



Cherry Tree Academy Medium Term No Outsiders

LKS2	Autumn 1	
	This is Our House – Understanding discrimination	
	Year 3	Year 4
	L1: What does ‘included’ look like? L2: What does discrimination mean? L3: How can we show everyone is welcome? L4: What does ‘No Outsiders’ look like in our school? L5: How can we make sure no one feels like an outsider in school? L6: What have we learnt through this story?	
Key Concepts to assess	L1: Children can identify and provide reasons for what included and excluded looks like. L2: Children can identify the reasons George gives for not allowing people into his house and how George is showing discrimination. L3: Children can use role-play to act out the story. They know to approach with sensitivity and the things George says have no place in our school. L4: Children can create a poster demonstrating that everyone is welcome in our school. L5: Children can list ways they can make sure there are no outsiders in school. L6: Children can summarise the story, they know how someone can feel like an outsider and ways to stop it. They can make links to the British Values and can identify the protected characteristics.	L1: Children know that inclusion means the act of including someone despite any differences. L2: Children can define discrimination as the unjust treatment of different categories of people. They can talk about what the word ‘outsider’ means. L3: Children can use role-play to act out the story. They can say how much better they feel when there are no outsiders and use the correct terminology to explain why this is. L4: Children can create a poster that includes the correct terminology for inclusion and discrimination. It includes key reasons why there are no outsiders in our school. L5: Children can list ways and provide methods that they can use to ensure there are no outsiders in our school. L6: Children can use the story to provide reasons for why there should be no outsiders in school. They can explain what discrimination is and why there is no place for it in school and the wider community.
Vocabulary	Faith, religion, gender, discrimination	Ethnicity, empathy, discriminatory
Experiences		
SMSC		
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

LKS2	Autumn 2	
	We're All Wonders – Understanding bystanders	
	Year 3	Year 4
	L1: What does unique mean? L2: What is a bystander? L3: How can we choose not to be bystanders? L4: How can we show different responses to bullying? L5: What can we do if we see bullying behaviour? L6: How does this story link to our British Values?	
Key Concepts to assess	L1: Children know what unique means and how a person can be unique. L2: Children know that a bystander is someone who sees something they know is wrong but chooses not to do anything about it. L3: Children can identify how Auggie is different and why his feelings are hurt in the story. They can identify the part of the book where people are being bystanders. L4: Children understand what it means to be a bystander and can role-play different responses in response to bullying. They can use their voice to stick up for Auggie. L5: Children can create a poster for school that shows what to do if we see bullying behaviour. They can include key words e.g., bystander, discriminate. L6: Children can say how it feels to be told they are different. Children know everyone has differences, what unique means, what bystander means, and what to do if they see someone being unkind.	L1: Children know that uniqueness isn't a bad thing. They can identify how they are unique and compare themselves to others. L2: Children can define the word bystander. They can identify a range of situations where someone may become a bystander. L3: Children can identify the bystanders and can give explanations of what needs to happen for Auggie. L4: Children can use role-play to play the part of different characters in the story. They can defend Auggie in a way that promotes our school values and show empathy for Auggie when playing his role. L5: Children can create a poster that includes key words and shows what to do if we see bullying behaviour. They can identify clear links to our behaviour policy and our school values, including the British Values. L6: Children can identify reasons why Auggie may not use his pupil voice to defend himself. They know strategies to tackle bullying that link directly to our school values.
Vocabulary	Unique, bystander, bullying, pupil voice, discriminate	Empathy, tolerance, inclusion, respect, defend
Experiences		
SMSC		
British Values	Mutual Respect, Tolerance	
School Values	Honest, resilient, compassionate, inclusive, healthy	



LKS2	Spring 1	
	Red: a crayon's story – To be proud of who I am	
	Year 3	Year 4
	<p>L1: What different colours are there in the world? L2: Can all of our feelings and attributes be seen? L3: Is all advice helpful? L4: How can we give encouraging advice? L5: How can we feel accepted and proud? L6: How can we ensure everyone in our school feels accepted and proud?</p>	
Key Concepts to assess	<p>L1: Children can identify the different colours in the world and can include some less familiar colours that are different shades e.g., turquoise, scarlet L2: Children can identify what the red crayon found difficult, what made everyone think he was red and how he felt on the inside? They can discuss whether all our feelings can be seen. L3: Children can identify whether the advice they gave was helpful/unhelpful and how this would make Red feel. L4: Children can create new advice for Red, taking his feelings into account. They can discuss if Red should continue trying to be red and explain why. L5: Children can identify ways they can feel accepted and proud. They can speak positively about themselves and identify their own amazing attributes. L6: Children can identify ways they can help those around them feel accepted and proud.</p>	<p>L1: Children can list a variety of colours. They know that colours come in different shades and can be similar to each other. L2: Children know why the red crayon found some of the advice so difficult. They can discuss why his grandparents gave him a red scarf and not a blue one and how this could make red crayon feel. L3: Children can say why certain pieces of advice would make Red feel confident/unconfident and know how to change and adapt their words. L4: Children can create new advice for red. They can give reasons for why he should continue being red and why he shouldn't before choosing which they think would be the best for him and why. L5: Children can identify ways they can feel accepted and proud, making links to the protected characteristics. They can speak positively about themselves and identify their own amazing attributes. L6: Children can identify ways they can help those around them feel accepted and proud. They can provide advice for what to do if others don't feel this way, making links to our behaviour policy and school values.</p>
Vocabulary	Attribute, advice, encourage, accepted, proud	Inclusion, variety, confident, unconfident, adapt, protected characteristics.
Experiences		
SMSC		
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



LKS2	Spring 2	
	Aalfred and Aalbert – to find common ground	
	Year 3	Year 4
	<p>L1: ‘We are far more united and have far more in common with each other than things that divide us’ What does this mean? L2: How might it feel to be alone all the time? L3: What does it mean to have things in common? L4: What is community cohesion? L5: How do friendships affect the way we feel about ourselves? L6: What is isolated? How can we ensure no one feels isolated in our school?</p>	
Key Concepts to assess	<p>L1: Children can discuss what this phrase means to them. They can show respect for others who may disagree with or think differently to them. L2: Children can discuss how Aalfred and Aalbert might feel being alone all the time. They can provide reasons for why Aalfred states he might quite like to be part of a pair. L3: Children know what it means to have things in common and can use their communication skills to find other children with things in common to them. L4: Children can make a list of ways they are different to others in the class and ways they can work and play together. They can create a poster to advise others. L5: Children can discuss how friendships affect the way they feel about themselves. They can think of a time when a friendship affected them positively/negatively and discuss it with the class. L6: Children can define the word ‘isolated’ as having little in common with others around them. They can think of ways to make sure no one feels isolated at school.</p>	<p>L1: Children can discuss what this phrase means to them and why. They can understand the reasoning of someone who thinks something different to them. L2: Children can compare how Aalfred and Aalbert feel at the end of the story compared to the start. They can state why they think they are happier at the start/end of the story, and how they know. L3: Children can find children in the classroom with things in common to them. They know why it is important to have things in common with other people but that you can still be friends when you like different things. L4: Children can create their own definition of community cohesion and what it means to them. They can showcase this by creating a poster that shares the key messages to others. L5: Children know how friendships affect the way they feel about themselves both positively and negatively. They can talk about when to walk away from a friendship and draw on other learning about uniqueness in their explanations. L6: Children know what isolated means. They can think of imaginative ways to ensure no one feels isolated at school and how they would combat it if it arose.</p>
Vocabulary	Common, respect, alone, advice, friendships, isolated	Compare, community cohesion, unique
Experiences		
SMSC		
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusive	



LKS2	Summer 1	
	The Truth About Old People – Recognising stereotypes	
	Year 3	Year 4
	<p>L1: What are the differences between an elderly person and a child? L2: What is a stereotype? L3: What is the best thing to do if you hear someone using a stereotype? L4: Are stereotypes ever true? L5: If we don't respond to stereotypes, what can happen? L6: Why is it important to respond to someone using a stereotype?</p>	
Key Concepts to assess	<p>L1: Children can state differences and similarities between an elderly person and a child. L2: Children know that a stereotype is a widely held idea of a type of person and can provide examples of stereotypes from the book. L3: Children can identify a range of stereotypes that apply to them and others they know. They can discuss how it feels to hear the stereotype and what they should say if they hear someone say each one. L4: Children can think of a stereotype, write it down and provide an illustrated response to it. L5: Children know that it is not right to stereotype others and that ignoring the use of stereotypes can affect a person's self-belief and well-being. L6: Children can make links to the protected characteristics and our school value inclusion.</p>	<p>L1: Children know and can explain differences and similarities between an elderly person and a child. L2: Children know what a stereotype is, they can identify the stereotypes in the book and explain why they think the author has chosen to use illustrations as a response rather than words. L3: Children can identify stereotypes. They can discuss how it feels to hear each stereotype and what they should say if they hear someone say each one. They can explain why stereotypes are wrong, and how they would approach the situation. L4: Children can think of a stereotype, write it down and provide an illustrated response to it that incorporates protected characteristics. L5: Children can state what could happen if we didn't respond to stereotypes. They can think of stereotypical things that happen in school and what they could do to target this. E.g., boys football. L6: Children can say how they would respond if they heard someone using a stereotype.</p>
Vocabulary	Elderly, stereotype, illustrated, ignore, self-belief, protected characteristics	Response, gender, age, race,
Experiences		
SMSC		
British Values	Mutual respect, tolerance, individual liberty, the rule of law, democracy	
School Values	Honest, resilient, healthy, compassionate, inclusiv	



LKS2	Summer 2	
	When Sadness Comes to Call – to look after my mental health	
	Year 3	Year 4
	<p>L1: What is mental health? L2: Why has the author chosen to represent sadness in this way? L3: Why is it important to share our feelings when we need to? L4: How can we encourage people to speak up? L5: Why do people pretend to be happy when inside they feel sad? L6: Why is good mental health important to us?</p>	
Key Concepts to assess	<p>L1: Children know that mental health is our brain feeling healthy. L2: Children can discuss reasons why sadness has been represented like this. They can remember the advice given on how to address sadness. L3: Children can recognise good responses to 'I feel sad' as can I help? Or do you want to talk? L4: Children can discuss ways to encourage children to speak up. They can state what would help them to talk when they feel sad and what the benefits could be of speaking up. L5: Children can give reasons for why people choose to pretend to be happy when they're not. They can talk about the characters in the story and how they dealt with their own sadness. L6: Children can talk about what it means to have good mental health. They can discuss ways to improve their own mental health.</p>	<p>L1: Children can describe mental health in a deeper way than just their brain being healthy. They can include references to emotions, well-being, and friendships. L2: Children can give their own reasons why they think sadness has been represented in this way, making references to their own experiences. L3: Children know why it is important to encourage others to have conversations rather than trying to provide solutions. L4: Children can say what the signs would be of someone who was sad and how they could try to encourage someone to talk to them if they suspected they were feeling down. They can give reasons for why talking about and recognising our feelings is ok. L5: Children know why people choose to pretend to be happy. They can talk about how the characters in the story dealt with their sadness and what they would do in the same/similar situation. L6: Children can explain why it is important to have good mental health. They can make links to No Outsiders and how this contributes to mental health.</p>
Vocabulary	Mental health, sadness, advice, encourage, pretend	Emotions, well-being, friendships, conversations
Experiences		
SMSC		
British Values	Mutual respect, tolerance	
School Values	Honest, resilient, healthy, compassionate, inclusive	