

	<p>Year group: Year 1 - Spring 1</p>	<p>Area/topic: Dreams and Goals</p>
<p>(Objectives from NC/ELG/Development matters)</p>		
<p>I can set a simple goal and talk about how I could achieve it. I can identify my successes and achievements. I can explain how I learn best. I recognise that they way I learn best might be different to other children in my class and the same as some other children. I understand how to work with a partner I can accept a challenge and understand that this might stretch me as a learner. I can talk about how I feel when I am faced with a challenge. I can give ideas how I could help myself and how others could support me when I am facing a challenge.</p>		

<p>Prior learning</p>	<p>Future learning</p>
<ul style="list-style-type: none"> • Children will learn how they are the same/different to other children in their class • Children will begin to recognise that everyone has different strengths - something that is easy for them might be hard for someone else. • Children will learn that trying your best is important and that persevering is necessary to learning. 	<ul style="list-style-type: none"> • Children will learn to set realistic goals for themselves and to think of how they might work towards achieving them. • Children will learn to persevere and to be resilient in the face of challenge, • Children will learn to work collaboratively with a partner. • Children will learn to negotiate, compromise and communicate when working with a partner

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Outcome: My future, resilience, outcomes, challenges, seeking help.

School Value: Hope

Philosophical Question: Why do we help others?

I can set a simple goal and talk about how I could achieve it.

I can identify my successes and achievements.

I can explain how I learn best.

I recognise that the way I learn best might be different to other children in my class and the same as some other children.

I understand how to work with a partner

I can accept a challenge and understand that this might stretch me as a learner.

I can talk about how I feel when I am faced with a challenge.

I can give ideas how I could help myself and how others could support me when I am facing a challenge.

I know that working with a partner means I need to learn to negotiate, compromise, listen and communicate my ideas clearly.

Observing children when faced with a challenge.

Observing children when they are given a partner task.

Talking to children about what might help them/how they could help themselves.

Role play/drama

During discussion

<i>Key vocabulary</i>	
<p><i>Dream/goal</i> <i>Challenge</i> <i>Persevere</i> <i>Resilience</i> <i>Negotiate</i> <i>Compromise</i> <i>collaborate</i></p>	
<i>Common misconceptions</i>	<i>Books linking to this area</i>
<p><i>That everyone has the same abilities/strengths as they do.</i> <i>That challenges are "too hard" and that if you don't try, someone will do it for you!</i></p>	<p><i>"Giraffes can't dance" Giles Andrae</i> <i>"How to catch a star" Oliver's Jeffers</i> <i>"Beautiful Oops!" by Barney Saltzberg</i> <i>"The most magnificent thing" by Ashley Spires</i> <i>The Colour Monster</i></p>
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<p><i>Have a class "Celebration" and award medals for "effort"/team work etc.</i></p>	<ul style="list-style-type: none"> <i>• During discussion [whole class or small group]</i>

Let children give compliments to each other when they have done a team work task [what skills/attitudes were shown in the task?].

- During "Philosophy"
- During drama
- When planning and working in teams
- Planning and working with a partner

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none">simplified stepssongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>	<p>Cognition and Learning</p> <ul style="list-style-type: none">social storiesreal life experiencessongs/videossmaller groupsusing puppets <p>"Time to talk" resource [for ASD/children with communication and understanding difficulties].</p>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none">Visual/practical activitiesbe aware of home life/experienceshave a trusted adult to talk to them	<p>Sensory and Physical</p> <ul style="list-style-type: none">explore ideas with visuals/equipment to reduce the need for vocalised communication [signing]