



Cherry Tree Academy Medium Term No Outsiders

UKS2	Autumn 1	
	How to heal a broken Wing – Recognise when someone needs help	
	Year 5	Year 6
	L1: What does the word 'empathy' mean? L2: Why did the bird ask for help from the people around it? L3: If someone gets the wrong answer, what do we do? L4: Can we describe an image? L5: If you see someone who needs help, what could you do? L6: How can recognise and help those who need help?	
Key Concepts to assess	L1: Children create a definition for 'empathy' L2: Children can identify the bird had no voice, so the boy stood up for it L3: Children can discuss and explain what we do if someone gets things wrong L4: Using the information gathered over the previous sessions, children will describe the feeling of the page L5: Children will be able to articulate their feelings. L6: Children will answer the question - How can recognise and help those who need help	L1: Children create a definition for 'empathy' linking it to a personal experience L2: Children can identify the bird had no voice, so the boy stood up for it L3: Children can discuss and explain what we do if someone gets things wrong and give real life examples L4: Using the information gathered over the previous sessions, children will describe the feeling of the page with detail and appropriate emotions. L5: Children will be able to articulate their feelings and how to understand the feelings of others. L6: Children will answer the question - How can recognise and help those who need help
Vocabulary	Empathy, freedom, respect	Ethnicity, empathy, discriminatory
Experiences		
SMSC	This covers empathy - it also encourages social and emotional growth through discussions on handling mistakes and articulating feelings	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, compassionate, inclusive	



Cherry Tree Academy Medium Term No Outsiders

UKS2	Autumn 2	
	Kenny Lives with Erica – consider consequences	
	Year 5	Year 6
	L1: What is a 'consequence'? L2: What actions deserve a consequence? L3: Why did Kenny choose to do what he did? L4: How does the language we use affect those around us? L5: Why did Kenny write 'everyone is welcome' on his wall? L6: What is the message of the story?	
Key Concepts to assess	L1: Children can identify what a consequence is and link it to actions. L2: Children to understand the level of consequence matched to the action L3: Children will explain why Jenny and Hasan have gone L4: Children will talk about how they would feel if that language was used towards them. L5: Children will demonstrate their understanding and can explain to their partner L6: Children will use all their knowledge from the half term to answer, 'What is the message of the story?'	L1: Children can identify what a consequence is and link it to real life actions. L2: Children to understand the level of consequence matched to the action and can explain why it is appropriate L3: Children will explain why Jenny and Hasan have gone, linking it to the actions of others L4: Children will talk about how they would feel if that language was used towards them with reasons why they would feel that way L5: Children will demonstrate their understanding and can explain to their partner L6: Children will use all their knowledge from the half term to answer, 'What is the message of the story?'
Vocabulary	Consequence, language, appropriate,	Consequence, language, appropriate,
Experiences		
SMSC	Exploring consequences and empathy in actions. Encouraging critical thinking and communication skills through discussing emotions and understanding the story's message collaboratively.	
British Values	Mutual Respect, Tolerance	
School Values	Honest, resilient, compassionate, inclusive, healthy	



Cherry Tree Academy Medium Term No Outsiders

UKS2	Spring 1	
	King of the Sky – consider responses to immigration	
	Year 5	Year 6
	L1: What does immigration mean? L2: Why might people immigrate? L3: How are Mr Evans and the Boy different? L4: How does the boys feelings change throughout the story? L5: What are the boy and Mr Evan’s characters like? L6: What were the major events that happened to the boy in the story?	
Key Concepts to assess	L1: Children to discuss and create a class definition L2: Children to identify reasons why people might want to emigrate L3: Children will be able to list similarities and differences L4: Children will identify and comment on the boys feeling at different stages of the story L5: Using the story children will be able to describe the two characters L6: Children to create a diary entry from the boys’ perspective	.L1: Children to discuss and create a class definition of the word immigration L2: Children to identify reasons why people might want to emigrate and link these to current affairs in the UK L3: Children will be able to list similarities and differences in the characters feelings and actions L4: Children will identify and comment on the boys feeling at different stages of the story and are able to explain why he is feeling that way L5: Using the story children will be able to describe the two characters in detail L6: Children to create a diary entry from the boys’ perspective and from Mr Evan’s perspective
Vocabulary	Immigration, emigrate, considerate, faith	Immigration, emigrate, considerate, faith
Experiences		
SMSC	Develop empathy and critical thinking skills while exploring themes of migration and emotions. Promote understanding of different perspectives.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term No Outsiders

UKS2	Spring 2	
	Leaf – Overcome fears and differences	
	Year 5	Year 6
	L1: How can we work alongside people who are different from ourselves? L2: What does it mean to be different? L3: How do the animals react to the polar bear? L4: How can we change a negative situation? L5: Can we give reasons for and against talking to the polar bear? L6: What have we learnt through reading 'Leaf'?	
Key Concepts to assess	L1: Children to identify how we might be different from others L2: Children to discuss differences and know this is a positive L3: Children to list ways animals react to the polar bear in the story L4: Children come up with solutions to how the animals are treating the polar bear L5: Children to list reasons for and against talking to the polar bear L6: Children identify key messages in the story to overcome fears and differences	L1: Children to identify how we might be different from others and know this is a positive L2: Children to discuss differences and know this is a positive and link these to real life experiences L3: Children to list ways animals react to the polar bear in the story and why they have acted in that way L4: Children come up with solutions to how the animals are treating the polar bear and explain why their behaviour is not acceptable L5: Children to list reasons for and against talking to the polar bear and use this as a debate L6: Children identify key messages in the story to overcome fears and differences
Vocabulary	Differences, fear, prejudice, solution	Differences, fear, prejudice, solution
Experiences		
SMSC	Explore respect and empathy through discussing consequences and actions.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term No Outsiders

UKS2	Summer 1	
	Rose Blanche – justify my actions	
	Year 5	Year 6
	L1: What do we mean by justifying our actions? L2: How do some people justify their actions? L3: What happened to Rose in the story? L4: Are Rose’s actions justified? L5: Are rose’s actions brave? L6: How did Rose’s actions put her in danger, and did she do the right thing?	
Key Concepts to assess	L1: Children will discuss what actions are and can justify why they may happen L2: Children can say whether the Nazi’s actions were justified L3: Children will answer a range of questions to develop their understanding of rose’s experiences L4: Children to role play the scenario and decide if Rose’s actions are justified L5: Children will write a short letter from Rose to a friend detailing what she has discovered L6: Children to use all the knowledge built up to discuss the question ‘How did Rose’s actions put her in danger, and did she do the right thing?’	L1: Children will discuss what actions are and can justify why they may happen L2: Children form an opinion on whether the Nazi’s actions are justified with reasons why L3: Children will answer a range of questions to develop their understanding of rose’s experiences and reasons for them L4: Children to role play the scenario and decide if rose’s actions are justified with reasons to support their judgement L5: Children will write a short letter from Rose to a friend detailing what she has discovered and how it made her feel L6: Children use all the knowledge built up to discuss the question ‘How did Rose’s actions put her in danger, and did she do the right thing?’
Vocabulary	Concentration camp, Nazi, justify, prisoner of war	Concentration camp, Nazi, justify, prisoner of war
Experiences		
SMSC	Engage in critical thinking and moral reflection by evaluating Rose's actions and their consequences.	
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



Cherry Tree Academy Medium Term No Outsiders

UKS2	Summer 2	
	Introducing Teddy – show acceptance	
	Year 5	Year 6
	L1: What does the word ‘transgender’ mean? L2: What is Thomas’ worry in the story? L3: How did Errol and Ave react to Thomas? L4: How can we change the way Tillie feels? L5: What can we learn from Errol? L6: How can we show everyone is accepted?	
Key Concepts to assess	L1: Children will understand what ‘transgender’ means L2: Children to identify parts of the story where Thomas is worried and discuss why he thinks the way he does. L3: Children to discuss how their reactions impacted other characters L4: Children to write a short letter to Tillie to make sure she does not feel like an outsider L5: Children to create a sentence to show what they have learnt from Errol L6: Children use their knowledge and understanding from the unit to create a poster to show acceptance	L1: Children will understand what ‘transgender’ means and can tell their partner L2: Children to identify parts of the story where Thomas is worried and discuss why he thinks the way he does and make comments on whether they are right or wrong. L3: Children to discuss how their reactions impacted other characters and know if they should have reacted in a different way L4: Children to write a short letter to Tillie to make sure she does not feel like an outsider by using empathy L5: Children to create a short paragraph to show what they have learnt from Errol L6: Children use their knowledge and understanding from the unit to create a poster to show acceptance of others
Vocabulary	Transgender, difference, assigned, gender	Transgender, difference, assigned, gender
Experiences		
SMSC	Develop empathy and analyse character perspectives in the story, fostering discussions about acceptance and inclusivity.	
British Values	Mutual respect, tolerance	
School Values	Honest, resilient, healthy, compassionate, inclusive	