What will you do?



Honesty

- You knock a pot of paint over someone else's painting, but no one saw you. What will you do?
- Your dad takes you to the fun fair for your seventh birthday and promised that you can choose any 5 rides. But as you approach the gate, he discovers that he's forgotten his wallet. This is the last day of the carnival and it's too far to go home and come back before it closes. Dad counts the change in his pockets and tells you he has enough money to pay the entrance fee so you can go inside and look at all the stands, but there wouldn't be any money for rides, OR you could lie about your age and say you're five and get in for half-price, which would leave enough money for the 5 rides. You walk to the gate and the ticket seller asks you, "How old are you?" What will you do?

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.• You're only as good as your word.

Library books

Ruthie and the (Not So) Teeny Tiny Lie by Laura Rankin

The Whopper by Rebecca Ashdown

On the Way Home by Jill Murphy

The Wolf's Story by Toby Forward

Pinocchio

The Pied Piper of Hamelin

Not me by Nicola Killen

The Worry Monster by Caroline Uff



Humour

Humour

'A sense of humour is needed armour. Joy in one's heart and some laughter on one's lips is a sign that the person down deep has a pretty good grasp of life'

Hugh Sidey

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

'Is it because...' by Tony Ross. A little boy wonders why his classmate Peregrine Ffrogg bullies him. In the end he concludes, correctly, that it's because the bully is unhappy himself and is jealous of him. Before you read the story, explain to the children that this book is all about a boy (illustrated on page 1) talking to his dog Pepe, and trying to work out why another boy is bullying him.

Drawing out the virtue

This story has been chosen to show children how, sometimes, when someone is struggling or unhappy themselves, they try to use humour to cover it up, instead of asking for help. Sometimes when people feel bad about themselves they are



Humour

unkind to other people. Being mean to someone and getting others to laugh and join is a way that bullies try to make themselves feel better.

After you've read the story, focus in on two of the possible explanations the boy has for why Peregrine Ffrogg might be bullying him...

'is it because he's as thick as a log?'

'Is it because he can't ride a bike?'

Talk about the fact that everyone finds schoolwork difficult sometimes because we learn new things at school. How does it feel when we don't understand something or we get the wrong answers?

Discuss the example of riding a bike. How many children in the class can ride a bike without stabilisers? Was it easy to learn? How does it feel when we can't do something and everyone else can?

- Imagine Peregrine was still learning to ride a bike when other people had already practiced enough. Why might he start bullying someone else? *It takes attention away from the fact that he needs some more help.*
- What should he do instead? *Tell the teacher he finds this hard and ask for help, or just practise more.*

- It also makes him feel better about himself to make fun of someone else. Emphasise that needing a bit more help or time to practise is nothing to be embarrassed about and it is much better to ask for help than to make someone else feel bad.
- Finally ask your class "Is this a funny story, is it humorous?"

Yes, because the examples are funny. No because it's about bullying. However, the boy uses humour to help him think about the bully's actions and work out that actually Peregrine Ffrogg is the one who needs help.

Activity 1: Scenarios

PowerPoint **Y1 Humour** contains three bullying scenarios. Read through the three scenarios with the children and talk about the fact that bullying can take lots of different forms and there are lots of different ways bullies try to put others down. The scenarios include teasing, physical bullying, name calling and other manifestations such as giggling and deliberately excluding someone. Ask the children to suggest why the bully might be acting in that way. At the end, ask pupils if they can think of any further examples to add.



Year 1

Summer 1



Judgement
and Prudence



Forgiveness



Appreciation
and Awe



Judgement
and Prudence

Judgement and Prudence

'Strange, that some of us, with quick alternative vision, see beyond our infatuations, and even while we rave on the heights, behold the wide plain where our persistent self pauses and awaits us.'

George Eliot, *Middlemarch*

Description

Judgement 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 judgement and prudence as: making a good choice; having common sense; making a sensible decision; wisdom. The opposite of judgement 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

Angry Arthur by Hiawyn Oram. Available online at <https://vimeo.com/76617063>. In this story Arthur wants to stay up late to watch television, but his mother asked him to go to bed. Arthur gets very angry when he does not get his own way. His anger became a storm which tipped whole towns into the sea. His family beg him to calm down, but Arthur just gets even more angry. His temper makes the whole world tremble until Arthur ends up alone in space, unable to remember what he was cross about in the first place.

Drawing out the virtue

Pause the video at 0:23 just after Arthur's mother tells him to go to bed.

- Why has Arthur's mum told him to go to bed?
- Is that a sensible instruction?

Now Arthur has a choice to make.

- How might he react to this news?
- What would be a sensible choice?

Play the rest of the video.

- How does Arthur's temper affect the rest of his family?
- Does Arthur's temper help him get what he wants?



Ask pupils about a time when they have felt angry like Arthur. How did it feel? What did they want to do?

Explain that everyone feels angry sometimes, but that our judgement means we get to decide how to respond. Emphasise that while other people might do things that we find annoying, we can't control what other people do, but can use our judgement to decide our own actions.

Activity 1: Angry and calm

<https://www.youtube.com/watch?v=RVA2N6tX2cg> The first half of this 4 minute video of children talking is intentionally stress-inducing, the latter the opposite, and it demonstrates to children that they are in control.

What did these children say they do to calm down?
Do you do any of these things, or do you do something else?

Like in the film, take a bottle and fill it with water and glitter. Remind the children that they can use their judgement and choose to behave calmly in any situation – even when they feel angry inside.

Shake the bottle hard and then place it down where pupils can see it. Play relaxing music as children practice taking a deep breath in and feeling their anger slip away as they breathe out again.

Activity 2: Paintings

Show the images of paintings on the PowerPoint **Y1 Judgement and Prudence**. The paintings show calm scenes in different styles. Show the children the paintings and ask them how they make them feel. Discuss why – talk about the use of colour and ask pupils what it makes them think of or if it reminds them of anything. The paintings are:

- An ancient Chinese painting
- Claude Monet, Waterlillies
- John Constable, Wivenhoe Park
- Paul Cezanne, The Bay of Marseilles
- J.M.W. Turner, The Rainbow

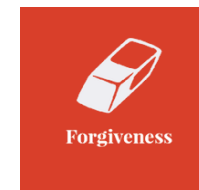
The purpose of this lesson is for pupils to understand that paintings can affect their emotions and help them to feel calm and relaxed.

Sayings

- Don't make a mountain out of a molehill.
- Seeing red.

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

'Temper justice with mercy'
John Milton

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.

Adapted with gratitude from the note in 'Rising Above the Storm Clouds' by Robert D. Enright Ph.D.

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

Rising Above the Storm Clouds by Robert D. Enright. Two rabbits run into their father's study in the middle of an argument. Their father guides them through an imaginary journey, helping them to understand what it is like to forgive someone who has been unfair. Most of the book is a series of lovely descriptions of what it feels like to forgive.



Drawing out the virtue

Forgiving somebody can be difficult, especially when they have treated you unfairly or done something that has really upset you. However, letting go of the anger and resentment you feel towards that person can actually help you to feel better, and can make sure we don't carry our bad feelings around with us. As the father explains in the story, forgiveness is like rising above the stormclouds and can help us to feel peaceful again.

Activity 1: Balloon analogy

Tell the children that they must imagine they're the balloon in your hand. You are going to gradually fill the empty balloon with air, pausing after each breath to describe an annoyance or mishap they should imagine has happened to them.

Examples:

- the person in front in the queue ate the last portion of your favourite pasta bake;
- someone spread a nasty rumour about you
- your best friend didn't sit by you at lunchtime
- someone tripped you up in the playground
- someone destroyed your sand castle
- someone shouted at you even though it wasn't your fault.

Help the children to understand that each time something bad happens, the balloon gets fuller. When the balloon is full, ask the class to imagine how it feels to be that balloon, full of anger at what's happened.

What will happen if you keep filling it up? *It will burst with all the negative feelings.*

Explain that if we hold on to negative feelings they can start to fill us up. What should we do instead? Why is this better for us in the long run?

The purpose of this exercise is to help pupils to understand that letting go of the anger we feel when someone has wronged us can help us feel lighter, and can be better for us in the long run.

Classroom language	Sayings
<ul style="list-style-type: none">• I am so pleased X was able to ask for forgiveness from his friend, that is difficult for lots of people including adults.• How might forgiveness change things in this situation?	<ul style="list-style-type: none">• Wipe the slate clean.• Let bygones be bygones.

Library books

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



Appreciation and Awe

'To see the World in a Grain of Sand. And Heaven in a Wild Flower'

William Blake, *Auguries of Innocence*

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

Something Else by Kathryn Cave. Something Else wants to play with the others but is excluded for being different. Then he meets another creature, also different from him. At first he thinks it strange but then he learns that difference is good and embraces this new friendship.

Drawing out the virtue

- How do you think Something Else felt when the others wouldn't let him join in?
- How did Something Else react to meeting a new creature, unlike any he had ever seen before?
- How did that make the creature feel?
- What was it that Something Else remembered that made him change his mind?



Appreciation
and Awe

Activity 1: Celebrating diversity

Using the cultural diversity of your classroom as a starting point, discuss the ways in which are different but the same. For example, most cultures have special days and celebrations, they might have special foods or clothes or words they use.

Invite a parent to talk to the class about their family's culture. This could be about the language or alphabet they use; the religion they follow; or the country they are from.

At the end of the visit children thank the visitor saying *'thank you for your visit, we really appreciate learning about your culture'*.

Activity 2: Movers and Shakers

In this game the teacher leads children by saying a statement accompanied by a gesture. Explain to the class that if the statement is true for them, they copy the gesture. If the statement is not true for them they keep still – their job is to look around and notice who is moving. Encourage pupils to see what they have in common and where they are different. You could ask pupils follow up questions e.g. what country do your family live in, have you ever visited them?

- You have been on a boat
- You like dogs
- You speak another language at home

- You have ever been to a place of worship like a church or a mosque
- You have family in another country
- You have seen your grandparents this week
- You have been to a wedding

Classroom language	Sayings
<ul style="list-style-type: none">• I like the way X is showing his appreciation of ...• Remember to stop and appreciate things.	<ul style="list-style-type: none">• Beauty is in the eye of the beholder.

Library books

<https://www.youtube.com/watch?v=WT69H5ZEoto> is a lovely silent short story about a dog and a dolphin who manage to be friends despite their differences.

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 Minhós Martins and Madalena Matoso

Listen Listen by Phillis Gershator

Rainforest Romp by Tony Mitton and Ant Parke

Year 1

Summer 2



Humility



Empathy and
Perspective



Gratitude





Humility

'The first test of a truly great man is his humility'
John Ruskin

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 recognise 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.

Core Story

Kangaroo Loves Races, written for Floreat (see **Y1 Humility**). In this story Kangaroo always wants to race, she loves racing because she always wins with her long powerful legs, while penguin always comes last. One day the animals are racing when they come across a stream. While Kangaroo is stuck, penguin glides through the water to the finishing line.

Drawing out the virtue

In the story not only is Kangaroo a show off, but he is so preoccupied with his own abilities he does not notice what Penguin is really good at. The purpose of the unit is to help children understand that humility isn't merely about not showing off, but in actively noticing and celebrating other people's strength.

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.



Activity 1: Show off for your friend!

Pupils take turns to tell their Perfect Partner something they think they are good at e.g. 'I am good at gardening because I know how to look after plants'. The partner can ask questions to find out more detail. After each partner has had an opportunity to share something they are good at, choose pupils to introduce their partner to the class. Their task is to show off on behalf of their Perfect Partner, sharing what their partner is good at, making sure they explain their answer with detail. The purpose of this activity is to encourage pupils to take an interest in each other, and to recognise each others' strengths.

The teacher can model this with another adult e.g. *'This is Miss Anthony, she's so good at running. She can run for miles without getting tired or even a little bit out of breath. She is so fast she moves as fast as lightning. I think she's probably the fastest runner in the world...'* There are some pictures at the end of the PowerPoint **Y1 Humility** to give some ideas.

You could then ask the children to say who they thought was best at showing off for their partner.

Activity 2: Children lead reward time

Explain to the children that today they're going to be the teacher, because they're going to look out for children doing good or kind things, so they can nominate them for praise later. Model using phrases such as 'I liked the way x did ...' or 'When we did Maths today, x finished his worksheet really quickly' or 'When we played football X scored a great goal'.

Classroom language	Sayings
<ul style="list-style-type: none">Thank you X, for showing your humility by praising your friend.	<ul style="list-style-type: none">Pride comes before a fall.From humble beginnings.

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



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

Two Monsters by David Mckee. Two monsters live on different sides of the mountain. They speak to each other through a hole in the mountain but they never see each other. One day they get into an argument and start throwing rocks which destroy the mountain and enables them to see each other's point of view for the first time.

Drawing out the virtue

- When it was starting to get dark in the evening, what did the blue monster call it?
- What did the red monster call it?
- Who was right? *Both, they're different ways of seeing the same things*
- When it was starting to get light in the morning, what did the blue monster say?
- What did the red monster say?
- Who was right? *Both, they're different ways of seeing the same things*
- What happened on the last page? *They were able to see the sunset from each other's perspective.*



Activity 1: Optical Illusions

Perspective means understanding that different people can see the same thing in different ways. Show pupils the optical illusions on the PowerPoint **Y1 Empathy and Perspective**. Give pupils time to study each image. Encourage pupils to use the sentence stems on the slides to tell their Perfect Partner what they can see in a full sentence using the word 'perspective'. Ask some pupils to share their ideas with the class. It is likely the children will have different interpretations. Use this opportunity to explain that different people can see things differently. Encourage pupils to help each other to see the part of the picture they had overlooked in order to see it from a different perspective. Talk about how this can be really difficult to do, and sometimes you need to ask the other person lots of questions to try to work out exactly what things look like from their perspective. This shows the other person that you are really trying to understand their way of seeing things. Give pupils an opportunity to view the image again by working through the PowerPoint. This time encourage them to use the sentence stem 'From a different perspective I can see ...' so pupils have an opportunity to explain the alternative viewpoint.

Activity 2: Welcome a visitor

Welcome a visitor to talk about something which is outside of the children's usual experience. This is an excellent

opportunity to find out about what life is like for someone else. Select one or more of the following activities which are designed to help children to develop empathy:

- Invite a visitor to speak to the children about what life is like if you are deaf or blind or in a wheelchair.
- Invite a guest to teach the children some sign language.
- If there are children in the class with different native languages ask them to teach the class some basic words and phrases.
- Invite parents, relatives or a member of school support staff to talk to the class about their special family traditions, or foods they eat from around the world.

Classroom language	Sayings
<ul style="list-style-type: none">• How might it look from another person's perspective?	<ul style="list-style-type: none">• Put yourself in his shoes.• 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 turns what we have into enough.'

Anon

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.

Core Story

Badger's Parting Gifts by Susan Varley. Badger is very old and knows he will soon die. He is not afraid of death. All of the animals miss badger, but they are grateful for their happy memories of him and enjoy talking about the things he taught them.

Drawing out the virtue

Some children will have experienced bereavement, and may find this story particularly poignant. If they do, praise them for showing that they obviously loved and appreciated that person very much. You may even like to invite them to tell you about the person in a small group later on.

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.

Activity 1: Gratitude video

Talk to the pupils about how, in our daily life, we often go very fast and we are not aware of many beautiful little details that go unnoticed. There are many nice things and people around us, things that can make us feel happy, but it is necessary to pay attention, to notice, enjoy and say thank you for them.

Show this 5 minute inspirational gratitude video:
<http://www.spreadinggratituderocks.com/#!gratitude-video/c1zve>

Activity 2: Gratitude cards

This activity is an opportunity to think about someone you want to say thank you to, then create a card for them - with a picture and a message of thanks explaining why you're grateful to them. The PowerPoint **Y1 Gratitude** contains some ideas of pictures and messages to help prompt the children before they begin.

It also contains a slide on how to teach your class how to present their card when they see the card's recipient.

Or

Ask your children to think of someone in school who they would like to thank verbally and why. They might choose the caretaker, teacher, Headteacher, SMSA, receptionist, TA etc. Model for them how to say thank you and why e.g. "Thank you xxx for teaching me how to do the zip up on my coat by myself" or "Thank you yyy for sitting at my lunch table today and chatting to me".

Tell them to practise what they will say to that person, on their perfect partner. Then release the children,

with an adult escort and a prompt card so they can find the person and thank them in person.



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.Remember that we always say thank you for the kind things people do for us.	<ul style="list-style-type: none">Count your blessings.Thank your lucky stars.

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 Fable