



Cherry Tree Academy Medium Term PHSE No Outsiders

Autumn 1		
KS1	Everyone Different, Everyone Welcome Elmer by David McKee	
	Year 1	Year 2
	<p>L1: Can you identify ways in which people are different? What are protected characteristics?</p> <p>L2: Can you think about how being different may make you feel?</p> <p>L3: Is it ok to look different? How can we make someone feel proud of the way they look?</p> <p>L4: Can you say how a character is feeling and notice how feelings can change?</p> <p>L5: How would you make sure someone felt like they fitted in?</p>	<p>L1: Can you identify ways in which people are different? What are protected characteristics?</p> <p>L2: Can you think about how being different may make you feel?</p> <p>L3: Is it ok to look different? How can we make someone feel proud of the way they look?</p> <p>L4: Can you say how a character is feeling and notice how feelings can change?</p> <p>L5: How would you make sure someone felt like they fitted in?</p>
Key Concepts to assess	<p>L1: Children can identify ways in which people look different (such as clothing, hairstyles, eye colour, skin colour)</p> <p>L2: Children can identify parts in the story where Elmer felt different and say how he might have been feeling?</p> <p>L3: Children can recognise how looking different may make someone feel. They can accept that it is ok to look different and can think of a way to make someone feel welcome.</p> <p>L4: Children can identify the feelings of Elmer at key parts of the story. They can say how his feelings changed.</p> <p>L5: Children understand why people like to feel like they fit in and how they might feel if they didn't fit in. They can think of a way of making someone feel happier.</p>	<p>L1: Children can identify ways in which people are different (including less obvious ways including disability and likes and dislikes)</p> <p>L2: Children can identify parts in the story where Elmer felt different. They can say how he may have been feeling and why. They can make links between the story and real life.</p> <p>L3: Children can recognise how looking different may make someone feel. They know it is ok to look different and can think of ways to make someone feel welcome.</p> <p>L4: Children can identify the feelings of Elmer at key parts of the story and say why he is feeling that way. They can say how his feelings change and why they change.</p> <p>L5: Children understand why people like to fit in and how they might feel if they didn't fit in. They can think of ways of making sure someone feels like they fit in and why this is important.</p>
Vocabulary	Same, different, change, welcome, feelings, sad, happy, scared, worried	Same, different, change, welcome, feelings, sad, happy, scared, worried, anxious, appearance, character, proud,
Experiences		
SMSC	<p>Social – fitting in within society – British culture</p> <p>Moral – responsibility to look after other people</p>	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term PHSE No Outsiders

Autumn 2		
KS1	Everyone Different, Everyone Welcome Going to the Volcano – Andy Stanton	
	Year 1	Year 2
	L1: Can you identify similarities and differences in people? L2: Why is it a good thing to welcome people? L3: Why is it important to let people join in? L4: Can you think of a message to encourage someone to join in? L5: Can you think of ways to make friends.	L1: Can you identify similarities and differences in people? L2: Why is it a good thing to welcome people? L3: Why is it important to let people join in? L4: Can you think of a message to encourage someone to join in? L5: Can you think of ways to make friends.
Key Concepts to assess	L1: Children can say what is similar and what is different between two people. L2: Children can identify which characters were welcomed in the story and say how the characters might have been feeling? L3: Children can say how characters might feel if they were left out and how they feel when they are allowed to join in. L4: With support children can think of something they might say to someone to encourage them to join in. L5: Children recognise that letting others join in is a good way of making new friends.	L1: Children can identify similarities and differences between people including things we might not be able to see. L2: Children can identify which characters were welcomed in the story and say how they might be feeling and why. L3: Children can say how characters might feel if they were left out and can link this to real life experiences. They can say how characters feel when they join in and link this to real life experiences. L4: Children can write a message encouraging someone to join in. L5: Children can make different suggestions about how to make friends and how to help others join in.
Vocabulary	Friend, friendship, welcome, joining in, similar, different	Friend, friendship, welcome, joining in, similar, difference, accept, encourag
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term PHSE No Outsiders

Spring 1		
KS1	Everyone Welcome, Everyone Different The Great Big Book of Families – Mary Hoffman	
	Year 1	Year 2
	L1: What is diversity? L2: Can you identify examples of diversity? L3: Can you identify examples of diversity linked to religion, homes, jobs, families and celebrations? L4: Is the UK a diverse place to live? L5: Why is diversity a good thing?	L1: What is diversity? L2: Can you identify examples of diversity? L3: Can you identify examples of diversity linked to religion, homes, jobs, families and celebrations? L4: Is the UK a diverse place to live? L5: Why is diversity a good thing?
Key Concepts to assess	L1: Children know what diversity means. L2: Children can find examples of diversity within the story. L3: With support children can think of ways families, home and jobs can show diversity. L4: Children can identify some ways the UK is diverse. L5: Children can say what it would be like if everyone and everything was the same. They recognise that being diverse is a good thing.	L1: Children know what diversity means. They can recognise diversity within the school community. L2: Children can find examples of diversity and compare the different characters explain why they show diversity. L3: Children can think of ways families, homes, jobs, celebrations and religious show diversity. L4: Children can identify a range of ways the UK is diverse. L5: Children can say what it would be like if everyone and everything was the same and can say ways being diverse makes the world a better place to live.
Vocabulary	Same, different, similar, diverse	Same, different, similar, diverse, diversity, community
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like. Rule of law - equality	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term PHSE No Outsiders

Spring 2		
KS1	Everyone Welcome, Everyone Different Amazing – Steve Anthony	
	Year 1	Year 2
	L1: What is a friend? L2: Do you have to be the same as someone to be their friend? L3: Can people who are different still be friends? L4: What things do we do in our class together? L5: What makes you an amazing member of our class team?	L1: What is a friend? L2: Do you have to be the same as someone to be their friend? L3: Can people who are different still be friends? L4: What things do we do in our class together? L5: What makes you an amazing member of our class team?
Key Concepts to assess	L1: Children can think of a definition to describe what a friend is. L2: Children can identify similarities and differences between the friends in the story. L3: Children can think of reasons why the character in the story should be allowed to be part of the class. L4: Children can think of activities we share in class together that show we are part of a team. L5: Children can say something good about themselves.	L1: Children can think of a definition to describe what a friend is. They can say ways to make and keep a friend. L2: Children can identify similarities and differences between the friends in the story and make links between the story and real life. L3: Children can think of reasons why the character in the story should be allowed to be part of the class. They can recognise that being different doesn't mean you can't be friends. L4: Children know that they are part of a class team. Children can say things we do that make us belong. L5: Children can say something good about themselves. They can talk about things they have done that they are proud of.
Vocabulary	Belong, class, team, friend, friendship	Belong, class, team, friend, friendship, community, acceptance, proud
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term PHSE No Outsiders

Summer 1		
KS1	Everyone different, Everyone welcome Errol's Garden – Gillian Hibbs	
	Year 1	Year 2
	L1: What is a garden? L2: When might you need help? L3: How and when might you ask for help? L4: How can we help other people and who can help us? L5: Why is the story about No Outsiders?	L1: What is a garden? L2: When might you need help? L3: How and when might you ask for help? L4: How can we help other people and who can help us? L5: Why is the story about No Outsiders?
Key Concepts to assess	L1: Children can say what a garden is and name different kinds of gardens? L2: Children can recognise why the character asked for help in the story. They can think of a time when they needed help and describe what happened. L3: Children can ask for help in a polite way. L4: Children can think of different people who might help them. L5: Children can recognise the different people in the story and link this to the No Outsiders theme.	L1: Children can say what a garden is, name different types of gardens and say why gardens might be important. L2: Children can recognise when and why the character asked for help in the story. They can think of a time they needed help and describe what happened including any feelings. L3: Children can ask for help in a polite way. They can think of different situations where they might need to ask in different ways. L4: Children can name different people who can help them. Children can say how they might help someone else. L5: Children can link the story to No Outsiders themes.
Vocabulary	help, consideration, kindness, together, polite, manners	Help, consideration, kindness, together, polite, manners, community, belonging
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



Cherry Tree Academy Medium Term PHSE No Outsiders

Summer 2		
KS1	Everyone different, Everyone welcome All Are Welcome – Alexandra Penfold	
	Year 1	Year 2
	L1: Can you recognise similarities and differences? L2: What is diversity? L3: Can you work as part of a team? L4: How can we show that everyone is welcome in our class? L5: How can we show that everyone is welcome in our school?	L1: Can you recognise similarities and differences? L2: What is diversity? L3: Can you work as part of a team? L4: How can we show that everyone is welcome in our class? L5: How can we show that everyone is welcome in our school?
Key Concepts to assess	L1: Children can compare characters and say how they are similar and how they are different? L2: Children can describe what diversity is and recognise it in the story. L3: Children can work as part of a team supported by an adult. L4: Children can make a suggestion on how to show we welcome people. L5: Children can explain why we don't leave people out. They can make suggestions about how to welcome someone to our school.	L1: Children can compare characters talking about similarities and differences including ones that may be unseen. L2: Children can explain what diversity is and what being diverse means. They can talk about examples from the story and in real life. L3: Children know how to contribute to a team to work effectively. L4: Children can make suggestions on how to welcome someone and show we are welcoming. L5: Children can explain why we don't leave people out. They can say ways we welcome people to our school. They can recognise diversity within our school.
Vocabulary	Welcome, diverse, diversity, similar, different, team work	Welcome, diverse, diversity, similar, different, team work, contribute, collaborate
Experiences		
SMSC	Social – fitting in within society – British culture Moral – responsibility to look after other people	
British Values	Tolerance and Respect – for all people regardless of what they look like.	
School Values	Inclusive and Considerate	



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	



Cherry Tree Academy Medium Term No Outsiders

LKS2	Spring 1	
	Red: a crayon's story – To be proud of who I am	
	Year 3	Year 4
	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?	
Key Concepts to assess	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.	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.
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	



Cherry Tree Academy Medium Term No Outsiders

LKS2	Spring 2	
	Aalfred and Aalbert – to find common ground	
	Year 3	Year 4
	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?	
Key Concepts to assess	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.	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.
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
	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?	
Key Concepts to assess	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.	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.
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	



Cherry Tree Academy Medium Term No Outsiders

LKS2	Summer 2	
	When Sadness Comes to Call – to look after my mental health	
	Year 3	Year 4
	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?	
Key Concepts to assess	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.	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.
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	



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	