



PSHE Year Four

Autumn Term One Dreams & Goals

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Dream Hope Goal Determination Perseverance Resilience Positive Attitude

Lesson 2) Dreams Goals Hopes Disappointment Fears Hurt Resilience

Lesson 3) Positive experiences Hopes Dreams Disappointment Hurt Goals Plans Cope Help Resilience

Lesson 4) Resilience Self-belief Motivation Perseverance Determination Goal Dream Commitment

Lesson 5) Goal Teamwork Enterprise Design Cooperation

Lesson 6) Resilience Positive attitude Review Disappointment Learning Strengths Success Celebrate Evaluate

Prior Unit:

Year 3 Jigsaw – Dreams and Goals

Future Unit:

Year 5 Jigsaw- Dreams and Goals

Sticky knowledge:

- I know how it feels to have hopes and dreams.
- I know how disappointment feels and can identify when I have felt that way
- I know how to cope with disappointment and how to help others cope with theirs
- I know what it means to be resilient and to have a positive attitude
- I can enjoy being part of a group challenge
- I know how to share in the success of a group and how to store this success experience in my internal treasure chest

Learning Intentions

- I can tell you about some of my hopes and dreams
- I understand that sometimes hopes and dreams do not come true and that this can hurt
- I know that reflecting on positive and happy experiences can help me to counteract disappointment
- I know how to make a new plan and set new goals even if I have been disappointed
- I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
- I can identify the contributions made by myself and others to the group's achievement

Key Questions

Lesson 1) What dreams or hopes do you have for the future? How realistic are these dreams? How does it feel to have a dream for the future? If someone is resilient what does that mean? What dream do you have? How might you achieve your dream? How does having a dream make you feel?)

Lesson 2) What does 'resilient' mean? How does it feel when dreams don't come true? What can help when you feel hurt or disappointed? Can you think of a time when you felt disappointed or let down or when a dream you had was broken? How did you cope with that situation?

Lesson 3) What might make us feel like giving up? How does it feel when things don't go to plan? How can we help ourselves to feel better? What new goals or plans can be set to help difficult situations

Lesson 4) N/A

Lesson 5) Are you excited about the challenge? How might you work best in your team? What role might you do? How can you ensure everyone in your team is heard and uses their strengths?

Lesson 6) What do you like about other team's designs? How well did you work together as a team?

	Learning Target	Lesson Outline
Lesson 1	<p>LT: To know some of my hopes and dreams</p> <p>SK: I know how it feels to have hopes and dreams.</p>	<p>Jigsaw Charter Connect us- Randomly hand out the set of 'story puzzle cards' so that each child has one. Children find others who can complete their puzzle. e.g. All children with No.1 on their card group together. All No.2 cards do the same, and so on. When each group has joined their individual cards together, it will reveal a part of a story to be shared later in the lesson. The children will need to work out how their cards fit together to make sense.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Share the story on the puzzle cards by asking each group to read out their part of the story, starting with the cards numbered 1, and so on. Ask the children what they think this story is trying to teach them.</p> <p>Tell me/Show me- Explain the story is true about a famous basketball player called Michael Jordan.</p>

		<p>If the teacher has access to the book, 'Salt in his Shoes' by Deloris and Roslyn M. Jordan they may wish to share Michael Jordan's story with the children. Alternatively, the teacher could find and show a video clip of Michael Jordan.</p> <p>Discuss what really made Michael's dream come true. Draw out that it is often hard work, perseverance that allow us to achieve our dreams rather than 'quick fixes'. Use Michael's story to introduce resilience and the importance of having a positive attitude to be resilient. Children share their dreams & goals.</p> <p>Let me learn - On a piece of mirror card or paper shaped like a leaf, invite the children to write or draw one their dreams and how this makes them feel. These can be combined to make a hanging display if desired. If time allows, invite the children to decorate their dream with collage materials, such as beads, ribbons etc. Children will need to keep their leaves for next lesson.</p> <p>Help me reflect- Slide 1: 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 of pupil's work and pupil comments from discussions about the texts.</i></p>
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What do the children in my class need in order to learn more and remember more?

<p>Lesson 2</p>	<p>LT: To understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>SK: I know how disappointment feels and can identify when I have felt that way</p>	<p>Recap: <i>What are your hopes and dreams? How does it feel to have hopes and dreams?</i></p> <p>Jigsaw Charter</p> <p>Connect us- Play 'I sit in the garden'. Children sit in circle, make sure there is an empty chair by someone in the circle. The person with the empty chair on their right moves into the empty chair saying, 'I sit...', then the person next to them, who now has the empty chair on their right, moves into the chair and says '...in the garden...' and then the person next to them, who now has the empty chair next to them, moves into the chair and says '...and I would like... (person's name) to sit next to me.' That person chooses someone in the circle that they might not usually choose to sit next to them.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Slide 1: Sing or share the Jigsaw Song: 'For Me' with the children. What is this song trying to teach us about hopes and dreams? Does it teach us anything about being resilient?</p> <p>Tell me/Show me- Give children the six different scenarios of hopes and dreams that have gone wrong.</p> <ul style="list-style-type: none"> • Emma and Oliver are promised a puppy which is then not allowed in the flats where they live. • The holiday is cancelled because a relative of Roisin has to go into hospital. • Farida breaks her leg before her gymnastics competition. • Issa thought he would be selected for the school football team but finds out he is only the reserve. • Jacob finds out he is not to be in the same class as his friends next year. • Maya posts something on social media but doesn't get any likes. <p>In groups ask the children to discuss the following:</p> <ol style="list-style-type: none"> 1. How might it feel? 2. What might the person do in that situation? 3. How could they overcome the hurt that this situation might cause? 4. How could they be more resilient? <p>Share ideas.</p> <p>Let me learn- On the reverse side of the leaf they made in Piece 1, write one piece of advice they would give to someone who is disappointed because a dream has been broken (like the children in the scenario). Focus on resilience.</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: quotes from children linked to the discussions they have had about the scenarios, copies of the scenarios for context, photographs of the leaves- the advice the pupils have given.</i></p>
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<p>Lesson 3</p>	<p>LT: To know that reflecting on positive</p>	<p>Recap: <i>Do hopes and dreams always come true? How does it feel when they don't?</i></p> <p>Jigsaw Charter</p>
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<p>and happy experiences can help me to counteract disappointment</p> <p>SK: I know how to cope with disappointment and how to help others cope with theirs</p>	<p>Connect us- Play the 'Rainforest Game'. In the format of a wave, start off by tapping two fingers on the palm of your hand, the child next to you copies, then the one next to them copies. Explain to the children they have to wait for the movement to get to them before they begin. When it gets back to the start, the teacher then claps hands and this movement follows around the circle. The children will be continuing to tap the two fingers until the clap movement reaches them. Then the next movement is to slap knees, then stamp feet, so that the sound builds to a crescendo like a rainstorm building up from pitter-patter to full-on storm. Then gradually it subsides with the movement then going backwards Share with the children how it is with team work and working together that this activity works successfully.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Sing or share the Jigsaw Song: 'For Me'. In talking partners, ask the children to think about situations where someone can feel like giving up. Share ideas using Jigsaw Jaz. (Lyrics on slides in previous lesson).</p> <p>Tell me/Show me- Outline the challenge: Using the scenarios from lesson 2, the children work in groups and have one scenario per group.</p> <ul style="list-style-type: none"> • Emma and Oliver are promised a puppy which is then not allowed in the flats where they live. • The holiday is cancelled because a relative of Roisin has to go into hospital. • Farida breaks her leg before her gymnastics competition. • Issa thought he would be selected for the school football team but finds out he is only the reserve. • Jacob finds out he is not to be in the same class as his friends next year. • Maya posts something on social media but doesn't get any likes. <p>Each group showcases their play to the rest of the class.. Can the children relate their ideas to becoming more resilient? What advice would they give to the person who is experiencing disappointment</p> <p>Let me learn- The groups consider how to come up with a new plan or set new goals for their situation and their role play and how to cope with disappointment and show how they might overcome this set-back. Each group then showcases their revised role play.</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>In floor books: photographs of the role plays with the scenarios and quotes from the pupils about how to cope with disappointment or Twitter</p>
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<p>Lesson 4</p> <p>LT: To know how to make a new plan and set new goals even if I have been disappointed</p> <p>SK I know what it means to be resilient and to have a positive attitude</p>	<p>Recap: How can we cope with disappointment?</p> <p>Jigsaw Charter</p> <p>Connect us- Play 'Zoom! Eek!' Sitting in a circle the first child turns to the child on their right, makes eye contact and calls out 'Zoom!'; that child then calls out 'Zoom!' to the person on their right and it continues around the circle. To change the direction of the 'Zoom!' a child can call out 'Eek!' instead, at which point the zoom goes in the opposite direction around the circle until another 'Eek!' is called. Draw out that sometimes things happen to us that mean we have to change our plans and set new goals for ourselves when things don't always work out as hoped or expected.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Children to think of some of the 'reality TV' shows they watch or know about e.g. singing competitions, talent shows etc. Do they remember some of the contestants who didn't make it through to the final or win and how the person reacted. Invite the children to share some of these stories. If desired the teacher could source appropriate video clips to show the children. Draw out:</p> <ul style="list-style-type: none"> • How did some of the contestants react to being disappointed? • Did they all react the same? • What ways were helpful, and which ones were not? <p>Tell me/Show me- Discuss the fact we all face disappointment. Staying positive, having determination, resilience and self-belief can help us manage disappointment. Negative feelings are a natural part of being disappointed but can be unhelpful if we hold on to them for too long. Why is this? Ask the children where they think self-belief comes from? Can they think of strategies they could use to let negative feelings go 'safely' e.g. Calm me? In talking partners invite the children to think of a time when they haven't quite succeeded at something and to think about how they might have another go, but in a different way.</p>
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		<p>Let me learn- Children to write a new verse for the Jigsaw Song: 'For Me', which describes what they might do to make a new plan or set a new goal and how they might cope with this situation. Alternatively, the children could devise a three-step approach to recreating their dream by using the dream cloud resource sheet. Some prompting questions for the children might be:</p> <ul style="list-style-type: none"> • How might they stay positive and resilient? • Who might help them to reach their goal? • What steps might they take? • How will they know when they have achieved their goal? <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: pupil's new verses for the song 'for me'/ the three step approach dream cloud.</i></p>
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<p>Lesson 5</p>	<p>LT: To know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>SK: I can enjoy being part of a group challenge</p>	<p>Recap: What does it mean to be resilient and a positive attitude?</p> <p>Jigsaw Charter</p> <p>Connect us- Garden puzzle game. Using the garden puzzles, give each child a piece and ask them to find the other three people whose pieces make up the rest of their picture/puzzle.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Slide 1: Show the children the Funniest Potato Person Competition invitation. Invite the class to guess what may be involved in the challenge and share their ideas.</p> <p>Tell me/Show me- Outline the challenge. The challenge is for each group to create a Potato Person which will be entered into a class competition to see which one is the funniest. The task involves:</p> <ul style="list-style-type: none"> • Working as a team • Designing the Potato Person • Making the Potato Person • Creating a funny personality for the Potato Person • The task has to be completed by the end of the lesson <p>Show the children the range of materials they have available, and the Potato Person Identity Card template to be completed. Give the groups five minutes to brainstorm in their groups any ideas about the Potato Person they would like to make. They will also need to decide who does what in the challenge to get the task completed on time.?</p> <p>Let me learn- For the rest of this lesson (Piece) the children design and make their Potato People. The judging will take place in the next lesson (Piece). The Potato People can be displayed/shared as the class contributions to the End of Puzzle outcome as agreed with the school's Jigsaw lead prior to the start of the Puzzle (unit of work).</p> <p>Help me reflect: Slide 2: Invite the children to self/peer assess against the learning intentions for the lesson</p> <p><i>In floor books: present the potato people templates and comments from pupils.</i></p>
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<p>Lesson 6</p>	<p>LT: To identify the contributions made by myself and others to the group's achievement</p> <p>SK: I know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>	<p>Recap: How did it feel to work as part of a group on a challenge? What steps did you take to achieve the goal?</p> <p>Jigsaw Charter</p> <p>Connect us- Play 'I sit in the garden'</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- In their teams, children show the Potato Person they have designed and made, and the character they have created for them. Children to give positive comments about each other's designs and ensure that every group has been included in receiving some praise for their work.</p> <p>Tell me/Show me/Let me learn- Slide 1: Explain that it is now time to vote for the funniest Potato Person. The teacher can do this by show of hands or a secret ballot, whatever is appropriate for the class. Explain that as the challenge is almost over, the teams need to reflect on how well they did and think about how they could improve next time. Praise the children for their wonderful work and contributions they each made. Invite each team to elect a chairperson to manage the next discussion.</p>
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Then, using the self- review questions on the PowerPoint, each team discusses their answers to each of the questions and records this on a piece of flip chart. Beforehand, the teacher should go through each question and discuss through questioning, the type of things the team might need to consider.

- What did the team do well in this challenge?
- Were you disappointed about anything in the challenge?
- If you did the task again, what would you do differently?
- What could you do as a team to be more resilient and have a positive attitude the next time you work as a group?

Help me reflect: Slide 2: Invite the children to self/peer assess against the learning intentions for the lesson

In floor books: group answers to the discussion questions above.

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