

Newquay Junior Academy – Spring 1 Sequence – PSHE Dreams and Goals



YEAR 3

Prior knowledge... Know how to choose a realistic goal and think about how to achieve it. Know that it is important to persevere.

YEAR 4

Prior knowledge... Know what dreams and ambitions are important to them

YEAR 5

Prior knowledge... Know how to make a new plan and set new goals even if they have been disappointed.

YEAR 6

Prior knowledge... Know the types of job they might like to do when they are older

INTENT

Pupils will...

Look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them.

Pupils will...

Talk about their hopes and dreams, discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment.

Pupils will...

Talk about their dreams and goals and how they might need money to help them achieve them; look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.

Pupils will...

Talk about their own strengths and further stretching themselves by setting challenging and realistic goals; discuss the learning steps they'll need to take as well as talking about how to stay motivated.

VOCABULARY / STICKY KNOWLEDGE

Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.

- Know that they are responsible for their own learning
- Know what an obstacle is and how they can hinder achievement
- Know how to take steps to overcome obstacles
- Know what dreams and ambitions are important to them

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.

- Know how to make a new plan and set new goals even if they have been disappointed
- Know how to work as part of a successful group
- Know how to share in the success of a group
- Know that hopes and dreams don't always come true

Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.

- Know about a range of jobs that are carried out by people I know
- Know that young people from different cultures may have different dreams and goals

Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.

- Know their own learning strengths
- Know what their classmates like and admire about them
- Know a variety of problems that the world is facing
- Know some ways in which they could work with others to make the world a better place

SEQUENCE OF LESSONS

1. To discuss and develop our dreams and goal
2. To develop and discuss my dreams and ambitions.
3. To think about new challenges and why there are important
4. To develop new challenges.
5. To identify how to overcome obstacles to achieving new challenges

1. To discuss our hopes and dreams
2. To discuss how to deal with broken dreams
3. To develop strategies for overcoming disappointment
4. To create new personal dreams
5. To identify steps to achieving personal dreams

1. To consider my dream lifestyle when I grow up
2. To investigate jobs and careers
3. To identify my dream job, why I want it and the steps to get there
4. To discuss the dreams and goals of young people in other cultures
5. To consider how we can support each other.

1. To identify personal learning goals
2. To identify steps to success
3. To consider my dream for the world
4. To discuss how we can help to make a difference
5. To consider steps to making a difference

OUTCOME / COMPOSITE

Pupils:

- know what dreams and ambitions are important to them
- know how they can best overcome learning challenges
- know that they are responsible for their own learning.

Pupils

- know how to make a new plan and set new goals even if they have been disappointed
- Know how to work out the steps they need to take to achieve a goal.

Pupils:

- know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals.

Pupils:

- know their own learning strengths
- Know how to set realistic and challenging goals
- know what the learning steps are they need to take to achieve their goal