



# Gainsborough Primary & Nursery School



## NO OUTSIDERS

### LONG TERM PLAN

| Year group                | Autumn 1   | Autumn 2   | Spring 1   | Spring2   | Summer 1  | Summer 2   |
|---------------------------|--|--|--|---|---|--|
| <b>EYFS</b>               | <b>You Choose</b><br>by Nick Sharratt & Pippa Goodheart  | <b>Red Rockets and Rainbow Jelly</b><br>by Sue Heap and Nick Sharratt  | <b>Hello Hello</b><br>by Brendan Wenzel  | <b>The Family Book</b><br>by Todd Parr  | <b>Mommy, Mama and Me</b><br>by Leslea Newman & Carol Thompson                    | <b>Blue Chameleon</b><br>by Emily Gravet   |
| <b>Learning intention</b> | To choose what I like  | It's OK to like different things   | To say hello   | All families are different  | To celebrate my family  | To make a new friend   |
| <b>Success criteria</b>   | To choose what I like  | It's OK to like different things   | We are not all the same, I know we are different I can make friends with different people. | I know who is in my family I know all families are different                    | I know the people in my family are special I can tell you who SCves me            | I know everyone is different in my class I can make friends with anyone                                |
| <b>Year 1</b>             | <b>Elmer</b><br>By David Mckee   | <b>Going to the Volcano</b><br>By Andy Stanton   | <b>Want to play trucks?</b><br>By Ann Stott and Bob Graham                                 | <b>Max The Champion</b><br>By Sean Stockdale, Alexandra Strick & Ros Asquith    | <b>My World Your World</b><br>By Melanie Walsh                                    | <b>Errol's Garden SC:</b><br>By Gillian Hibbs  |
| <b>Learning intention</b> | I like the way I am  | To join in   | To find ways to play together  | To understand that our bodies work in different ways.                           | I share the world with lots of people   | To work together   |
| <b>Success criteria</b>   | I know ways we are different and I know how to make my class welcoming   | I know we are all different. I know we can play together and I can join in.  | I know we might like different things. I can find ways you can join my fame                | I know that everyone is different. I know that you can't always see difference. | I know I live in the world. I know the world is full of different people.         | I know I can ask for help with my ideas. I know how to ask for help. I can work with different people. |
| <b>Year 2</b>             | <b>Can I join your Club?</b><br>By John Kelly and Steph Laberis  | <b>How to be a Lion</b><br>By Ed Vere  | <b>The Great Big Book of Families</b><br>By Mary Hoffman & Ros Asquith                     | <b>Amazing</b><br>By Steve Antony   | <b>What the jackdaw Saw</b><br>By Julia Donaldson & Nick Sharratt                 | <b>All are Welcome</b><br>By Alexandra Penfold & Suzanne Kaufman                                       |
| <b>Learning intention</b> | To welcome different people  | To have self confidence  | To understand what diversity is  | To think about what makes a good friend   | To communicate in different ways  | I know I belong  |
| <b>Success criteria</b>   | I know we are all different. I can name ways we are different. I have friends who are different. I don't leave people out. | I know we are all different. I know sometimes it's hard to be different. I know what self-confidence means. I know how I help someone feel confident | I understand what diversity means. I know how my school is diverse                         | I know what a friend is. I know how to be a good friend.                        | I know there are different ways to communicate. I can learn to use sign language. | I know who I am. I know there are special things about me. I know I am different. I know I belong.     |
| <b>Year 3</b>             | <b>This is our House</b><br>By Michael Rosen   | <b>We're All Wonders</b><br>By R.J. Palacio  | <b>Beegu</b><br>By Alexis Deacon   | <b>The Truth about Old People</b><br>By Elina Ellis                             | <b>The Hueys in the New Jumper</b><br>By Oliver Jeffers                           | <b>Planet Omar: Accidental Trouble Magnet</b><br>By Zanib Mian   |
| <b>Learning intention</b> | To understand what discrimination means  | To understand what a bystander is  | To be welcoming  | To recognise a stereotype   | To recognise and help an outsider   | To consider living in Britain today  |
| <b>Success criteria</b>   | I know how someone could feel like an outsider.  | I know everyone has differences. I know what unique means.   | I know the behaviour that makes someone  | I know what a stereotype is.  | I know why it's hard to be different.   | I know what Britain is. I know where I live.   |

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|                           | I know how to make sure there are no outsiders in my school  | I know how people can feel hurt.<br>I know what a bystander is.<br>I know what to do if I see someone being unkind                  | feel like an outsider.<br>I know how to make someone feel welcome.  | I know how stereotypes affect people.<br>I know everyone is different.  | I know how to help someone to be strong.  | I know lots of different people live in Britain today.<br>I know why some people are scared of difference.   |
| <b>Year 4</b>             | <b>Along came a Different</b><br>By Toby McLaughlin  | <b>Dogs Don't Do Ballet</b><br>By Anna Kemp Sarah Oglivie   | <b>Red: A crayon's Story</b><br>By Michael Hall   | <b>Aalfred and Aalbert</b><br>By Morag Hood   | <b>When Sadness Comes To Call</b><br>By Eva Eland   | <b>Julian is a Mermaid</b><br>By Jessica Love  |
| <b>Learning intention</b> | To help someone accept difference  | To choose when to be assertive  | To be proud of who I am   | To find common ground   | To look after my mental health  | To show acceptance   |
| <b>Success criteria</b>   | I know we are different.<br>I can tell you ways we are different.<br>I know why some people are afraid of difference.<br>I can help people to accept difference.         | I know what assertive means.<br>I know why being assertive is sometimes hard.   | I know why people sometimes don't speak up.<br>I know everyone in my school should be proud of who they are.  | I know there are more things that we have in common than divide us.   | I know what mental health is.<br>I know what situations can affect my mental health.<br>I have strategies to look after my mental health. | I know there are different ways to dress.<br>I know people can choose what they wear.<br>I know different people in my community wear different things.<br>I am accepting of difference. |
| <b>Year 5</b>             | <b>Kenny Lives with Erica and Martina</b><br>By Olly Pike  | <b>The Suitcase</b><br>By Chris Naylor Ballesteros  | <b>Mixed</b><br>By Arree Chung  | <b>How to Heal a Broken Wing</b><br>By Bob Graham   | <b>The Little Island</b><br>By Smriti Prasadam-Hallis & Robert Starling   | <b>And Tango Makes Three</b><br>By Justin Richardson & Peter Parnell   |
| <b>Learning intention</b> | To consider consequences   | To understand the universal legislation on human rights.  | To consider response to racist behaviour  | To recognise when someone needs help  | To be competent in the art of speaking and listening and participate in debate.   | To exchange dialogue and express opinion   |
| <b>Success criteria</b>   | I know what a consequence is.<br>I know that all actions have consequences.<br>I know that I have a choice in behaviour I join in and behaviour I choose not to join in. | I know the importance of respecting others.<br>To know people make different choices or have different preferences or beliefs.      | I understand what racism is.<br>I can recognise racist behaviour.<br>I know what to do if I hear or see someone being racist.                               | I know people have different life experiences.<br>I can empathise with others.  | I know people have different opinions<br>I know not everyone will have the same opinion as me.  | I know there are different ideas about equality around the world.<br>I can exchange dialogue and express my opinion.   |
| <b>Year 6</b>             | <b>King of the Sky</b><br>By Nicola Davis  | <b>The Only Way is Badger</b><br>By Stella J Jones & Carmen Saldana   | <b>Leaf</b><br>By Sandra Dieckmann  | <b>The Island</b><br>By Armin Greder  | <b>Introducing Teddy</b><br>By Jessica Walkton & Dougal MacPherson  | <b>A Day in the Life of Marlon Bundo</b><br>By Marlon Bundo & Jill Twiss   |
| <b>Learning intention</b> | To consider response to immigration  | To consider language and freedom of speech  | To overcome fears about difference  | To consider causes of racism  | To show acceptance  | To consider democracy  |
| <b>Success criteria</b>   | I know what immigration means.<br>I know what empathy means.<br>I can empathise with a person in a different situation to me.  | I know what freedom of speech means.<br>I know how language can be used to persuade people.<br>I know how important pupil voice is. | I can accept and work with people who are different to me.<br>I can explore difference without fear.<br>I can look for solutions to challenging situations. | I know what prejudice is.<br>I know what can happen if racism is not challenged.<br>I know how to challenge racist behaviour. | I know how to show acceptance.<br>I know that no one is an outsider.  | I know what a democracy is.<br>I know that we live in a democracy.<br>I know how laws are made.<br>I know how laws can change.   |