



PSHE Year Two

Dreams & Goals

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1: Realistic Proud Success Celebrate Achievement Goal

Lesson 2: Strengths Persevere Challenge Difficult Easy

Lesson 3: Learning together Success Celebrate Achievement Goal Partner Team work

Lesson 4: Learning together Success Celebrate Achievement Challenge Product Dream bird Group Team work Problem-solve

Lesson 5: Learning together Success Celebrate Achievement Challenge Product Dream bird Group Team work Problem-solve

Lesson 6: Learning together Success Celebrate Dream Goal Garden Achievement Proud

Prior Unit:

Year 1: Jigsaw Unit: Dreams and Goals

Future Unit:

Year 3: Jigsaw Unit: Dreams and Goals

Sticky knowledge:

- I can tell you things I have achieved and say how that makes me feel
- I can tell you some of my strengths as a learner
- I can tell you how working with other people helps me learn
- I can work with others in a group to solve problems
- I can tell you how I felt about working in my group
- I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

Learning Intentions

- I can choose a realistic goal and think about how to achieve it
- I carry on trying (persevering) even when I find things difficult
- I can recognise who I work well with and who it is more difficult for me to work with
- I can work well in a group
- I can tell you some ways I worked well with my group.
- I know how to share success with other people

Key Questions

Lesson 1: How did you manage to achieve the success? How does it feel to have achieved this goal? Is this a realistic goal for our class? Do you feel proud when you talk about this success?

Lesson 2: How does it feel to set a goal and to achieve it?

Lesson 3: Is it easier to work towards a goal with someone you get on with well? Why/why not?

Lesson 4: Did you manage to achieve this task? How does it feel to achieve a task together?

Lesson 5: As Lesson 4.

Lesson 6: How does it feel to complete a task together?

	LO	Lesson outline
Lesson 1	<p>LO: To be able to choose a realistic goal and think about how to achieve it</p> <p>SK: I can tell you things I have achieved and say how that makes me feel</p>	<p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play 'Pass the treasure chest'. In a circle pass J-Jo's treasure chest (filled with beads, marbles, coins, coloured stones). Can you do it without making a sound? Can the children make suggestions and work together to achieve this goal? Is this a 'realistic' goal</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open My Mind: Slides 1-4: With J-Jo's treasure chest in the middle of the circle, show children the 'success' pictures one at a time and ask them the question: Do you see success in this picture? Why or why not? If yes, how do you think the people in the picture feel about their success? (e.g. a goal keeper may have let a goal in but maybe successful because s/he is in the national team.).</p> <p>Tell me or show me: In talk partners children share something they have achieved and felt proud of. Pass J-Jo around the circle and each child shares their success and feelings about it. Ask the children to imagine they have a treasure chest inside them and they are storing their special feelings inside.</p> <p>Let me learn: Children complete treasure chest explaining their success and the feelings they would like to store inside like treasure.</p> <p>Slide 6: Explain that for the next two Jigsaw lessons the children will work on a challenge/ goal set by J-Jo. Children choose from list of challenges on PowerPoint slide. They need to think which challenge they would enjoy and which are realistic for them to achieve. It shouldn't be too easy or too hard. Explain that challenges are personal. What one person finds difficult another person might find easy.</p>

		<p>Ask each child to decide which realistic challenge they would like to attempt.</p> <p>Help me reflect Slide 7: Share the learning intentions for the lesson with the children For each statement ask the children to show whether they are a ‘thumbs-up, thumbsneutral or thumbs-down. <i>In books: Pupils to write the challenge they chose and how they might achieve it.</i></p>
<p>Lesson 2</p>	<p>LO: To know the steps needed to achieve a goal</p> <p>To know it is important to persevere even when things are difficult</p> <p>SK: I can tell you some of my strengths as a learner</p>	<p>Recap: Can you remember why we made our treasure chest last week? How does it feel to have achieved something?</p> <p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together. Connect us: Pass the treasure chest’. In a circle pass J-Jo’s treasure chest (filled with beads, marbles, coins, coloured stones). Can you do it without making a sound? Can the children make suggestions and work together to achieve this goal? Is this a ‘realistic’ goal</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: Slide 1: Sing or listen to the Jigsaw Song: ‘For Me’. Ask the children what the song is trying to teach us about our dreams and goals? (Striving to achieve the best that we can be, looking ahead and working hard to achieve our dreams etc.</p> <p>Tell me or show me: Group the children according to challenge chosen at end of the last lesson. The teacher places a big cut-out ladder in the centre of the circle and uses one of the challenges as an example which he/she writes on a piece of paper and places at the top end of the ladder. Emphasise that the goal is at the top because that is what we are stepping/climbing towards. Ask the children to identify the steps needed to achieve the goal, i.e. what do they need to do first, next, etc. As they give their ideas, place Jigsaw Jo on the first rung of the ladder, then the next and then the next until you have modelled the stepped process of working towards the goal.</p> <p>Let me learn: Working together in their groups, children identify the steps needed to achieve their challenge/goal and write each on the steps of the ladder. Children fill in J-Jo’s speech bubble; what advice would J-Jo give them to help them to persevere with the most difficult step?</p> <p>Help me reflect Slide 3: Share the learning intentions for the lesson with the children. For each statement, ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down.</p> <p><i>In floor books: present the children’s ladders, identifying the steps needed to achieve the goal. Present J- Jo’s speech bubble with advice.</i></p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 3</p>	<p>LO: To know that getting on with others is important when working towards a goal</p> <p>SK: I can tell you how working with other people helps me learn</p>	<p>Recap: What steps do you plant to take to achieve your goal? Why is it important to persevere? What are your strengths as a learner?</p> <p>Jigsaw Charter: Share ‘The Jigsaw Charter’ with the children to reinforce how we work together. Connect us: Play ‘Pass the smile’.</p> <p>Calm me: Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime.</p> <p>Open my mind: Slide 1: Sing or listen to the Jigsaw Song: ‘There’s A Place’ (introduced in Celebrating Difference). Ask the children how getting along with others is important when working towards a goal.</p> <p>Tell me or show me/Let Me Learn: Give time for the children to work on their challenge/goal, remind them of the steps they thought about last week. (There are resource sheets that can be handed out for the Macarena dance, the Mandarin Chinese counting, The Owl and the Pussy Cat, and the French counting in 2s. Note the French and Mandarin Chinese numbers are given phonetically not as they are spelt). After an appropriate amount of time for the children to have achieved their challenge, children return to the circle and if they want to, can show what they have learnt/produced. As they do this use questions to help the children reflect on the team’s contribution to the goal. Is it easier to work towards a goal with people you get along with? Why/ why not?</p> <p>Help me reflect Slide 2: Share the learning intentions for the lesson with the children For each statement ask the children to show whether they are a ‘thumbs-up, thumbs neutral or thumbs-down.</p> <p><i>In floor books: photographs, quotes from pupils and teacher’s notes from discussion.</i></p>

<p>Lesson 4 And Lesson 5</p>	<p>LO: To know how to work well in a group</p> <p>SK: I can work with others in a group to solve problems</p>	<p>Recap: Who did you work well with last lesson? What was challenging about the task? Why is it important to persevere?</p> <p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Play 'Pass the ball'. Standing in a circle, the children throw a large sponge ball to each other. One person starts by throwing the ball across the circle, that person then throws the ball to someone else in the circle. Then, time this activity so that the ball has passed to everyone in the circle and at the end they know how long this task has taken. Ask the children to work together to halve the time it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go!</p> <p>Calm me: Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind: Slides 1-8: With gentle music playing in the background, show children the PowerPoint images of gardens, slowly moving from one image to another. Passing J-Jo around, ask the children to share which garden was their favourite and why.</p> <p>Tell me or show me: Using the 'Calm Me' techniques take the children through a guided journey where they visit a garden of 'dreams and goals.' This is a safe and happy place. Encourage the children's imagination to visualise the garden. Use the Jigsaw Chime to bring them back from their guided journey and, in talking partners they share what they saw. Two sets of partners then get together and talk about what the birds might be like in a garden of 'dreams and goals.'</p> <p>Let me learn: Challenge the children in groups is to make imaginary birds for 'A Garden of Dreams and Goals'. In fours children work cooperatively to create an imaginary dream bird that might live in the garden. Provide the children with a range of materials. Children should think about the colours and shapes they might use. Children spend lessons 4 & 5 creating their dream bird. Explain that this task is about making the dream bird but also learning about how to work as a team. Question pupils focusing on effective group work by asking questions such as:</p> <ul style="list-style-type: none"> • Has everyone in your group got a job? • Is everyone clear in your team clear on the design of your bird? • Is everyone clear in your team what their role is? • Can you stop and think of an idea to use to help your group get on better with the task? • Have you got any ideas about how to solve problems when people in the group disagree? • What's working well in your group? <p>Help me reflect Slides 9-10: Ask the children complete the relevant My Jigsaw Learning (Piece 4 or Piece 5) at the end of the lesson</p> <p>In books: A photograph of the birds and answers to the following questions: How did your group work well together? How can you solve problems when the group disagrees?</p>
<p>Lesson 6</p>	<p>LO: To be able to reflect on a group task</p> <p>SK: I can tell you how I felt about working in my group</p>	<p>Recap: How did you work with your group last lesson? What did you do well as a group?</p> <p>Jigsaw Charter: Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us: Children make a circle and pass Jigsaw Jo responding to the stem sentence "I feel proud when..." In groups, children carry their dream birds into the circle. Hold them up for everyone to see</p> <p>Calm me: Let the children know Calm Me will be after the lesson this week.</p> <p>Open my mind: Using J-Jo as the talking object passed around the circle, ask the children to complete the following stem sentence: 'I was pleased with our dream bird because.....'</p> <p>Repeat using the stem sentence: 'I feel.....because my group achieved their goal.'</p> <p>Tell me or show me Remind the children about our internal treasure chests where we can store positive feelings. Can they imagine the feelings they have just shared being stored inside their treasure chests? Hand out the treasure chest template for this lesson. Go through the stem sentences so the children know the type of responses they will need to record. Children complete the stem sentences. Teacher asks the following questions to extend the children's thinking:</p> <ul style="list-style-type: none"> • Did your team have all the skills it needed? • How did you choose who was doing which job? • What worked well in your group? Why was that? • What could have been better? • If there were problems in the group, can you explain why that was? <p>Let me learn: Teacher brings out a precious item that could be found outside such as a crystal, a shell, a semi-precious stone etc. and explains that when they are holding this object they remember feeling proud of when they achieved a dream or goal. The teacher invites the children to think of a 'dream' or a wish that is special to them (they don't have to share this). Is there a special dream or goal they have?</p> <p>Help me reflect Slide 2: Ask the children to complete My Jigsaw Learning for this Piece (lesson) as before.</p>

		<i>In floor books: children's treasure chests and completed sentence stems.</i>
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