



European
Values in
Primary
Schools

Developing European Values in the Primary School



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2017-1-UK01-KA201-036591

Developing European Values in the Primary School



A template for further planning and training

Introduction:

This document is based on the conclusions of a study visit to Parkinson Lane Community Primary School. It creates a set of resources and samples that can be used as templates for teachers undertaking a project using the Arts as a method of working on Values Education.

Specific examples of the work undertaken at Parkinson Lane are attached as appendices.





Section A

PREPARATION OF TEACHERS

Before undertaking an activity with the pupils, teachers need to understand the concepts and contexts that they are working in. This set of activities will enable teachers to think about the big picture before starting to prepare for their own project.

OBJECTIVES	ACTIVITIES AND RESOURCES	RESOURCES
<p>Understand what is meant by ‘European Values’</p>	<p>Brainstorm what the group understand by the word ‘Values’</p> <p>Explore the different sets of definitions. What are the common themes? What are the differences? What do you feel are the priorities for young children from different cultural and ethnic backgrounds?</p> <p>Ask the groups to come up with their own statement Share the statement produced at Parkinson Lane</p> <p>What do pupils think?</p>	<p><u>Resource A1</u>: A set of Values Definitions</p> <p><u>Resource A2</u>: The Parkinson Lane conclusion</p> <p><u>Resource A3</u>: Video clip of pupils’ definition</p>
<p>Understand the cultural context of the pupils that they are working with.</p>	<p>Ask teachers to share a summary of the pupils that they have in their classes from different cultures and backgrounds.</p> <p>Brainstorm the challenges they face in terms of integrating into the community.</p>	<p><u>Resource A4</u>: Challenges Sheet</p>



	<p>Discuss the barriers to addressing those challenges.</p> <p>Case study: Parkinson Lane . Look at the context of the school and the challenges they faced. To what extent do you have similar issues?</p>	<p><u>Resource A5</u>: Parkinson Lane Challenges</p>
<p>Explore some examples of how values and culture can be merged.</p>	<p>Discussion – what is the difference between values and culture?</p> <p>How important is culture to an individual’s identity?</p> <p>Look at these examples of video from Parkinson Lane and see if you can identify:</p> <p>How they link to values Where there are examples of British culture Where there are examples of other cultures How have they managed to integrate cultures and values?</p> <p>Can you also look at the use of the Arts – visual, music, drama and dance in these examples?</p> <p>Plenary – share conclusions</p>	<p><u>Resource A6</u>: A set of video clips</p> <p>https://youtu.be/Ttlljgf_5ws</p> <p>https://youtu.be/t_v_6et4Qng</p> <p>https://youtu.be/E9dOHWHhNpM</p> <p>https://youtu.be/KNjmiKXtzp0</p> <p>https://youtu.be/Cl_6xi_XPHk</p>



Section B

PREPARATION OF AN ACTIVITY

OBJECTIVES	ACTIVITIES AND RESOURCES	RESOURCES
<p>Setting up the themes and responsibilities</p>	<p>Develop the ‘big picture’</p> <ul style="list-style-type: none"> • team of staff to be involved • pupils targeted • values to be addressed • responsibilities • timescales • integration of the arts • cultural links • topic 	<p><u>Resource B1</u>: Planning Sheet</p> <p><u>Resource B2</u>: Example of initial planning and a chronology from Parkinson Lane for Year 1 (aged 5-6).</p> <p><u>Resource B3</u>: Example of initial planning and a chronology from Parkinson Lane for Year 2 (aged 6-7).</p>
<p>Linking to the curriculum</p>	<p>Which existing curriculum areas can the project link to?</p> <p>Look at the examples from Parkinson Lane and develop a similar set of links and activities</p> <p>Incorporate the themes into individual lessons and plans</p>	<p><u>Resource B4</u>: Example of links to curriculum area for reception pupils (aged 4-5)</p> <p><u>Resource B5</u>: Example of learning objectives, curriculum and cross-curricular links for Year 6 pupils (aged 10-11)</p> <p><u>Resource B6</u>: Sample medium term plan for Dance</p>



		<p><u>Resource B7</u>: Sample detailed lesson plan for Literacy (Year 1)</p>
<p>The Outcomes and measuring impact</p>	<p>Examples of the actual performances linked to examples above are uploaded onto YouTube</p> <p>If the project is integrated into the curriculum, the impact on achievement can be measured using the normal assessment methods for the different subjects.</p> <p>However additional impact on individuals can be assessed through observation. Look at the examples of how impact has been identified on individual children.</p>	<p><u>Resource B8</u>: Links to the different performances – every year group from Reception to Year 6</p> <p><u>Resource B9</u>: Examples of impact statements for Year 2 pupils</p> <p><u>Resource B10</u>: Examples of impact statements for Year 5 pupils</p>

Resource A1

A SET OF VALUES DEFINITIONS

The **UK Government** requires its schools to undertake work on British Values. These are defined as follows:

Democracy

Rule of Law

Individual Liberty

Mutual respect for the tolerance of those with different faiths and beliefs and for those without faiths

The **European Commission** has a definition of 5 European Values

They aim to promote peace and the wellbeing of the citizens

- respect for human dignity and human rights
- freedom
- democracy
- equality
- the rule of law

and are defined as:

1. Respect for human dignity

Human dignity is inviolable. Nobody may be hurt physically or mentally.

- Everyone has the right to life.
- Nobody may be condemned to death or executed.
- Torture and degrading punishment are forbidden.
- Slavery and forced labour are forbidden.
- Trafficking in human beings is forbidden.

2. Freedom

- Everyone has the right to be free and secure.
- Home, family and personal communications must be respected
- Everyone has the right to marry and found a family
- Personal data may be protected and kept secret

- Freedom of religion, freedom of thought, freedom of speech and freedom of assembly belong to all
- Everyone has the right to education, work, to run a business and own property.
- Refugees have the right to apply for asylum and may not be deported to a dangerous country.

3. Equality

Everyone is equal before the law.

- All discrimination is forbidden.
- Different cultures, religions and languages are respected.
- Men and women must be equal in all areas and must receive the same pay for the same work.
- Children have the right to protection and the necessary care.
- They have the right to express their opinions.
- The child's best interest must always be considered.
- Old people have the right to a life of dignity and independence.
- People with disabilities have the right to take part in activities that help them to integrate into society and live independently.

4. Solidarity

Workers' rights

5. Citizens' rights

- the right to vote in the [elections](#)
- stand as a candidate in local elections.
- the right to good, impartial and fair administration and have their affairs handled within a reasonable period of time
- right of access to the documents of all EU institutions and agencies
- the right to petition the European Parliament
- the [right](#) to live and move freely within the territory of the EU member states
- entitled to protection by the diplomatic missions or consular authorities of any member state

6. Justice

Every EU citizen has

- the right to effective legal remedies
- the right to be heard before an impartial court of law
- must be held innocent unless legally proven guilty
- the right to legal defence.
- No punishment may be more severe than prescribed by law
- No one may be tried and punished for the same crime twice.

There are many definitions of 'Universal Values'. This is an example:

Respect - prevents antisocial and hostile behaviour

Reliability – prevents misuse of trust and faith

Equality – prevents discrimination

Justice – prevents hostile behaviour and decisions

Peace – prevents conflict, enmity and war

Freedom – prevents domination and oppression

Safety – prevents putting self and others in danger

Responsibility – prevents putting others in danger and anti-social behaviour

Respect for the environment – prevents destruction of nature and animal cruelty

Constitution and the Rule of Law – promotion of moral standards

Resource A2

The Parkinson Lane conclusion

Parkinson Lane – Definition of Values

“Values are not found inherently within any one community, religion or nation, but a good value system should operate globally, encompassing respect, equality, justice and freedom.”

Resource A3

What are Values? – The pupil's view and the need for values.

Here are two video clips of pupils from Parkinson Lane talking about values

Watch here: <https://youtu.be/uV2xIjlc2WE>
/ Four values /



Watch here: https://youtu.be/voWasS0Jv_A
/ Example of racism /



Resource A4

CHALLENGES SHEET

Challenges and Barriers faced by Pupils

List the different challenges faced by your pupils and some of the barriers to integration

Challenges they face	Cultural Community including the home and religion	School	Wider Society
Language			
Respect			
Equality			
Freedom			
Justice			

Resource A5

PARKINSON LANE CHALLENGES

Parkinson Lane School

Context and Challenges to Integration

Parkinson Lane Community Primary School is located in Halifax in the North of England. It takes in pupils from aged 3 to 11. There are 563 pupils in the school, organised in year groups by age. Each year group has around 70 pupils.

The background of the pupils is Pakistani with most families coming from the same area of 100 sq. km in rural Pakistan. All the pupils in the school are non-white. On entry to the school 89% of the pupils do not have English as their first language. Most of the families speak Punjabi, and some of the more educated speak Urdu. Many of the families do not have experience of the UK education system.

The mosques have great influence in the community and almost all the families are Muslim.

Over the years, the school has faced numerous challenges from the local authority and the community, including poor levels of funding, low levels of achievement, vandalism, conflict with parents who have not supported the school's approach, and pupils and families with problems and low aspirations.

The school has tackled these issues in a number of ways, by developing a clear ethos of a caring atmosphere, strong leadership, positive and supportive relationships, empowering both staff and pupils, creating a colourful and relaxed working environment, focusing on resilience, achievement and school improvement, and by placing pupils at the centre of everything and developing a family atmosphere, where all pupils feel that they belong.

However, many of the challenges that the school has faced come from the local community. It has addressed these by focusing on community engagement through:

- Social activities for parents e.g. coffee morning for new parents
- Specific language classes for parents
- Parenting classes
- Use of documentation
- Parental support in the classroom – e.g. reading
- Explicit expectations of parents
- Having an understanding of the community/individual members and exploiting their strengths

- Standing up for the community
- Empathy with the whole community
- Negotiation approach
- Promoting opportunities for community involvement

Resource A6

A SET OF VIDEOS

Here you have several clips of the work undertaken in Parkinson Lane. The different themes are listed below.

1. Presentation of Parkinson Lane School – some examples of pupil activities and facilities



https://youtu.be/Ttlljgf_5ws

2. Year 5 – La Historia Perdida – A video of the play conducted by Year 5 pupils – aged 9-10, based on the history of Catalonia in Spain.



https://youtu.be/t_v_6et4Qng

3. Parkinson Lane 2018 School trip to Cornwall – a summary of some of the activities undertaken by pupils during the trip with illustration of art achievements



<https://youtu.be/E9dOHWHhNpM>

4. Angel in the North 2018 – a trailer of the play produced by Year 6 pupils – aged 10-11, commemorating the 100th anniversary of the Suffragettes Movement.



<https://youtu.be/KNjmiKXtzp0>

5. The Simon Weston Story 2017 – a trailer of the play produced by Year 4 pupils – aged 8-9, based on Simon Weston's story and the significance of the Falklands war.



https://youtu.be/Cl_6xi_XPHk

Resource B1

PLANNING SHEET FOR PRODUCTION

Use this sheet to plan for the 'big' picture

Logistics	What will be the venue for your performance? When will it take place? What will be the overall timetable?	
Teamwork	Which teachers will be involved? Which other staff will be involved? Which members of the community can you involve?	
Pupils	Which age group will you target? How many are involved? How are they selected? How can they be involved in the planning?	
Theme	What is the topic you want to address? What are the values to include?	
Culture	How can you include your national culture? Which other pupil cultures will you incorporate? How?	
The Arts	Which of the Arts will you include? How?	
Roles and responsibilities	Who will lead the group? Who will be responsible for the script? Who will be responsible for the technical elements? Who will be responsible for the behind the scenes work? Who will lead on the different artistic elements – visual, set design, props, costume, music, dance, drama	

Resource B2

Example of initial planning and a chronology from Parkinson Lane for Year 1 (aged 5-6)

Year 1 Beauty and the Beast

Following the literacy and humanities staff meeting, which introduced the community event of conflict and resolution, Year 1 staff decided to perform Beauty and the Beast. Having tried challenging concepts before and story-based performances we have found that Year 1 children are more able to perform and understand a known story as they can relate to it. We wanted the children to understand the moral of the story and to have fun as they were learning.

Staff then wrote an initial script although they knew that this would change throughout the half term as it would adapt to the strengths of the children. We used appropriate songs that reflected the moral of the story and in other songs we kept the melody and changed the lyrics to make them relevant.

We used expertise within the year group to create the necessary costumes, props and back drop. We also drew on staff skills within school to create the dance routine. We wanted to make our performance relevant to present time by incorporating film and were able to link this to a visit to Shibden Hall which is a local landmark.

Throughout rehearsals adaptations were made to costumes, songs and even characters. The children and parents at all times were included with the changes and most were very understanding.

Chronology of Learning

7.11.17 — First music lesson: Learnt True Colours

8.11.17 - Children were introduced to the Disney adaptation of Beauty and the Beast. This allowed them to gain an understanding of what the plot and the various characters that they would be portraying.

10.11.17 - The children watched the new version of 'Beauty and the Beast'. We then compared the two versions looking for similarities and differences. Which one did we prefer and why etc...

Literacy Homework: Learn 'Remember Remember' poem for auditions

13.11.17 - auditions for speaking part: 'Remember Remember' poem. We were looking for clarity of speech, pronunciation, whether they were able to project their voice, intonation in their voices, accompanying gestures etc.

14.11.17 - Music: Recap True Colours and learn Something there.

We also *allocated parts* to children.

17.11.17 — Literacy Homework: Children were given scripts as part of their homework and the rest of the children were also given the songs to learn.

20.11.17 - Auditions for the choir and musicians to accompany forest scene. 21.11.17 - Dance trials for the Community Event. 22.11.17 - We had our first run through of the play.

23.11.17 - Various scenes were developed within the year group in each classroom. E.g. Scene 1: Ballroom scene. Scene 2: Belle/Dad and the forest scene.

We began the initial fittings for the costumes. Props and the backdrop were also started.

Week beginning 27.11.17 - The children had begun to learn their lines but were unable to empathise with the characters. Therefore, we did additional work in relation to the values of humanity. It was at the end of this week that the children came up with the closing statements for the play with support. These were discussed within circle time:

- ✓ Showing respect to others is important if we are all to live side by side in harmony.
- ✓ Whatever your faith, creed or colour we should see each other as equals.
- ✓ If you think of others first you'll not go far wrong.
- ✓ Treat others as you wish to be treated and you'll have all the friends in the world.
- ✓ Before I was narrow minded, I only thought about myself and couldn't see beyond appearances.
- ✓ To find true beauty you need to look within.
- ✓ I was fickle and self-centred, I didn't realise what is really important. You have taught me what it means to be a truly good human being.

27.11.17 - We then went into the hall for the first time and the children went on the stage to practise.

4.12.17 - We went in the hall for a second time to get used to performing on the stage and projecting our voices. We worked on stage presence and speaking to an audience.

4.12.17 - Two of the teachers took our main characters to Shibden Hall to film some of the scenes. We had previously visited 'Cinderella' earlier in the year so the children were familiar with the building and the setting. Footage from the filming and photographs were then used to create a trailer as an advert for our performance. We also used them within our performance on our PowerPoint presentation.

6.12.17 — Work then began with creating the trailer for our performance — of which you can now see on 'YouTube'.

7.12.17 — We split the children up into scenes and used all three classrooms to develop these scenes further. We then got back together and showcased the improvements - this also included the swapping of children in their roles.

8.12.17 - We had a full-dress rehearsal on stage with lighting and music.

11.12.17 - Mr Ahmed viewed the performance and gave very positive feedback and some areas for improvement.

e.g. Positioning on stage 12.12.17/13.12.17 - Rehearsed in classrooms

14.12.17 (Day of performance) — Final dress rehearsal in the hall on the stage.

Resource B3

Example of initial planning and a chronology from Parkinson Lane for Year 2 (aged 6-7)

Oliver Twist

Y2 Community Event -December 2017

Conflict and Resolution

During October after discussion as a whole staff on the theme of conflict and resolution Y2 chose a preference for performing Oliver Twist. After exploring the issues we agreed the play could be used as base for a focus on the themes of child poverty and labour. We agreed it was an accessible topic for Year 2 children and also gave us the opportunity to explore Victorian England.

Thursday 26th October

LIT/Art and Humanities Meeting where Community Event theme was formally introduced. Year 2 proposal of Oliver was agreed by the relevant managers.

Half term break -30/10/17-6/11/17

All teachers watched 1968 musical film and refreshed their knowledge of Victorian England. Consideration was also given to which scenes to include in our version.

Rhona-researched costumes and prepared a sheet of pictures to guide Barj and other staff when making the costumes.

Ben-started work on first draft of the script. Consideration as a team was also given to the songs.

Mel prepared some lesson plans and a PowerPoint presentation on Victorian England. Visited The Lowry in Salford and sourced pictures for the play's backdrop.

Laura(student) prepared a PowerPoint and lesson plan on Victorian schools.

Everyone looked at home/local charity shops for any suitable costumes/props.

Week commencing 6th November

Teachers met to discuss what had been progressed over holiday. Ben continued to work on the script. Rhona researched footage of Oliver Twist and child poverty in the Victorian times (and in the present day) which could be included in the PowerPoint and worked on, including issues into the script.

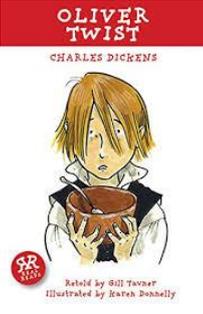
Mel ordered 3 copies of a child friendly retelling of Oliver, collected Victorian artefacts, maps and pictures. Ben's grandfather produced a selection of old maps and fascinating photos of Victorian Halifax.

Initial prop and costume lists were drawn up and discussed with Year 2 staff. (see file)

Barj and Zeba toured the storage areas of school to see what costumes could be modified or reused for Oliver (selection of flat caps for orphans, dress for cook etc found)

List of fabric needed for costumes was given to Anna and Chiara.

Songs agreed: part of " Food, Glorious, Food "and "Consider Yourself". Time was spent trying to put Asian food into the Glorious Food song but eventually we abandoned this! All music sessions with Shabaz were spent working on these songs.

What do I want to know?	What can I work out?
What can I see? 	

Literacy lessons with the children focussed on description of the characters and understanding what Victorian England was like; Victorian schools, the differences in lifestyle between rich and poor children, towns (see file for writing on the left).

Ideas for a dance were discussed with Kiran 'Rich people being pick pocketed by the Artful Dodger and his gang were proposed. Inspiration from the 1968 movie.

Friday 10th November

Children were given words of Food, Glorious Food to learn as part of their homework.

The children watched some of 1968 version of Oliver and a short extract of Oliver featuring conversation between Fagin and Oliver was sent home with the children to learn. Children were asked to learn the lines off by heart and to vary their voice for the two speakers.

Week commencing Monday 13th November

Auditions took place. Any child who wanted a speaking part was invited to have a go. Over 40 children attempted the audition. From the auditions a number were chosen as narrators and 5 children were shortlisted for Oliver (4 girls and a boy). These 5 were given a different extract to practice with second auditions on Wednesday 15th November.

Umayyah was chosen as Oliver and the other 4 were given speaking parts. The rest of the speaking parts were allocated after asking individual children (who had volunteered) to repeat lines from the script after a teacher.

Thursday 16th November

Dance auditions took place and final 12 children as well as Oliver, Charlie ,Dodger and Fagan were chosen.

All other children were given parts as orphans.

The script was further amended and the dance moved later in the scene.

Solo - We agreed Ayesha W needed to use her singing talents and Sarah N. agreed to play her flute. After auditioning different combinations Ayesha was to sing with Rabia and Amirah M who are both in mini- school Choir.

In literacy lessons-chapters of Oliver Twist (Usborne books) were read to the children and activities done based on story - Thinking bubbles, posters to sell Oliver, PSHCE as to whether it is acceptable to steal from others .Other lessons continued as normal other than some time spent in the afternoons on auditions.

Short focused dance practices daily.

Fabric arrived after Anna and Kathy's visit to the fabric shop. Barj and Zeba started work on the costumes. Focus first on main characters - Nancy, Mr Bumble and Fagin.

Week commencing 20th November

Monday 20th / Tuesday 21st November - Children were given a script with their parts highlighted. The script was read with the children line by line to check their understanding and to model how the words should be spoken. Children were encouraged to learn their lines for Thursday 23rd November.

Lessons continued in the mornings with practice for speaking parts each afternoon. Those who were orphans did targeted phonics, maths and ICT lessons. (supported by Asia/Nafisa and Mobeena)

Barj and Zeba continued to make costumes. Ben's reading corner became the designated sewing area!! Mel brought in a rail to hang the clothes on. Kiran and Nafisa were also working on props (chimney sweep brushes/coffin etc). Chiara started work on drawing out the backdrop.

Wednesday 22nd November - full Year group meeting to allocate roles/responsibilities, check everyone clear on what we were doing etc.

Friday 24th November - children were asked to read through the play without their script .An encouraging number-especially the 4 narrators knew all their lines .Fagin/Oliver were asked to continue learning theirs over the weekend.

Week commencing 27th November

The children started to know all their lines so acting could start. Individual scenes taken out by teachers to work on positioning and acting.

Dance rehearsals continued. Pick pocket scarves were ordered.

Chiara continued with the Lowry backdrop, supported by her father Bruce who helped draw the people. The gruel was made in a large pan from the kitchen - a unique combination of wallpaper adhesive, white paint and rice crispies!

Script evolved as acting improved and logistics become easier to see. More focus on child poverty included - additional lines for narrators and Charles Dickens.

Notice in weekly newsletter and letter sent to all parents asking them to kindly send in old shirts and trousers which we could dirty and chop up for the orphans.

Every Tuesday/Wednesday Sarah continued to practice the "Where Is Love?" solo.

Considerable time spent when hall time in getting the orphan children to walk on stage whilst singing Food, Glorious Food and carrying a bowl.

Barj and members of her family stayed late to ensure all the costumes were completed.

Week commencing 4th December

The script is further amended to take out one or two lines specific children are struggling to say (Mr Bumble).

After school on Tuesday (when it's dark) practiced with the torch as a spotlight to see if it was effective. Agreed worth doing on narrators and Charles Dickens at beginning and end of play. Ben purchased a spotlight. Nafisa to operate spotlight from the mezzanine.

3 lessons each day now spent on Oliver Twist practice with a literacy or maths lesson taking place too for all children. Those not speaking continued to do specific phonics and maths activities.

Script marked up with lighting needed. Agreed with Kiran she should do the lighting. Mel prepared the order in which the children would go to the hall and allocated staff position and props.

Costumes were coming together. Extra hours put in by Zeba and Barj to ensure they were finished so trailer could be made.

Ben made trailer using the backdrop and scenes when the children were acting. Rhona finalised the photos and video clips on the PowerPoint. It was shown to the children so that they were not tempted to turn around when performing in the hall.

Clothes for the orphans continued to be brought in and these were cut and covered in dirt. Kiran finalised the coffin needed for scene Two. Mel purchased a smart pair of shoes for Oliver and Barj made a smart, red jacket.

Thursday 7th December - Costumes were checked. Nearly every child had a suitable outfit to wear which was clearly labelled and put in their classroom. Final ones were found.

Friday 8th December - Dress Rehearsal in hall. Run through confirmed that the performance lasts just under 30 minutes. Final positioning of groups of orphans. List made of small areas to work on. Staff placed in their positions and roles talked through.

Final week commencing 11th December 2017

Monday 11th December - Full performance shown to Mr Ahmed (the pressure and the nerves!). Children did well but were a little nervous. Mr Ahmed was fairly impressed but suggested areas to work on-

*Mr Bumble's movement on stage in the "For Sale" scene. Oliver to be walked about. Work on flow in coffin bearer scene.

*Take out the part in Gugsy's office played by Abdul-Bagi as difficult to understand.

*Dance-work to make more dynamic. Oliver to have a go at pick pocketing and get caught by the police officers which leads well into next scene.

Afternoon spent working on the above.

Tuesday 12th December- some extra time with Shabaz working on Food, Glorious Food and developing the dance further. We worked on positivity too with the children in hope they would perform at their best on 13th December.

Wednesday 13th December-the big day had arrived!!

Final practice - no costumes. Children kept calm all day and individual children (policemen readers of poverty poem etc) sent out to practice with teachers.

5pm-performance to parents. Children coped well and built on Monday's performance. All the children and staff's hard work came together. Staff all dressed as orphans too.

Friday 15th December - Performed to whole school. Last minute substitute of Maryum C. as cook because Anya had gone to Morocco.

The children did fine but were tired, so the performance did not flow as well as on 13th December to parents.

What an amazing journey and so much learnt along the way for all involved!

You can watch the trailer (<https://youtu.be/ZYpRxo5PgmA>) and the full video of the play (<https://youtu.be/NNG9HdGgixc>) on Parkinson Lane School's YouTube channel.



Resource B4

Example of links to curriculum area for reception pupils (aged 4-5)

Autumn 26th November — 22nd December

Community event: Sleeping Beauty 13/14th December

PSED	Communication and Language	Physical Development
<ul style="list-style-type: none">Respecting the environment and the world we live in.Learning about kindness, respect and other people's feelings.Good vs Evil- what is good? What is evil? How can we change a persons outlook?	<ul style="list-style-type: none">Retelling of sleeping beauty - key language, subject specific<u>Main focus: Oracy for community event</u>Rehearse and perform showChildren to develop focus and attention skills in listening.Follow instructions: dancing, directions for community eventSubject specific languageSinging/ poetry tellingDrama: re-telling of Sleeping BeautyProvision areas: role play: dressing up and retelling of different	<ul style="list-style-type: none">Moves with imagination in a variety ofdifferent situations - Painting background for performanceDancing: sequencing and ordering movementsMovement across a stageChanging costumes- able to dress independently

Mathematics	Literacy	Understanding of the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Shapes Pattern • Sequencing days of week, seasons and daily events • Sizing/ sequencing of owl babies • Recognising 2D and 3D shapes in variety of models, objects and patterns • Ordering the days of the week • Positional language: over, under — stage positions • Numbers in a month • Recognising 2 digit numbers up to 31 • Continuous number activities: one more/ one less, counting up to and backwards • Number formation and recognition • Songs involving adding and subtracting 	<ul style="list-style-type: none"> • Writing a poem based on community event —love/ hate • Descriptive words: describe country/ feelings etc • Stories: Fairy tale stories (Sleeping beauty) • Sequence story- beginning middle end. • Sentence work based on story of sleeping beauty- describe the characters etc • Mind maps of the story • Phonic lessons based on sleeping beauty 	<ul style="list-style-type: none"> • Investigate objects, materials and living things by using all senses • Intro to Fairy stories - Allow children to develop an understanding • The different settings- woods, homes etc • Where do the stories come from? - around the world. (google maps) • ICT: drawing the castle. • RE: discuss and respecting other cultures • People and their communities: understanding the lives/cultures of others • Light and dark experiments in comparison to good and bad. 	<ul style="list-style-type: none"> • Leaf printing, bark rubbings • Explore different natural materials • Create movements to poetry/song • Drama: retelling of the sleeping beauty • Singing: Whole reception song: All to teach • Making props • Castle drawing- sketch book • Scenery for Community event • Costumes and props • Shaving foam, play dough, cutting and sticking, music sessions, construction, mark making opportunities • Colour mixing

Resource B5

Example of learning objectives, curriculum and cross-curricular links for Year 6 pupils (aged 10-11)

Fragile Earth- Conflicts around the World

- ✓ Children will engage in a country study that supports the development of their knowledge of the geographical, political, social, economic and demographic makeup of the chosen country
- ✓ Children to explore the effect of a significant conflict for the people of a particular country; the factors leading up to it and its impact on subsequent generations
- ✓ Children will understand the reasons for displacement of peoples
- ✓ Children will gain an appreciation of the rich cultures and literary heritage linked to their specific country

India's Children — The Partition	
Learning Objective:	
To explore the concept of values	Discuss the definition of values and what is meant by a value system. Thought shower and use ipads to identify values/value system. Through research, identify categories of value systems- personal, spiritual, family and career/academic. Children to identify their own value system reflective of their multi-faceted sense of identity. EXT- AA Children to write a discursive text on values and the value system to share their understanding.
To explore conflict around the world- locally, nationally and internationally	All work together to define 'conflict' and discuss instances of conflict within the children's immediate experiences and environment.

	<p>Thought shower knowledge of conflict from the past/ historical perspective. Discuss current affairs and draw out the different regions around the world that are affected by conflict. Where appropriate use PowerPoint slides from the staff training.</p> <p>Explore each identified area of conflict and research when, where, what, why and who.</p> <p>Through studying opposing viewpoints children to ascertain reasoning for the breakdown of value systems leading to the breakdown of communication between communities.</p> <p>Children work in groups and to present findings to others.</p>
<p>To introduce a specific conflict in history which is of particular relevance to the children of Parkinson Lane.</p>	<p>To discuss qualities and attributes which are unique to the community of PLCPS and to ascertain how identity is formed through interaction with our personal, social, spiritual, emotional self and with the environment which forms and shapes our identity and sense of belonging.</p> <p>To touch upon the concept of the transience of a value system/belief system which can be born out of necessity and is ever changing as it responds to the needs of individuals and communities.</p> <p>Children to reflect on what makes them unique and to develop a strong sense of worth.</p>
<p>To develop a chronologically secure knowledge and understanding of British monarchy.</p>	<p>Through research and discussion children to understand how Britain became a nation ruled by a single monarch as opposed to different 'tribal' rulers. Children to identify facts about British monarchs and link to significant periods studied in History throughout Primary School alongside significant events such as world wars, etc.</p> <p>Children to complete a timeline of British monarchs.</p>
<p>To develop a chronologically secure knowledge and understanding of British governance.</p>	<p>Through research and discussion, children to identify facts about British Prime Ministers and link to significant periods studied in History throughout Primary School alongside significant events such as world wars, etc.</p> <p>Children to complete a timeline of British Prime Ministers.</p>

<p>To identify facts about the East India Company.</p>	<p>Explore the reasons for the British presence in India and to understand how the East India Company played a significant role in India and why.</p> <p>Use PowerPoints to find out how and why the East India Company was formed and why India was of particular importance to them.</p> <p>Children to work in groups to research facts about the East India Company and to understand the notion of trade.</p>
<p>To develop a chronologically secure knowledge and understanding of how India became a part of the British Empire.</p>	<p>To use film and PowerPoint presentations to look at the chronology of significant events leading to the struggle for power and the subsequent declaration of India to become part of the British Empire.</p> <p>Children to complete a timeline of significant events.</p>
<p>To study the impact of the British presence on the native inhabitants of India.</p>	<p>Through the use of the film Lagaan, explore the tensions between the native Indians and the British. Through discussion, identify the pros and the cons of the British in India, drawing out positives and negatives.</p> <p>Children to work in groups to identify pros and cons and to present to others.</p>
<p>Through research, identify the events leading up to the partition of India.</p>	<p>To use film footage of 'The Day India Burned' as an authentic source of evidence to gain an insight into the human suffering and anecdotal recollections of the people who lived through the Partition.</p> <p>Children to further develop sympathy and empathy through discussion and reflection.</p>
<p>To understand the physical Geography of the Indian sub-continent and why it was divided in the way it was.</p> <p>To identify the key states/places involved in the partition of India.</p>	<p>Children to study pre-partition maps and post partition maps in order to identify the main areas that were divided and separated leading to the creation of new countries.</p> <p>Use the poem written by W.H Auden to explore the justification of a British civil servant being employed to carry out the job.</p> <p>Explore the difficulties mentioned in the poem and use drama to fully engage and comprehend the sentiments expressed.</p>

<p>To put the Partition of India in context with the historical events and the subsequent breakdown of relations with the British Empire.</p>	<p>To explore the human relationships between the 2 communities- natives and the British. Look at the rising tensions as a result of cultural and religious differences.</p> <p>Identify the impact on social classes and the deepening divide because of the practices employed by the British- use animal fat for the bullets, taxes, practices reflective of apartheid.</p> <p>Children to gain an understanding of the rising tensions due to a breakdown in the existing value systems alongside a clash between spiritual and social belief systems of the natives and the British.</p>
<p>To identify facts about the significant people involved in the Partition.</p> <p>To use the facts gained from research to write a biographical account of the lives of significant individuals</p>	<p>Through the use of film extracts from Jinnah, Gandhi and The Viceroy's House, gain an overarching understanding of the significant people involved in the Partition process.</p> <p>Children to carry out independent research into the life a chosen individual.</p> <p>To use the knowledge gained to write biographical accounts of their lives.</p>
<p>To explore the issues affecting the people of India and the need for Independence on both sides.</p>	<p>To use the above stimulus and written accounts as primary sources to develop a sense of empathy and the reasoning behind why independence was granted, and the Partition was inevitable.</p> <p>Children to write diary accounts through the perspective of a refugee child focusing on feelings and emotions.</p> <p>EXT- To use the stimulus of the Dear God poem to write their own poem in the form of a prayer of a child.</p>
<p>To reflect on the Partition on 70th anniversary.</p>	<p>To use a range of the documentaries commissioned to mark the 70th anniversary of the Partition. To explore the effects of the Partition on subsequent generations and to chart their journeys back to the affected regions. Children to gain an understanding that there are people still alive who were affected and that the trauma of the ordeal has never gone away.</p> <p>Children to write a narrative of the Partition experience through the eyes of a child of the time.</p>

<p>To discuss the themes inherent in poetry from the time of the Partition and on the subject of the Partition.</p>	<p>Read and analyse the poetry of Rudyard Kipling - If, Faiz Anmed- Subh-e Azadi , Rabindranath Tagore- Ekla Cholo Re, Taslima Nasreen- Denial.</p> <p>Discuss the themes and sentiments expressed. Ensure children understand the transliterations of the Punjabi and Bengali poetry.</p>
<p>Art- To use different mediums for observational drawings related to India.</p>	<p>Discuss the symbolism of the peacock and its relevance as the national bird of India. Children to research the qualities reflected through the peacock.</p> <p>Pencil drawings, water colours, pastel, batik</p> <p>Children to produce a backdrop to support their performance.</p>
<p>Physical Education- Through dance, to gain an appreciation of the culture and heritage of India.</p>	<p>Children to re-enact scenes from everyday life through movement to music.</p> <p>Children to learn a particular dance associated to one of the native communities of India - Bhangra dance</p>
<p>Music — To gain an appreciation of culture and heritage through music.</p>	<p>Children to analyse and discuss the inherent themes in the lyrics of a wide range of poems/songs of the regions affected by the Partition. Children to learn and perform the lyrics in the original language.</p> <p>Dam mast... Qawali by Nusrat Fateh Ali Khan (Punjabi)</p> <p>True Colours — Cindy Lauper (English)</p> <p>Ekla Cholo Re- Rabindranath Tagore (Bengali)</p> <p>Five Long Fingers - Daniel Bath (English)</p> <p>Dharti Sunheri—links of relevance by Daniel Bath (English)</p> <p>Train song- Daniel Bath (English)</p>
<p>Religious Education</p> <p>To gain an understanding of the major religions of India- Hinduism, Sikhism, Islam</p>	<p>Children to work in groups to research each religion and present findings to others- Main beliefs, special books, special people, special places, celebrations, practices, etc. Children to independently present findings of research through booklet, poster or explanation text</p>

Resource B5

Sample medium term plan for Dance

Spain - Dance medium term plan

Lesson	Learning Objective	Lesson Outline	Key Vocabulary	Assessment Opportunities
1	To analyse the specific movements of the flamenco dance and choose which movements we think we could recreate.	<p>Discuss what do we think the flamenco is? What types of moves might be in the dance. Where does the flamenco originate from? Take feedback and discuss answers.</p> <p>Look at a range of video clips showing different flamenco dances.</p> <p>Ask children to identify which moves would work in our scene of the dance battle. Discuss the floor patterns and how the dancers use different shapes.</p> <p>Ask the children to choose 4 moves that they would like to have a go at recreating. Break down each move and demonstrate.</p> <p>Ask the children to put the moves into a sequence.</p> <p>Perform sequence and peer evaluate 2 stars and a wish.</p>	Flamenco, Spain, style, dance, movement, strength, sequence.	Identification of moves, demonstration of individual moves. Performance of a sequence of moves together.
2	To be able to perform a sequence of flamenco dance moves in unison.	(Using the moves selected by the Children, choreograph a routine based on flamenco.)	Choreography, Flamenco, routine, unison, repetition,	Performing individual moves in unison.

		<p>Ask children to have a practice of the sequences they danced fast session. Explain that these are the moves that have been used in our new routine</p> <p>Ask children what is unison? Let them use talk partners and feedback. Explain that the routine is to be danced in unison as they are a gang all working together to win the battle. Teach the routine to the children a move at a time. Keep going back to the beginning after each move embed the order and technique.</p> <p>Ask children how the moves could be improved (stretch, arch, control etc}</p>	<p>technique, improve, stretch, arch, control, movement.</p>	<p>Performance of a sequence of movements in unison.</p>
3	To perfect the flamenco routine focusing on timing and unison with the music	<p>Discuss the routine. Are there any parts we need to go over before we move on? If so, repeat the teaching process of the routine. Explain that we will be working specifically on timing to ensure we are all dancing in unison. Play a few different pieces of music and ask the children if they can clap to the beat of the music. Explain that the beat can help us stay in time and in unison. Perform the routine paying extra attention to the moves being performed on the beat. Ask the children to listen to the flamenco music again. Can they identify any different parts of the music e.g. build-up, tempo, crescendo? Ask children what do you think we should be doing as the music changes? Take feedback.</p> <p>Add in extra emphasis on the crescendo and prominent beats of the routine.</p>	<p>Timing, unison, flamenco, beat, rhythm, crescendo, tempo, emphasis, strength, routine,</p>	<p>Ability to perform movements to the music on the beat (in unison)</p>
4	To enhance the routine with expression and flair	<p>Discuss how this routine could be improved. Discuss performance expression and flair. What do we mean by</p>	<p>Expression, emphasis, performance, flair,</p>	<p>Understanding of the character they are playing displayed through</p>

		<p>these words? Ask children to explain. Why is this important when performing a dance?</p> <p>Reinforce that the dance is a battle. Ask children to think how the members of the gang would feel. Encourage the children to show expression in their movements and in their faces.</p> <p>Film the routine and let the children watch it back. Who do they think was doing a good job? Ask children to explain why? Encourage the children to perform again taking the points on board and performing showing emotion and expression.</p>	<p>criticism, emotion, feeling, unison.</p>	<p>the performance of the dance.</p> <p>Showing emotion</p> <p>Precision of dance both physically and with expression.</p>
--	--	--	---	--

Resource B7

Sample detailed lesson plan for Literacy (Year 1)

Year 1 planning Subject: Literacy

Learning Objective:

To be able to use my knowledge of adjectives to describe The Beast

Child friendly LO: To be able to use adjectives to write a character description about the Beast

Prior learning:

Children have been introduced to the story of Beauty and the Beast. They have seen the film and have had the story read to them. They have also had the chance to produce some role play. The children are aware of the different characters and their traits. In prior literacy lessons we have already explored the workings of a 'perfect' sentence and how we can add more detail. We have looked into what an adjective is in previous lessons.

Success criteria:

I can use accurate punctuation

I can spell CEW

I can use my phonics to help me spell

I can use adjectives to describe Beast

I can use conjunctions to extend my sentences (Y/G/B)

Resources

IWB image of Beast

Big sheets of paper

Images of Beast/Prince at different stages of the story

Sheets (To then stick in books)

Word mats with adjective examples

Vocabulary

Character description

Feelings/personality

Appearance

Punctuation vocabulary (always used)

Adjective

Curriculum links

En1/3.3a write sentences by:

- i. saying out loud what they are going to write about
- ii. composing a sentence orally before writing it
- iii. sequencing sentences to form short narratives
- iv. re-reading what they have written to check that it makes sense

En1/3.3b discuss what they have written with the teacher or other pupils develop their understanding of the concepts set out in English Appendix 2

Remember key questions and scaffolding learning

Starter — Show children image of The Beast. Children to shout out different WOW words (adjectives) to describe the Beast (personality and appearance.) | then scribe the words on the IWB as a thought shower. The adjectives can be from any point in the story (e.g. fierce, angry or kind and gentle) but they must explain why they have chosen that adjective.

Main Activity — Explain that we are going to be writing a character description about The Beast. We are going to be putting some of the adjectives we have spoken about into sentences to describe the Beast appearance and personality. Model some sentences on the board. Make deliberate mistakes and see if the children can spot them, correct them and explain why it was wrong. Check throughout the lesson that the children are following the SC (Success Criteria). Ask the children to read some of their work out and use peer assessment. Differentiation done through expectation/outcome (e.g. if the Blue table children are working well introduce a simile and see if they can put one into their work.)

Differentiation —

- ✓ **Blue Group** to write about the 3 different phases of the Beast's character (Beginning, middle and end).
- ✓ **Green Group** to write using sentences of the Beast's character when he was angry using adjectives.
- ✓ **Yellow Group** (With support) — Using big paper to write adjectives down then write sentences down together as a group.
- ✓ **Red Group** (With support) - Using big paper to write adjectives down (encourage to use phonemes)

Plenary — ask the children to showcase some of their work. Use self-assessment to encourage children to think of their strengths and areas for development. Play the character trait game and see if the children can guess the character trait from the text read to them (remind them of different characters from Beauty and the Beast).

Resource B8

VIDEOS OF THE PERFORMANCES

Here you have some trailers and full videos of the performances in December 2017.

1. Reception class – aged 4-5 Sleeping Beauty



trailer https://youtu.be/eHcQPc-jL_c

2. Year 1 – aged 5-6 Beauty and the Beast



trailer <https://youtu.be/AGNXPaemFHQ>

full movie <https://youtu.be/eIFqHYPrSE>

3. Year 2 – aged 6-7 Oliver Twist



trailer <https://youtu.be/ZYpRxo5PgmA>

full movie <https://youtu.be/NNG9HdGgixc>

4. Year 3 – aged 7-8 The Mission



full movie <https://www.youtube.com/watch?v=K03k9-ELS7E>

5. Year 4 – aged 8-9 The Simon Weston Story



full movie https://youtu.be/Cl_6xi_XPHk

6. Year 5 – aged 9-10 La Historia Perdida



full movie https://youtu.be/t_v_6et4Qng

Resource B9

Examples of impact statements for Year 2 pupils

Impact of Year 2 Community Event on pupils

Shayaan S.:

Shayaan was a quiet, subdued boy who has had quite a bit of time off from school because of his allergies. Shayaan did not shine out in class, he was happy to stay in the background.

Since the community event however, Shayaan's confidence has grown tremendously. He is so keen to learn, he listens, responds, joins in. He is a different child. He has become a role model for others to follow. Shayaan has struggled with the writing process. Since the community event he realises he can achieve - he just has to believe in himself. Shayaan has turned out to be one of the surprising stars of the community event.

Saif A.

Saif appeared rather disengaged with the writing process at the beginning of the academic year. He struggled to concentrate and apply himself. Since the community event Saif's confidence academically has grown. He applies himself to writing with renewed enthusiasm. Though he had a fairly small part, he threw himself into the role and has thoroughly enjoyed the experience.

Recent Assessments show the impact on his confidence in his academic work. Saif is really trying hard to improve his fine motor skills and it is hoped he will reach expected levels at the end of Year 2.

Allah D.

Allad-Dhad plays the Judge in our Community Event. He is an enthusiastic child but one who has been struggling academically especially with writing. Allah-Dhad has very little support at home. Not only has the Community Event improved his confidence and oracy he is now fully engaged in lessons and making good academic progress.

He should exceed the assessments made at the end of Reception and reach expected in Reading and Maths. He loved his part as the Judge and is keen now to do more acting!

Zara Z.

Zara is a popular member of the year 2 cohort and has been in recent academic years. She is a knowledgeable girl; however, this hasn't always been portrayed in her work. The Community Event has enabled Zara to channel her focus thus enabling her to develop academically.

This year she is one of our four narrators saying over 18 lines in a loud, clear, confident voice!

Recent Assessments have shown the progression that Zara has made academically and she is in line to achieve Expected Standard in the Year 2 SATS in Reading, Writing and Maths.

Aleena A.

Until this academic year Aleena has been a quiet, polite child. In our Reception class she hardly spoke and when she did no one could hear her! In Year 1 her confidence grew but she was still quiet and did not speak in the Community Event.

This year she is one of our four narrators saying over 18 lines in a loud, confident voice!

Recent Assessments show not only the impact on her confidence but in her academic work. Aleena is now enthusiastic in classroom discussions and should reach GDS in Year 2 SATS in Reading, Writing and Maths.

Resource B10

Examples of impact statements for Year 5 pupils

Impact of Year 5 Community Event on pupils

Zakariya – lower ability child

Zakariya is a child who tries his best in class, but literacy is not his strength. He struggles to maintain concentration for longer periods of time and quite often finds something else to occupy himself when he finds things hard. Zakariya was very keen to audition for the community event and knew exactly what part he wanted to play. A football hooligan.

Zakariya immediately got into character and came to life on the stage. He was able to show expression in his face when acting and his body language suited his character completely. He was focused and listened carefully to the constructive criticism from teachers to enhance his performance further.

As a result of community event, Zakariya has developed more inner confidence and is now focusing on what he is good at instead of switching off when he finds things hard. He has really enjoyed the praise and attention he has received through performing and is now trying to transfer the skills to his learning, in order to reach his potential. He is now quick to put his hand up in class and expresses his ideas confidently. I think that Zakariya's end of year results will reflect this increase in confidence and engagement in class.

Rajab – middle ability child

Rajab is a popular member of the class, he enjoys school and always gives 100% in class. His strength is in his literacy and comprehension while maths is the subject, he struggles most with. Rajab can be quite dismissive of his own ability and often lacks confidence to attempt problems in maths lessons.

Rajab took part in the auditions for the community event which was singing in front of the whole year group which terrified him. With encouragement he got up and sang the song from West Side Story. Rajab was given the main role as Antonio in the play as he was the one who showed most enthusiasm and musicality in the song.

This role was extremely challenging for Rajab who up to this date was not part of the dance group or choir, yet he had to sing and dance as part of his role. Rajab showed excellent commitment to his role by learning to play the guitar, sing in both English and Spanish, dance and act speaking with a Spanish accent. Although it still made him very

nervous Rajab performed with confidence and engaged the audience with his portrayal of his character.

Giving Rajab this role has greatly increased his self-confidence and his ability to push himself to achieve his full potential. He has used the same determination in his lessons in class as he is determined to meet his targets this year. His progress so far is reflected in his recent assessment results.

Jawaria – higher ability child

Jawaria is a very hard-working child who always participates well in class. She is of a high ability academically however, she is quite shy. Jawaria contributes well in discussions within the classroom when she is confident in the subject but performing takes her out of her comfort zone.

Jawaria was cast as a member of the Rojo gang which meant that she would have to sing, dance and act. This was something that Jawaria wanted but she did struggle with in the beginning. Jawaria has shown a great deal of determination and perseverance to perfect her role. She has overcome her fears of singing and dancing through rehearsing with friends and evaluating her own performance by watching videos back on the Ipad.

Since the community event Jawaria has shown increased confidence and participation in class. She is more willing to have a go at answering questions even if she is not 100% sure. Her perseverance has also been noted in her academic studies where her determination to achieve her personal best is clearly evident in class.