

PSHE

Jigsaw Progression

Dreams and Goals

Year Group	Topics Covered	Key vocabulary and knowledge gained
Nursery	<p>I understand what challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I know some kind words to encourage people with.</p> <p>I can start to think about the jobs I might like to do when I am older.</p>	<p>Children are given a practical challenge to complete to introduce them to the term. How did you find that challenge? How did it make you feel? Was it easy? Discuss with the children that sometimes they will come across things which are difficult. Discuss how these can be overcome by working together and not giving up. What can you do to help you achieve on a challenge the second time around? How do you sort out problems?</p> <p>Read a story with the theme of never giving up until you reach your goal. Discuss never giving up until you have achieved what you want to achieve. Can children think of times when they have never given up until they got it right. What have you done that you better at with practice? What will you need to work on as you grow up to get better at?</p> <p>Jigsaw Jenie tries to build a tower, but it collapses. He gives up and leaves the bricks saying "I can't do it, it's too hard" ask the children if this is what they would do. How could JJ achieve his goal? What should JJ do? Explain that we will find things tricky but we should not give up and keep trying until we can do it. Children discuss things which they find tricky and explain this will become their goal, they will practice and keep trying until they can do it.</p> <p>Role play with adults/ toys. Adult A is busy doing something and adult B starts saying negative things about their abilities and putting them down. How is each adult feeling now? Is it nice to say unkind things to your friends? How does it make you feel when someone says something nice to you? Children take turns to say something they are good at. Does it make you feel good when you talk about the things you can do? Can you say something nice about your friends? Will having kind friends around you help to achieve your goal?</p> <p>Imaginative discussion about a rocket journey into the future. Show a selection of picture words cards of jobs done by adults. Explain the children are now adults and they need to pick a job. Children take it in turns to choose and act out the job. What would we need to learn to do that job? Children think about the jobs they might like when they grow up. What would you need to learn to do that job?</p>

	I can feel proud when I achieve a goal.	Children look back at their goals from lesson 3. Do they think they have achieved their goal ? How did you achieve it? What would you like to aim for next? Children draw an achievement they are proud of
Reception	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you about a time that I didn't give up until I reached my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>JJ sets the children a hard challenge to complete (see planning) How did you find that challenge? How did it make you feel? Read a story with the theme of not giving up when facing a hard challenge or problem. What sorts of things do we do every day that are tricky? Do you ever have any problems with your friends? How do we sort these out? Talk about coming across things that are difficult and how we can overcome them. If we were to do the challenges again how could we achieve them?</p> <p>Read a story with a never giving up until you have reached your goal theme. Children share things that they have found tricky but have achieved through practice and never giving up. What did you find tricky to do? How did you manage to do it? As children share their experiences, elaborate on the process involved of always trying, keep practising and never giving up.</p> <p>Try building a tower, letting it fall down and say you are giving up and just leave it. Try to do some writing and then leave that saying it's too hard and you can't do it. What would happen if JJ couldn't do something and just gave up easily? Explain that there will be things at school and at home that they are not good at and want to get better at. Children have time to discuss things they want to get better at. What will happen if we don't try and give up easily on everything? What would you do? How can you achieve your goal?</p> <p>Role play with adults/ toys. Adult A is busy doing something and adult B starts saying negative things about their abilities and putting them down. Ask children how they feel about watching/hearing the unkind things. Adults sit down and discuss how they were feeling (in control, felt good because they were better at things than the other adult, sad, felt like giving up) children discuss what the adults could have done to make the situation better. How do you feel when people say horrible things to you? How do you feel when someone says something nice to you? Can you say anything good about your friend? Can you encourage others?</p> <p>Imaginative discussion about a rocket journey into the future. Show a selection of picture words cards of jobs done by adults. Explain the children are now adults and they need to pick a job. Children take it in turns to choose and act out the job. What would we need to do now to help us get the job in the future? What things do we need to learn to help us achieve our dream job?</p> <p>Children look back at their goals from lesson 3. Do they think they have achieved their goal? How did you achieve it? What would you like to aim for next? Children draw an achievement they are proud of</p>

KS1& KS2

Year Group	Topics Covered	Key Vocabulary
Year 1	<p>1-I can set simple goals/ I can tell you about the things I do well.</p> <p>2-I can set a goal and work out how to achieve it/ I can tell you how I learn best.</p> <p>3-I understand how to work well with a partner/ I can celebrate an achievement with my partner.</p> <p>4-I can tackle a new challenge and understand this might stretch my learning/ I can identify how I feel when I am faced with a new challenge.</p> <p>5- I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them/ I know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>6-I can tell you how I felt when I succeeded in a new challenge and how I celebrated it/ I know how to store the feelings of success in my internal treasure chest.</p>	<p>Proud, success, achievement, goal, treasure, coins Goal, learning, stepping stones, process, garden, dreams</p> <p>Working together, team work, achievement, celebrate</p> <p>Learning, stretchy, challenge, feelings</p> <p>Challenge, obstacle, overcome, achieve, goal, stepping stones</p> <p>Success, celebration, challenge, internal treasure chest, feelings, goals, dreams garden</p>
Year 2	<p>1-I can choose a realistic goal and think about how to achieve it/ I can tell you things I have achieved and say how they make me feel.</p> <p>2-I can persevere even when I find tasks difficult/ I can tell you some of my strengths as a learner.</p> <p>3-I can recognise who it is easy for me to work with and who it is more difficult for me to work with/ I understand how working with other people can help me to learn.</p> <p>4 & 5-I can work cooperatively in a group to create an end product/ I can explain some of the ways I worked cooperatively in my group to create the end product/ I can work with other people to solve problems/ I can express how it felt to be working as part of this group.</p> <p>6-I know how to share success with other people/ I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud)</p>	<p>Realistic, proud, success, celebrate, achievement, goal</p> <p>Strengths, persevere, challenge, difficult, easy</p> <p>Learning together, success, celebrate, achievement, goal, partner, team work</p> <p>Learning together, success, celebrate, achievement, challenge, product, dream bird, group, team work, problem solve.</p> <p>Learning together, success, celebrate, dream, goal, garden, achievement,</p>

<p>Year 3</p>	<p>1-I can tell you about a person who has faced difficult challenges and achieved success/ I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>2- I can identify a dream/ambition that is important to me/ I can imagine how I will feel when I achieve my dream/ambition.</p> <p>3- I enjoy facing new learning challenges and working out the best ways for me to achieve them/ I can break down a goal into a number of steps and know how others could help me to achieve it.</p> <p>4- I can be motivated and enthusiastic about achieving our new challenge/I know that I am responsible for my own learning and that I can use my strengths as a learning to achieve the challenge.</p> <p>5-I can recognise obstacles which may hinder my achievement and take steps to overcome them/ I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>6-I can evaluate my own learning process and identify how it can be better next time/ I can be confident in sharing my success with others and store my feelings in my internal treasure chest.</p>	<p>Perseverance, challenges, success, obstacles, dreams, goals</p> <p>Dreams, goals, ambitions, future, aspirations</p> <p>Garden, decoration, dream, goal, team work, enterprise, design, cooperation</p> <p>Challenge, product, team work, cooperation, strengths, motivated, enthusiastic, excited, efficient, responsible</p> <p>Obstacles, frustration, 'solve it together' technique, solution, team work</p> <p>Review, learning, strengths, success, self-review, celebrate, evaluate</p>
<p>Year 4</p>	<p>1-I can tell you about some of my hopes and dreams/ I know how it feels to have hopes and dreams.</p> <p>2-I understand that sometimes hopes and dreams do not come true and that this can hurt/ I know how disappointment feels and identify when I have felt that way.</p> <p>3-I know that reflecting on positive and happy experiences can help me to counteract disappointment/ I know how to cope with disappointment and help others cope with theirs.</p> <p>4-I know how to make a new plan and set new goals even if I have been disappointed/ I know what it means to be resilient and to have a positive attitude.</p> <p>5-I know how to work out the steps to take to achieve a goal, and do this successfully as part of a group/I enjoy being part of a group challenge.</p> <p>6-I can identify the contributions made by myself and others to the group's achievement/ 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>Dream, hope, goal, determination, perseverance, resilience, positive attitude</p> <p>Dreams, goals, hopes, disappointment, fears, hurt, resilience</p> <p>Positive experiences, hopes, dreams, disappointment, hurt, goals, plans, cope, help, resilience</p> <p>Resilience, self-belief, motivation, perseverance, determination, goal, dream, commitment</p> <p>Goal, team work, enterprise, design, cooperation</p> <p>Resilience, positive attitude, review, disappointment, learning, strengths, success, celebrate, evaluate</p>

<p>Year 5</p>	<p>1-I understand that I will need money to help me achieve some of my dreams/ I can identify what I would like my life to be like when I grow up. 2-I know about a range of jobs carried out by people I know and explore how much people earn in different jobs/ I appreciate the contributions made by people in different jobs. 3-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 appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. 4-I can describe the dreams and goals of young people in a culture different to mine/ I can reflect on how these relate to my own. 5-I understand that communication with someone in a different culture means we can learn from each other/ I can identify a range of ways that we could support each other/ I appreciate the similarities and differences in aspirations between myself and young people in a different culture. 6-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/ I understand why I am motivated to make a positive contribution to supporting others.</p>	<p>Dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle Job, career, profession, money, salary, contribution, society</p> <p>Dream, hope, job, career, goal, determination, perseverance, motivation</p> <p>Dream, hope, goal, aspiration, culture, country</p> <p>Aspiration, dream, goal, culture, sponsorship, communication</p> <p>Support, rallying, sponsorship, team work, cooperation, difference, dream, goal, motivation, aspiration</p>
<p>Year 6</p>	<p>1-I know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-school goal)/ I understand why it is important to stretch the boundaries of my current learning. 2-I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these/ I can set success criteria so that I will know whether I have reached my goal. 3-I can identify problems in the world that concern me and talk to other people about them/ I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. 4-I can work with other people to help make the world a better place/ I can empathise with people who are suffering or living in difficult situations. 5-I can describe some ways in which I can work with other people to help make the world a better place/ I can identify why I am motivated to do this. 6-I know what some people in my class like or admire about me and to accept their praise/I can give praise and compliments to other people when I recognise their contributions and achievements.</p>	<p>Dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic</p> <p>Dream, hope, goal, feeling, achievement, success, criteria, learning steps</p> <p>Dream, hope, goal, feeling, achievement, money, global, issue, suffering, concern, hardship</p> <p>Dream, hope, goal, feeling, achievement, money, sponsorship, suffering, hardship, empathy, motivation</p> <p>Dream, hope, goal, feeling, achievement, money, sponsorship, suffering, hardship, empathy, motivation</p> <p>Admire, respect, achievement, praise, compliment, contribution, recognition</p>

