



PSHE Year Five

Spring Term One Dreams & Goals

Jigsaw curriculum Resources:

All PowerPoints and unit resources are available on SharePoint

Key Vocabulary

Lesson 1) Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle

Lesson 2) Job Career Profession Money Salary Contribution Society

Lesson 3) Dream Hope Job Career Goal Determination Perseverance Motivation

Lesson 4) Dream Hope Goal Aspiration Culture Country

Lesson 5) Aspiration Dream Goal Culture Sponsorship Communication

Lesson 6) Support Rallying Sponsorship Team work Cooperation Difference Dream Goal Motivation Aspiration

Prior Unit:

Year 4 Jigsaw – Dreams and Goals

Future Unit:

Year 6 Jigsaw- Dreams and Goals

Sticky knowledge:

- I can identify what I would like my life to be like when I am grown up
- I appreciate the contributions made by people in different jobs
- I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
- I can reflect on how these relate to my own
- I appreciate the similarities and differences in aspirations between myself and young people in a different culture
- I understand why I am motivated to make a positive contribution to supporting others

Skills:

- I understand that I will need money to help me achieve some of my dreams
- I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
- I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it
- I can describe the dreams and goals of young people in a culture different to mine
- I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other
- I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Key Questions

Lesson 1) How does money affect you now in terms of having what you would like to have? What dreams might we have that do not involve money or do most of our dreams rely on us having enough money to make them come true? What dreams do you have? What might you need to do to be able to achieve your dream?

Lesson 2) What professions/jobs can you think of? What value do these roles have in society? Does anything surprise you? Do you think the salaries are fair for the jobs?

Lesson 3) N/A

Lesson 4) How might it feel to be this child? How realistic are their dream and goals? How do you feel about this?

Lesson 5) How do you communicate with people? How does it feel to communicate in different ways? What ways might we share in other cultures? How are our lives influenced by other cultures? Have you been involved in raising money for charity?

Lesson 6) Why might you want to support children in other countries? How does it feel to see others struggling with their life? How does it feel to be part of a team working towards a shared goal

	Learning Target	Lesson Outline
Lesson 1	<p>To understand that I will need money to help me achieve some of my dreams</p> <p>SK: I can identify what I would like my life to be like when I am grown up</p>	<p>Jigsaw Charter</p> <p>Connect us- Play 'I sit in the garden'. With the children sitting in a circle, make sure there is an empty chair by someone in the circle. The person with the 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. This then frees up another empty chair somewhere else in the circle and the process begins again until all children have moved chairs at least once during the game.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p>

		<p>Open my mind- Pass J-Jez around the circle, ask the students to complete the sentence stem: 'If I won lots of money my dream would be...' Ask the children in talking partners to think about whether any of their dreams could be fulfilled without having money. What dreams might we have that do not involve money? Or do most of our dreams rely on us having enough money to make them come true?</p> <p>Tell me/Show me- Slides 1-14: Share the PowerPoint slides of professions/adult life. Ask the children to identify the jobs they can see. In talking partners, children think about what they would like their life to be like when they are grown up. How might it be different? What might they be able to do that they can't do now? Do they have an ambition/ dream that wasn't shown in the pictures? What might they like to be able to do? Using Jigsaw Jez as the talking object, share ideas around the circle. Ask the children to think about what their lifestyle might be like, e.g. what might they do with their time, what job might they do, what might their hobbies/interests be?</p> <p>Let me learn - Children to draw/write ideas which describes the dream they have for themselves when they grow up. This can include what hobbies they might have, what they might be able to do that they are not allowed to do at the moment, or it could be to gain a particular job/ profession. Once the children have planned their ideas in their Jigsaw Journal, ask them to write it carefully onto a 'dream cloud' template. The completed clouds can be used to create a hanging display.</p> <p>Help me reflect- Slide 15: 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>Floor books: dream clouds and quotes/ comments from pupils about what their dreams for adult life are.</p>
<p>Lesson 2</p>	<p>To identify a range of jobs and how much people earn.</p> <p>SK: I appreciate the contributions made by people in different jobs</p>	<p>Recap: <i>what are your dreams and goals for adult life? What will you need to achieve most of those dreams?</i></p> <p>Jigsaw Charter</p> <p>Connect us- Job Charades. Play the 'Job Charades' game where a volunteer takes a card without showing anyone else and mimes the job for the rest of the class to guess. The person who guesses correctly then has a go with a different card.</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Encourage the children to think individually for a minute about as many different jobs or professions they can think of. Passing Jigsaw Jez around the circle, invite children to complete a quick round, sharing one of their ideas. How many different jobs or professions were mentioned in the circle?</p> <p>Tell me/Show me/Let me learn- Using the Job cards, ask the children in groups to rank the different jobs from most important to least important. Share ideas and feedback drawing out the need for these jobs and the children's thoughts about them. Then ask the children to match the Salary cards to the Job cards. Share ideas and then give the children the answers. Facilitate a discussion about:</p> <ol style="list-style-type: none"> 1. Who earns the most and why might that be? 2. Who contributes the most to society? 3. Who should earn the most based on the job they do? 4. Do we always choose a profession based on salary? 5. Does a high salary mean that we are successful? <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>Match job and salary activity and comments/ quotes from pupils based on the discussion.</p>
<p>Lesson 3</p>	<p>To identify a job I would like to do when I grow up and understand what I need to do to achieve it</p> <p>SK: I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p>	<p>Recap: <i>Which jobs earn the most money? Do you think the most important jobs earn the most money?</i></p> <p>Jigsaw Charter</p> <p>Connect us- In a circle, using the job cards from the last lesson, play job charades again. Children mime the job on the card shown and the other children guess. The child who guesses correctly can then pick a card and do another mime. Play this game as time allows (suggest 5 minutes).</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Sitting in the circle, and using Jigsaw Jez as the talking object, complete the round: 'My ideal job is... because...'</p> <p>Tell me or show me/Let me learn</p> <p>Invite the children to work with a partner to research their ideal job/ career using the internet or school library. Ask the children to record this on the 'My Ideal Job' resource sheet which could be stuck into their Jigsaw Journals. They will need to find out about and record: • Job title • Job description/main duties • Qualifications needed • Salary • 3 steps needed to take to achieve my dream job, e.g. work hard at school, get some relevant work experience (mechanic/hairdresser), go to university, work in my dad's shop, etc.</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>Pupils’ notes from their job research. Comments from pupils about what motivates them to do this job and what they need to do to achieve their goal.</p>
<p>Lesson 4</p>	<p>To identify the dreams and goals of young people in a culture different to mine</p> <p>SK I can reflect on how the dreams and goals of others relate to my own</p>	<p>Recap: What steps do you need to take to reach your dream job?</p> <p>Jigsaw Charter Connect us- Play ‘I sit in the garden’. (See Lesson 1)</p> <p>Calm me - Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime</p> <p>Open my mind- Slides 1-3: Show the picture cards of children in different countries/ cultures. In talking partners, think about what might these children’s dreams/ goals be? Share ideas using Jigsaw Jez as the talking object.</p> <p>Tell me/Show me- Option 1: If the teacher has sourced an appropriate video clip to show a child’s life from a different culture, this can be shared with the children to provide them with a picture of a child growing up in a different country and culture to themselves. Be careful to ensure that stereotypes are not reinforced e.g. not all children in Africa are poor and collect water from rivers/pumps.</p> <p>Option 2: Use the ‘Mary Fact Sheet’ from the Jigsaw resources and discuss with the children what Mary’s life is like without them initially knowing there are two different Marys, with very different lives, in Kenya.</p> <p>Ensure children do not embed stereotypes re children living in Kenya, draw comparisons with the different Marys and their lifestyles/ dreams and goals.</p> <p>Let me learn- In talking partners or small groups, ask the children to discuss and scribe their ideas in response to the following questions:</p> <ol style="list-style-type: none"> 1. How are the lives of these children the same as yours? 2. How are the lives of these children different from yours? 3. What aspirations/dreams might these children have? 4. How are their dreams the same/different to yours? <p>Share ideas and help to draw out the similarities and differences in the children’s goals. Ask the children to choose one of the children either from the picture cards or the video clip/ Mary Fact Sheet and to hold in mind what they think that child’s dream/goal might be. Then give each child a spiral template and invite them to write what they think their chosen child’s dream might be around the spiral. When they have completed it, ask them to carefully cut around the spiral so that it opens out. (If it is possible to laminate the spirals before they are cut open, it would be beneficial.) The Dream Spirals can then be used to create a hanging display, alongside the dream clouds from lesson 1</p> <p>Help me reflect- Slide 5: 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>Discussions by class to be scribed ideas about the questions in floor book.</p>
<p>Lesson 5</p>	<p>To identify a range of ways that we can support each other.</p> <p>SK: I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>	<p>Recap: How are the dreams and goals of children in a different culture similar and different to yours?</p> <p>Jigsaw Charter Connect us- Play the communication game. Everyone walks around the classroom space. The teacher then calls out an instruction for the children to do and then they continue to move around the room until the next instruction is given, e.g.</p> <ul style="list-style-type: none"> • Say hello to someone in the room who you haven’t spoken to yet today • Shake hands with someone who has the same eye colour as you • High-five someone who is a different gender to you • Whisper hello to the person standing nearest to you on your right <p>Calm me - Teacher to use the ‘Calm Me’ Script and the Jigsaw Chime</p> <p>Open my mind- One by one take the items out of the bag and ask the children to think about/ guess where these items come from/ were made. What other things do we get from other countries, e.g. fruit, clothes, etc.? Help the children to think about what else we can share in from other countries, e.g. music influences, types of foods native to other countries, opportunities to learn about other cultures, sports, dance, etc. Help the children to recognise that we are able to share in a number of things from other countries and there are many influences in our daily life from other countries and how this can be to our benefit.</p> <p>Tell me/Show me/Let me learn- In talking partners, ask the children to think about what we might be able to offer to other countries, e.g. music, food specific to UK, aid, medical supplies, etc. Explain to the children that we are able to share a number of things from and with other countries but also sometimes we are able offer further support to countries/people in other countries that might be in</p>

		<p>crisis or need support. Ask the children to share any examples of how they have raised money for charity, taken part in a community event or tried to support others. If the teacher has sourced an appropriate video clip of a TV charity event or fundraising advert, this could be shown here.</p> <p>Help me reflect: Slide 1: Invite the children to self/peer assess against the learning intentions for the lesson</p> <p>Discussions from the open mind part of lesson and create a class list of ways we could support people in other countries.</p>
<p>Lesson 6</p>	<p>To identify ways to support people to meet their aspirations.</p> <p>SK: I understand why I am motivated to make a positive contribution to supporting others</p>	<p>Recap: <i>How could we support people who need help in other countries?</i></p> <p>Jigsaw Charter</p> <p>Connect us- Slide 1: Using J-Jez as the talking object ask children to share an idea of a hope or dream that is important to them. Sing 'For Me' song or listen to it and observe the lyrics</p> <p>Calm me - Teacher to use the 'Calm Me' Script and the Jigsaw Chime</p> <p>Open my mind- Each group has the opportunity to tell or show the other groups their project plan from the last lesson. Encourage the children to give constructive feedback on each plan.</p> <p>Tell me/Show me/Let me learn- Allow time for the groups to reconvene and complete their project plans. Teachers can use this time to assess the children's understanding of this unit of work (Puzzle). Some suggested assessment questions are:</p> <ul style="list-style-type: none"> • How do your dreams and goals compare with those of the children you want to raise money for? • Why is it important to have dreams and goals? • Do you think the world is a fair place? How does this make you feel? • Why do we have different opportunities/ life chances compared to some children in developing countries? How does this make you feel? <p>At the end of the lesson gather the children together and explain that the intention is for the class do at least one of the planned projects at a future time designated by the teacher. It might be that it is possible to do all the events the children have planned or it could be that as a class you vote on the best idea.</p> <p>Help me reflect: Slide 2: Invite the children to self/peer assess against the learning intentions for the lesson</p> <p>Present the project plans and photographs of the project being carried out.</p>