



PSHE Year One

Spring Term One

Dreams & Goals

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

- Lesson 1)** Proud Success Achievement Goal Treasure Coins
Lesson 2) Goal Learning Stepping stones Process Garden Dreams
Lesson 3) Working together Team work Achievement Celebrate
Lesson 4) Learning Stretchy Challenge Feelings
Lesson 5) Challenge Obstacle Overcome Achieve Goal Stepping stones
Lesson 6) Success Celebration Challenge Internal treasure chest Feelings Goals Dreams Garden

Prior Unit:

EYFS: Dreams & Goals

Future Unit:

- Year 2 Jigsaw- Dreams & Goals
- Year 3 Jigsaw- Dreams & Goals
- Year 4 Jigsaw- Dreams & Goals
- Year 5 Jigsaw- Dreams & Goals
- Year 6 Jigsaw- Dreams & Goals

Sticky knowledge:

- I can tell you about a thing I do well
- I can tell you how I learn best
- I can celebrate achievement with my partner
- I can identify how I feel when I am faced with a new challenge
- I know how I feel when I see obstacles and how I feel when I overcome them
- I know how to store the feelings of success in my internal treasure chest

Skills

- I can set simple goals
- I can set a goal and work out how to achieve it.
- I understand how to work well with a partner
- I can tackle a new challenge and understand this might stretch my learning
- I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them
- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it

Key Questions

- Lesson 1)** What is your special success? How do you feel when you achieve a goal?
Lesson 2) Can you choose someone you wouldn't usually choose? Does your mind feel calm and ready to learn? Can they tell Jigsaw Jack about how they learn?
Lesson 3) How easy is it to work with your partner? Is anything difficult about this?
Lesson 4) How does it feel when we start to learn something new? (Scary, nervous, excited.)
Lesson 5) How can we help each other when we find things difficult? How can we help each other to reach our goals? How does it feel to overcome obstacles and reach your goal?
Lesson 6) What is success? How does success feel?

	Learning Target	Lesson Outline
Lesson 1	To be able to set simple goals SK: I can tell you about a thing I do well	<p>Jigsaw Charter Connect us- Pass Jigsaw Jack's treasure chest (filled with beads, marbles, coins, coloured stones). Can they pass it round the circle without making a sound? Can the children suggest ideas that would make this possible? Can they work together to achieve this goal?</p> <p>Calm me- Teacher to use the 'Calm Me' Script and Jigsaw Chime</p> <p>Open my mind- Slides 2-5: With J-Jack's treasure chest in the middle of the circle, show children one of the 'success pictures' at a time and ask them the question: Do you see success in this picture? Why or why not? The pictures that show 'success' Those that do are then placed in Jigsaw Jack's treasure chest of success.</p> <p>Tell me/Show me- In a circle, the teacher presents each child with a success coin. These coins are pre-prepared with the children's photo on one side and one of their successes written on the reverse, e.g. good at skipping, can tie shoe laces, etc. As the teacher presents each coin, they invite the child to feel proud of their success written on the coin. When all the children have their coins they take a</p>

		<p>minute to share with their talking partner about how they achieved this success and how they feel about it.</p> <p>Let me learn- Each child decorates their own small treasure chest. Whilst doing this, the teacher reminds them that the boxes will be special because they will store children’s successes. Children return to the circle, bringing their treasure chest and success coin, and take it in turns to place their coin into their treasure chest saying, ‘I feel proud that I can...’. tie my shoes, play the recorder, etc.</p> <p>Help me reflect- Slide 6: In a circle, children close their eyes and remember how it feels to achieve something they are proud of.</p> <p>In books: Place a variety of success coins with the children’s achievements on and a photograph of their treasure box.</p>
<p>Lesson 2</p>	<p>LT: To know how to set a goal and how to achieve it.</p> <p>SK: I can tell you how I learn best</p>	<p>Recap: Can you remember why we made our treasure chest last week?</p> <p>Jigsaw Charter</p> <p>Connect us- Play ‘There’s a space on my right’. Leave one space and the child next to it says, “There’s a space on my right and I’d like to invite... to sit in it”. The named child moves into the space. There is now a new space and the child next to it says, “There’s a space on my right and I would like to invite... to sit in it” and so on. Try to ensure every child is invited.</p> <p>Calm me- Teacher to use the ‘Calm Me’ Script and Jigsaw Chime</p> <p>Open my mind- Slide 1: Sing or listen to the Jigsaw song: ‘For Me’. Ask the children what they think this song means.</p> <p>Tell me/Show me- The teacher sets out four pieces of paper like stepping stones across the circle and a tray with all the items needed to make a jam sandwich at the end. The teacher explains that they are going to make a jam sandwich, and the papers on the floor are stepping stones. Each one is a step towards the goal. The teacher explains that a sandwich doesn’t suddenly appear, it has to be made, and making it is a step-by-step process. Make this a visual explanation by stepping from one piece of paper to the next but without giving the actual instructions. In pairs/talking partners ask the children what they think the four steps are for making the jam sandwich. After some thinking time, invite one pair to say the four steps. Model each step by following the children’s instructions exactly and stepping on the ‘stones’ in turn. Make the sandwich according to their instructions. NOTE: Follow the children’s instructions even if they are in the wrong. Emphasizing that it can be helpful to make mistakes because that’s how we learn.</p> <p>Let me learn- Children in their pairs/talk partners to think about how they have just learnt to make a jam sandwich. Share some of their suggestions. Draw out from their ideas that we often learn by listening/ watching/ doing and maybe a mix of all three. Give each pair a challenge e.g. building a block tower, making a dog from playdough and help them think about how they learn (seeing, doing, listening). Children explain the steps they took to achieve the goal. Write on stepping stones or adult scribe/ sequence the pre-typed steps.</p> <p>Help me reflect- Slide 2: Share the learning intentions from today’s lesson and ask the children to give a thumbs-up/ neutral/ or down for the purple and green statements.</p> <p>In books: put stepping-stones activity into books with photos. Statements from children saying which way they learn the best.</p>
<p>Lesson 3</p>	<p>LT: To know how to work well with a partner</p> <p>SK: I can celebrate achievement with my partner</p>	<p>Recap: Can you remember the three ways of learning (seeing, doing, listening) and which is your favourite?</p> <p>Jigsaw Charter</p> <p>Connect us- Play ‘Paired fruit salad’. Give each pair the name of a fruit (use only 5 different ones, e.g. apple, plum, pear, banana, orange). When the teacher calls out ‘apple’ all apple pairs change places. When the teacher calls out ‘fruit salad’ all pairs change places, making sure their arms stay linked.</p> <p>Calm me- Teacher to use the ‘Calm Me’ Script and Jigsaw Chime</p> <p>Open my mind- “Mirroring activity. Stand in space opposite partner. One is the leader, the other the mirror. They place their palms together. The leader moves their hands and the mirror’s hands, still touching so they do the same movements. Then children move their hands apart with space between the palms and repeat the activity, the mirror must follow the leader’s palms. Change roles</p> <p>Tell me/Show me-In pairs, children design a ‘welly’ showing one goal that they both want to achieve, this will highlight the need to work well with a partner. Teacher and a classroom assistant can role-play illustrating how not to work together, i.e. arguing, not listening to each other, not sharing, etc.</p> <p>Let me learn- Children needs to agree how to design the welly and how they go about this task (e.g. who does what, the materials they use, etc.). There is a welly template to use. Back in circle and, using J-Jack as the talking object, respond to two rounds:</p> <ol style="list-style-type: none"> 1. One thing that was difficult about working with my partner was... 2. One thing we did which helped us achieve our goal was... <p>Help me reflect- Slide 2: Share the learning intentions from today’s lesson and ask the children to give a thumbs-up/ neutral/ or down for the purple and green statements</p>

		<p>In floor books: Place a pictures of mirroring activities and comments from the children in response to the Let me Learn questions. These could be written by the children or scribed onto post-its by the teacher/ teaching assistant during the discussion.</p>
Lesson 4	<p>LT: To know how to tackle a new challenge and understand this might stretch learning</p> <p>SK: I can identify how I feel when I am faced with a new challenge</p>	<p>Recap: Can you tell me one good thing about working with a partner?</p> <p>Jigsaw Charter Connect us- Play 'Pass the smile'.</p> <p>Calm me- Teacher to use the 'Calm Me' Script and Jigsaw Chime</p> <p>Open my mind- Stand up in the circle and to stretch as high as they can. Stand on tiptoes and stretch even higher. Repeat this activity stretching in different directions and emphasising the word 'stretching'. Conclude that our bodies are very stretchy. Can the children think of anything that is stretchier? e.g. caterpillar, elastic band. Briefly explain to the children that when we learn new things we have to stretch our thinking or our skills. This usually means trying over again and again,</p> <p>Tell me/Show me- Have the children make clenched fists and then stretch out their fingers as far as they can, clench, stretch. Show the children how to make 'stretchy' flowers. Use the 'steps/stepping stones to a goal' language introduced in Piece 2.</p> <p>Step 1 - Make a handprint or draw around your hand Step 2 - Cut out your handprint/flower Step 3 - Decorate it to make it look like a flower Step 4 - Fix the handprint to one end of a pipe cleaner, threading the pipe cleaner through the hand so it sits on the top like a flower Step 5 - Attach the other end of the pipe cleaner to the end of a green garden stick by winding it around the top.</p> <p>Let me learn- Children make their own stretchy flower. Explain that this will stretch their learning. They might need to keep trying in order to achieve the goal. Ensure they understand the stepped process and encourage them to be as imaginative as possible when they make their flowers. They may like to add leaves to the stick or more than one handprint overlapping to the flower.</p> <p>Help me reflect- Slide 1: The children bring their flowers back to the circle and express (using J-Jack as the talking object) how they feel now they have succeeded in making their stretchy flowers.</p> <p>In books: Place completed stretchy flowers with a typed description of the activity. Pupils complete the sentences 'I tackled this new challenge by...' 'I felt... when faced with this new challenge.'</p>
Lesson 5	<p>LT: To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</p> <p>SK: I know how I feel when I see obstacles and how I feel when I overcome them</p>	<p>Recap: What is the best way to tackle a new challenge?</p> <p>Jigsaw Charter Connect us- Play 'Pass the squeeze'</p> <p>Calm me- Teacher to use the 'Calm Me' Script and Jigsaw Chime</p> <p>Open my mind- Slide 1: Sing or listen to the Jigsaw Song: 'For Me'. Discuss with the children that the song suggests we are all striving to be the best that we can be and we do this one step at a time like climbing a mountain or running a race</p> <p>Tell me/Show me- Slides 2-7: Using the Jigsaw story: 'Pauli's Journey' and the associated PowerPoint, read the story to the children and encourage them to join in at the key points.</p> <p>Let me learn- Using the stepping stones idea put blank pieces of paper across the circle that represent the steps of Pauli's journey. Either the teacher, or a child volunteer can then 'act out' each of the steps of Pauli's trip along the stepping stones, Reinforce that Pauli's challenge was difficult and that sometimes we all face obstacles when we are working towards a challenge. Perhaps we also get some of the feelings the penguins felt when things were hard? Invite the children to reflect in talk partners about something they have found difficult and how they kept going.</p> <p>Help me reflect- Slide 9: Share this lesson's learning intentions with the children. Ask them if they are a thumbs-up/ neutral/ down for each statement a.</p> <p>In floor books: Comments from the children about Pauli's journey. Comments by the pupils about something they have found difficult and how they overcame it.</p>
Lesson 6	<p>LT: To know how it feels to succeed in a new challenge</p> <p>SK: I know how to store the feelings of success in my internal treasure chest</p>	<p>Recap: What were the steps on Pauli's journey?</p> <p>Jigsaw Charter Connect us- Sing or listen to the Jigsaw Song: 'For Me'</p> <p>Calm me- Just for this lesson, tell the children they will do Calm Me a bit later in the lesson.</p> <p>Open my mind- Slides 2-5: Sitting in a circle with Jigsaw Jack's treasure chest in the middle of the circle, show the children the pictures of success from Piece 1 and ask them the question: Do you see success in this picture? Why or why not? The pictures that show 'success' are then placed in Jigsaw Jack's treasure chest of success.</p> <p>Tell me/Show me- Stay sitting in a circle. Help the children recap on the successes they have experienced during this puzzle, ensuring every child can recall at least one. Give some thinking time/prompts and then use Jigsaw Jack to go around the circle and let the children share their thoughts using this stem sentence: One thing I have done well is....</p>

Calm me

Use the Calm Me script and the Jigsaw Chime to help children build a picture of their own treasure chest in their minds. Help them understand they can close their eyes and imagine their treasure chest, open it up and remember their successes whenever they like, especially if they are finding something difficult. Give more coins out so children can write/draw on them some of the success they have had.

Let me learn- It may be appropriate to organise this part of the lesson so that groups of children work with adults in turn. Using the treasure chest template, the children record by drawing or writing their responses to the stem sentences in each box. How do you celebrate your successes?

- What sort of feelings do you have when you are successful?
- Why is it important to have an 'internal treasure chest'?
- Can our 'internal treasure chests' help us in the future?

Help me reflect- Hand out the end of Puzzle certificate to each child to stick into their Jigsaw Journal alongside their completed Treasure Chest template...

In books: coins of successes and scribed answers to the above questions.