



Spring 1

Our Christian value this half term is:

Perserverance

'I can do all things through
Him who strengthens me.'

Philippians 4.13

Our PSHE Jigsaw theme this half term is:



Dreams and Goals



Friday 7th January
Handwriting

Lesson 1

Key vocabulary:

Dream

Hope

Goal

Determination

Perseverance

Resilience

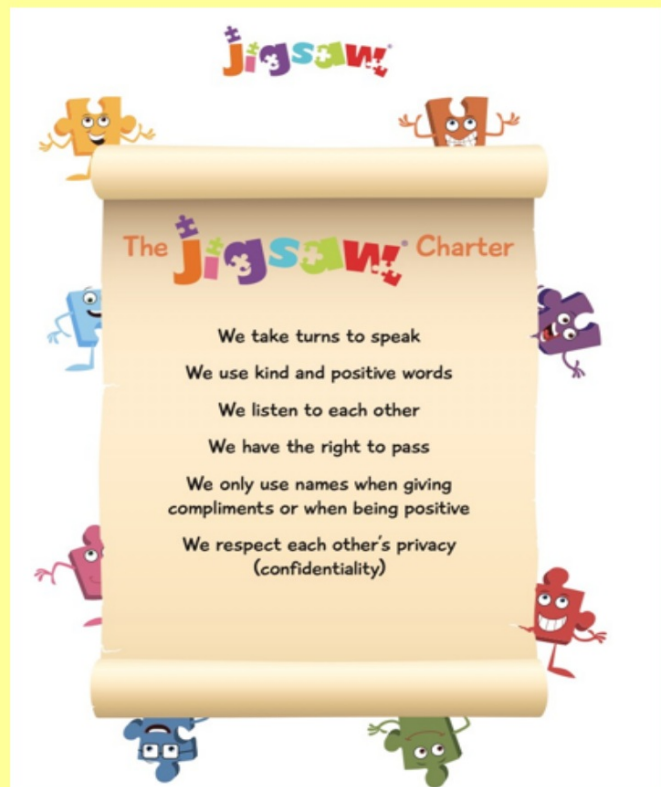
Positive Attitude

Friday 7th January

LO: To identify my hopes and dreams.

Key vocabulary:

Dream
Hope
Goal
Determination
Perseverance
Resilience
Positive Attitude



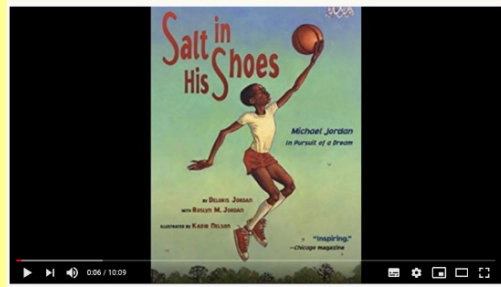
Story puzzle cards

Can you put together the story puzzle as a class?

teacher notes

Share the story as a class

What do you think the story is trying to teach us?

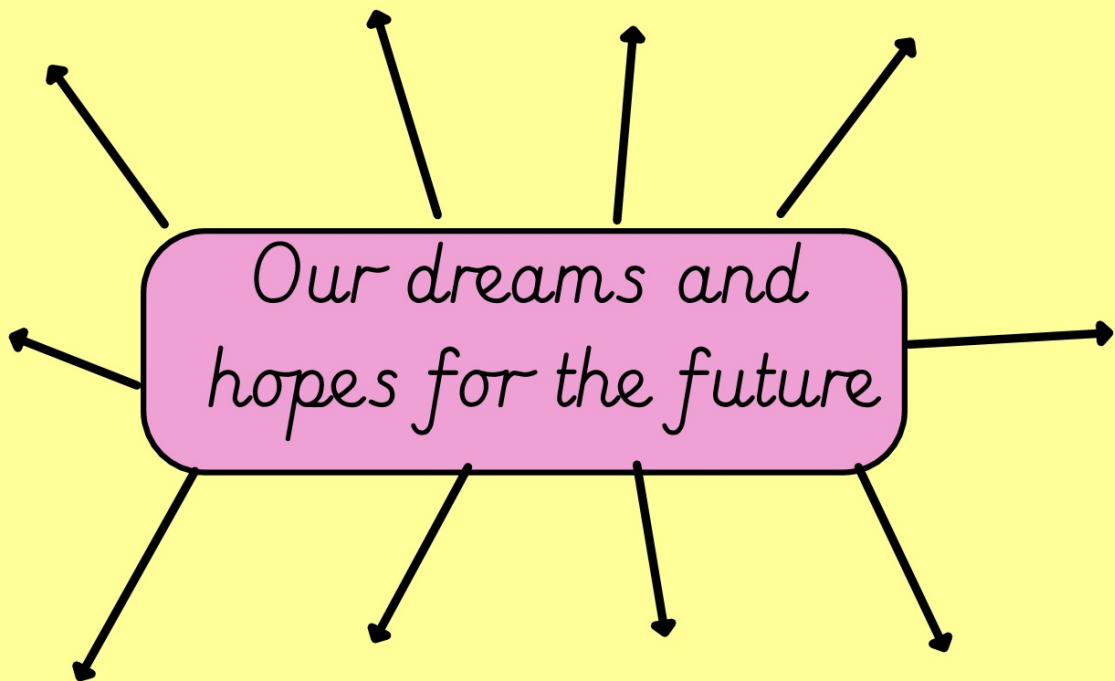


Salt in His Shoes

What really made Michael Jordan's dream come true?

Does a "quick fix" actually work?

Discuss with a partner....



How does it feel to have hopes and dreams?

*Are these dreams and hopes realistic,
exciting, daunting?*

*How might you
achieve your dream?*

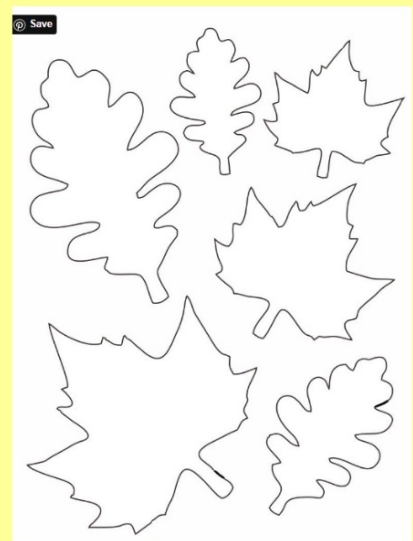


Draw and write on the leaf.

What dream do you have? How might you achieve your dream?
How does having a dream make you feel?

Leave the back blank for next week.

Decorate it if there is time



Keep your leaf safe for next lesson.

Friday 14th January
Handwriting

Lesson 2

Vocabulary

Dreams

Goals

Hopes

Disappointment

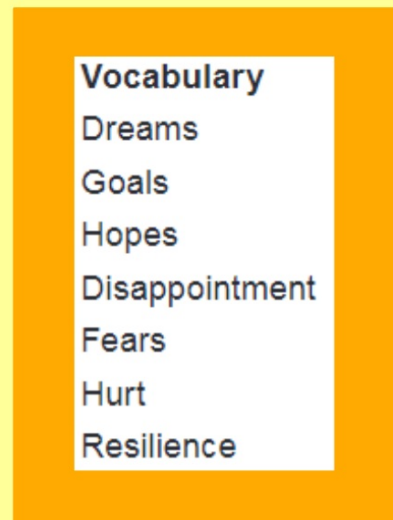
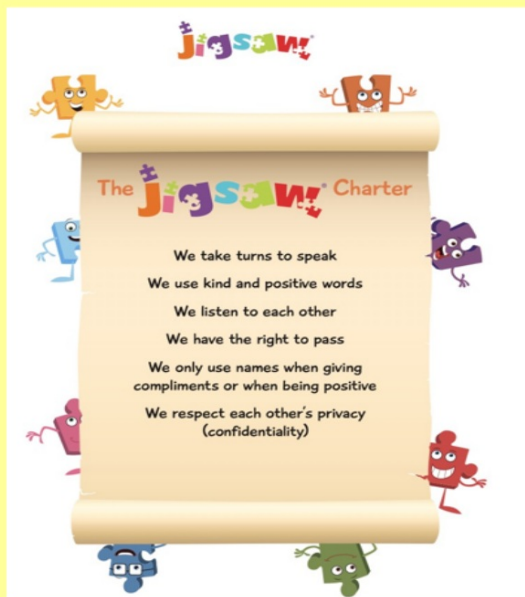
Fears

Hurt

Resilience

Friday 14th January

LO: To understand that sometimes hopes and dreams do not come true and this can hurt.



I sit in the garden....

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 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.

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.

How did it feel to be invited to sit next to someone you maybe do not know that well?

What is this song trying to teach us about hopes and dreams? Does it teach us anything about being resilient?

VERSE 1:

I,
I will be,
I will be,

Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.

Take your turn, you can do it too.

BRIDGE:

Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:

I know to reach the top that
I must climb,
I must climb way up high,
I'm gunna' reach the sky.

I will, I can,
I'm moving on with hope.

Don't look back,
Don't look back, see,
I'm doing this for me.

VERSE 2:

I,
I can be,
I can be,

Be the best that I can be.
Yes you'll see,
I can be,

Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:

Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS

BRIDGE 1+2

That's what dreams are

CHORUS

Future doctors,
Future actors,
Future teachers,
Let's all sing it together.

Future pilots,
And the writers,
Future chefs,

And future fire fighters.
We're the laughers,
We're the smilers.

The future's bright,
Now let's all sing this together.

CHORUS

What does
resilient mean?

*Pause point - how are you feeling now?
You may want to share this or you may
want to keep it to yourself*



In groups, read the six different scenarios.

Answer these questions for each situation.

1. How it might 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?

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 is in hospital.

Farida breaks her leg before her gymnastics competition.

Issa thought she was going to the school but she is only in the school for one day.

Jacob finds out he is not to be in the same class as his friends next year.

Maya posts a video on social media but it is not popular.

Talk partners

Do you have a time when something happened that was a broken dream or a disappointment?

Share your experiences with the class if you would like to.

Prompt

How does it feel when dreams don't come true?

What can help when you feel hurt or disappointed?

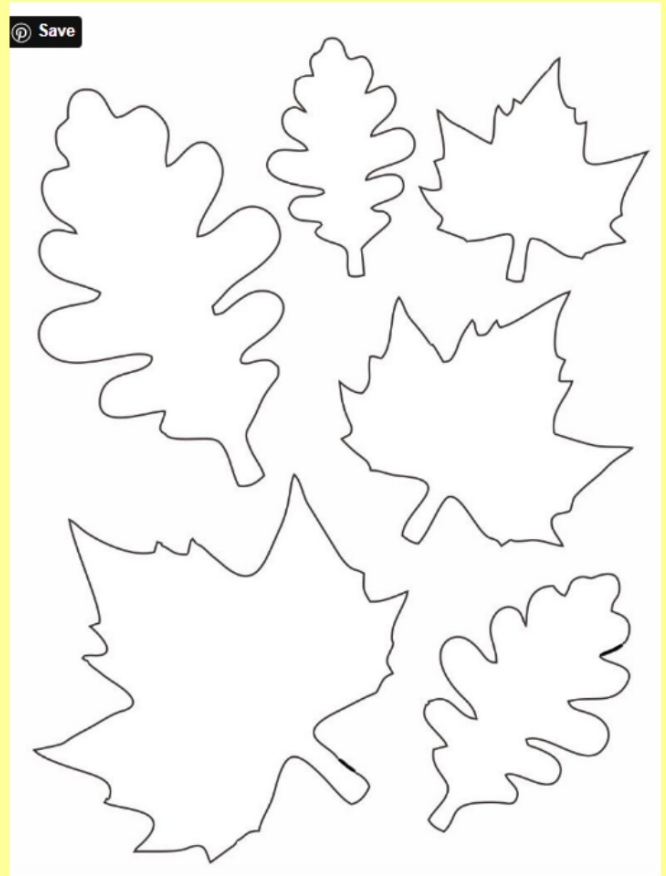


On the reverse side of the leaf you made in lesson 1, write one piece of advice you would give to someone who is disappointed because a dream has been broken (like the children in the scenario).

Prompt

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?



Friday 21st January
Handwriting

Lesson 3

Vocabulary

Positive experiences

Hopes

Dreams

Disappointment

Hurt

Goals

Plans

Cope

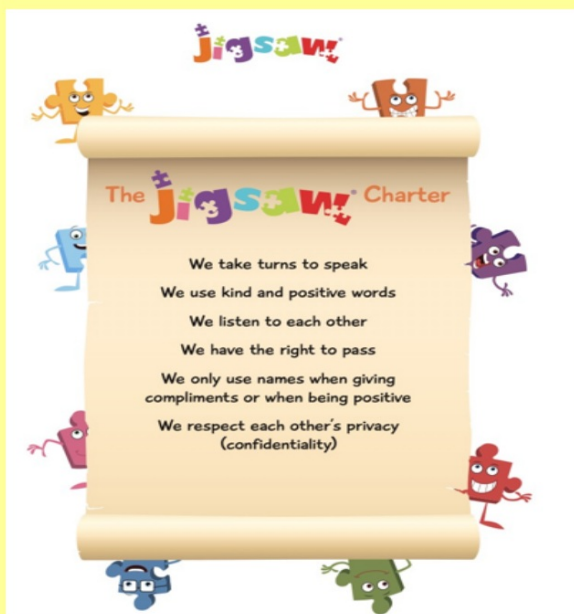
Help

Resilience

Lesson 3

Friday 21st January

LO: I know that reflecting on positive experiences can help me counteract disappointment.



Vocabulary

Positive experiences

Hopes

Dreams

Disappointment

Hurt

Goals

Plans

Cope

Help

Resilience

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 from stamping feet, to clapping hands on knees, clapping and then tapping two fingers until the last round: this is when the teacher puts both hands on their knees until all children in the circle have done the same, and the sound is silence. Maintain the silence for a minute. Share with the children how it is with team work and working together that this activity works successfully.



In groups, you need to create a short role play for one of the situations below.

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.

After each performance can you think of ideas for a new plan and ways to help the group set new goals.

Write your ideas onto post-it notes and display them on a flipchart in class.

What do your ideas encourage the people in the story to be?

What advice would they give to the person who is experiencing disappointment?

Now change your role play so that the characters overcome their problem using some of the ideas we came up with.



					TINT BOX - To improve next time I...
Piece 1	I can tell you about some of my hopes and dreams			
	I can explain how I feel about having hopes and dreams			
Piece 2	I know that sometimes hopes and dreams don't come true and that might hurt			
	I know what feeling disappointed feels like and can tell you times I felt that way			
Piece 3	I know that being positive can help me feel better about something disappointing			
	I can tell you ways I can manage things that disappoint me and how I can help other people cope with their disappointments			



Friday 28th January
Handwriting

Lesson 4

Vocabulary

Resilience

Self-belief

Motivation

Perseverance

Determination

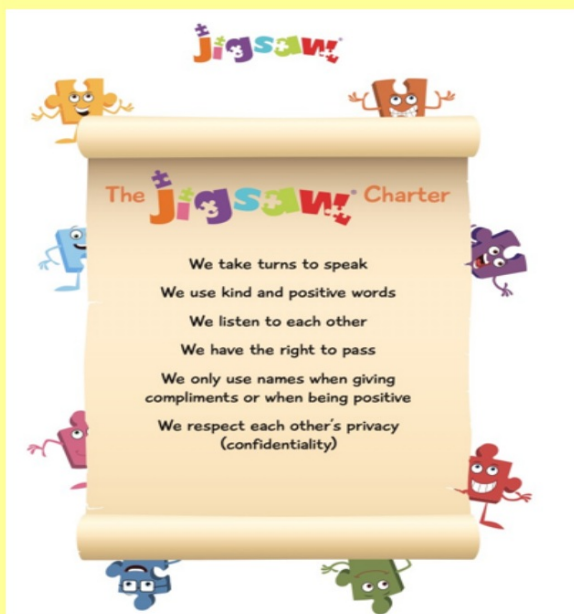
Goal

Dream

Commitment

Friday 28th January

LO: To know how to make new plans and goals even if I have been disappointed.



Vocabulary
Resilience
Self-belief
Motivation
Perseverance
Determination
Goal
Dream
Commitment

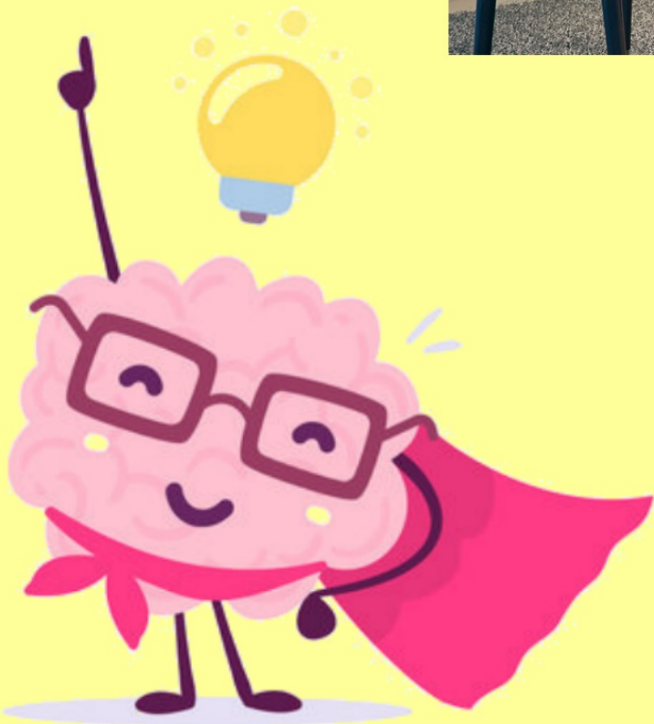
Play - Zoom! Eek!



teacher notes



do you watch?



**clips of people not
going through on
BGT or X factor**

- 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?

We all face disappointment sometimes.

Staying positive, having determination, resilience and self-belief can really help us manage being disappointed. Negative feelings are a natural part of being disappointed, but can be unhelpful to us if we hold on to them for too long.

Why is this?

Where do you think self-belief comes from?

Can you think of strategies you could use to let negative feelings go 'safely'?

Can you think of a time you haven't quite succeeded at something and to think about how they might have another go, but in a different way?



For Me

(Dreams and Goals)

VERSE 1:
I,
I will be,
I will be,
Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE:
Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:
I know to reach the top that
I must climb,
I must climb way up high,
I'm gunna' reach the sky.

I will, I can,
I'm moving on with hope.
Don't look back,

Don't look back,
Don't look back, see,
I'm doing this for me.

VERSE 2:
I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:
Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS
BRIDGE 1+2

That's what dreams are

CHORUS

Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chefs,
And future fire fighters.
We're the laughers,
We're the smilers.
The future's bright,
Now let's all sing this together.

CHORUS

Can you write your own verse for this song which describes what you might do to make a new plan or set a new goal and how you might cope with this situation?

Friday 4th February
Handwriting

Lesson 5

Vocabulary

Goal

Team work

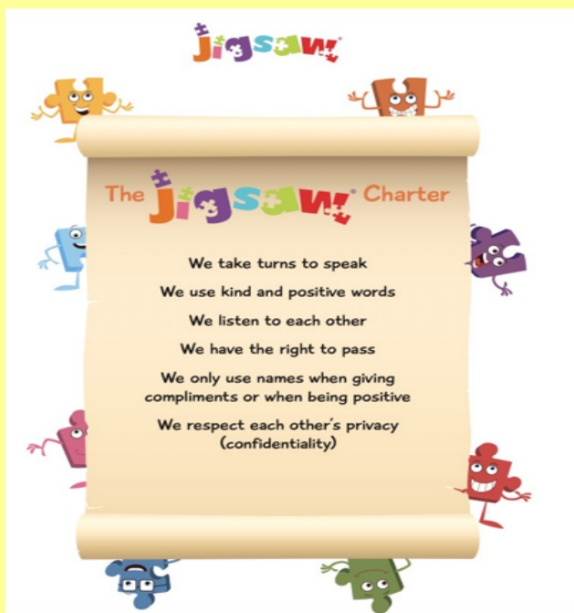
Enterprise

Design

Cooperation

Friday 11th February

LO: To know how to work out the steps to take to achieve a goal.



Vocabulary

Goal

Team work

Enterprise

Design

Cooperation

Garden puzzle game!

You have got a section of a garden. Go around the room and find the other people who complete your picture.

Invitation to the

Funniest
Potato
Person
Competition!

A design
and make
challenge

How well will your
group work together
to complete the task?



Guess what may be involved in 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:

- 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

Name:

Address:

Job:

Hobbies:

Anything else you want to tell us about your Potato Person:...

Show the children 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.

The judging of the Potato person competition will take place in the next lesson.

Friday 18th February
Handwriting

Lesson 6

Vocabulary

Resilience

Positive attitude

Review

Disappointment

Learning

Strengths

Success

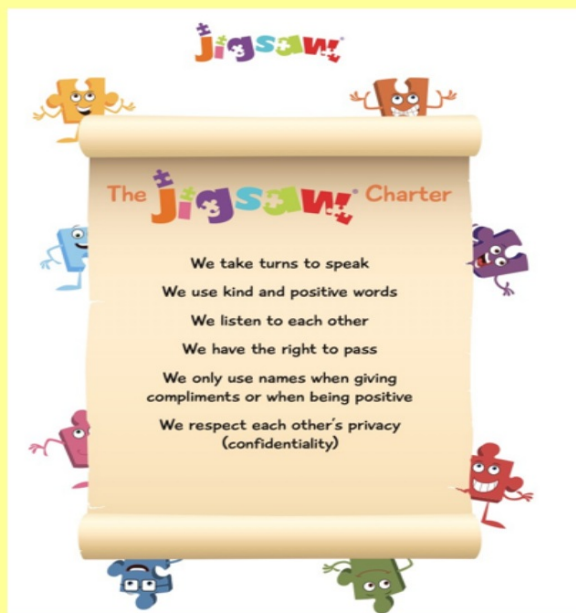
Celebrate

Evaluate

Lesson 6

Friday 11th February

LO: To know how to share in the success of a group.



Vocabulary
Resilience
Positive attitude
Review
Disappointment
Learning
Strengths
Success
Celebrate
Evaluate



Let's share our Potato Person.

