


<b>Year Group:</b> Two		<b>Topic Title:</b> Anti-bullying Week	<b>Half Term:</b> Autumn 2
<b>Aim of the unit:</b> (linked to Programmes of Study) •			<b>Attainment Target:</b>
<b>Pre-learning:</b> •		<b>Red Robin Hook:</b> The class will be given a canvas and a challenge to create a piece of collaborative art work which shares the friendship/anti-bullying message.	<b>Key vocabulary:</b> (to be displayed with definition)
Lesson	Learning Challenge (including outcomes)	Outline of Learning Experience	Differentiation (by input/task or outcome)
1	<p>Can I consider the unique and special things about me and others?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Shield templates</li> </ul>	<p>Ask the children to consider the ways in which they are different, and the special, unique things they bring to this classroom. Write some examples on the board. Highlight that some may be skills or talents, such as being good at maths or football, and some might be about their personality, such as making people laugh, being a good listener, being kind. Some people might bring something special because of their background, culture, family, etc. The children are to create shields which represent the different ways in which they are unique and different.</p>  <p>These will form part of a small class display which will reflect a celebration of the recognition of diversity in each classroom.</p>	More able children could have their shield split into more than four parts.

<p>2</p>	<p>Can I reflect on a story about celebrating friendship?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Rainbow Fish Book</li> <li>• Oil pastels</li> <li>• Cartridge paper</li> <li>• Brusho</li> <li>• <a href="https://www.youtube.com/watch?v=feytlwOzgns">https://www.youtube.com/watch?v=feytlwOzgns</a></li> </ul>	<div data-bbox="967 97 1191 399" data-label="Image"> </div> <p><a href="https://www.youtube.com/watch?v=feytlwOzgns">https://www.youtube.com/watch?v=feytlwOzgns</a> Use this video or the book of The Rainbow fish, Read rainbow fish text.</p> <p>Talk about issues that the story is concerned with. Friendship, sharing, giving.</p> <p><b>Pair share:</b> talk about a time when they have shared, given something to someone else. How do they think the other person felt? Brainstorm these ideas.</p> <p>The children are to think of time that they have shared or been kind to another person. They are to think about a time when they have been upset or hurt because of someone else. What did they do to make it better?</p> <p>The children are to have a coloured scale each and they are write their experience on it and how it made them feel. This can then be created into a large rainbow fish.</p> <p>Use a prepared story map to orally rehearse the story of The Rainbow Fish.</p>	<p>Provide the children with a large sheet of cartridge paper, oil pastels and brusho. The children are to create their own large rainbow fish which celebrates their uniqueness.</p> <p>These fish will be used to create a Rainbow Fish themed book area. Affirmations celebrating everyone's uniqueness will be added to the area.</p>
<p>3</p>	<p>Can I consider the feelings of the characters at different times in story?</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Feelings graphs</li> <li>• Thought bubbles</li> <li>• Rainbow Fish story map</li> <li>• Feel-o-meters</li> </ul>	<p>Retell the story of The Rainbow Fish using the story map.</p> <p>Explain to the children that they are going to consider the feelings of the different characters as the story is told. Split the children into groups according to the different characters with an adult with them to help plot the feelings on the graph. Children plot the feelings of the characters on the graph showing who was feeling the most powerful or vulnerable. Make sure the children understand the meaning of powerful and vulnerable.</p> <p>Discuss the graphs at the end of the story. Is there a point when both</p>	<p>Differentiation using the different feel-o-meters or feeling graphs.</p>

		character's feelings were similar? Children are to have images of the different characters and write thought bubbles to express their feelings and the reasons behind the feelings.	
<b>4</b>	Can I innovate on the story of The Rainbow Fish? <i>This may take more than one session</i>	The children are to use the story map of The Rainbow Fish to innovate on it. They can work in groups, pairs or individually. They could change the characters or the events. They may need some modelling of this beforehand. The children draw their story map and then use talk for writing to orally rehearse their story.	LA children can work with an adult to create a collaborative piece of writing.
<b>5</b>	Can I create a story board for our group story? <i>This may take more than one session.</i>	Prior to this lesson, the children will have needed to create images of their characters and a series of backgrounds. Using the cut outs of the characters from their story, the children are to work in their groups to create a storyboard of their play. They are to position the characters to reflect the story and then photograph it. The children will then create a iMovie ebook which with their photographs in sequence whereby they will record captions to share their story.	Children can work in mixed ability teams to create the characters and the setting then photograph followed by recording of voices to tell the story.