

	<p>Year group: Year 2 - 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, challenges, seeking help, goals and dreams

School Value: Hope and Courage

Philosophical Question: If you could change one rule in the world, what would it be?

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.

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

Key vocabulary

Dream/goal
Challenge
Persevere
Resilience
Negotiate
Compromise
collaborate

Common misconceptions

That everyone has the same abilities/strengths as they do.
That challenges are "too hard" and that if you don't try, someone will do it for you!

Books linking to this area

"Giraffes can't dance" Giles Andrae
"How to catch a star" Oliver Jeffers
"Beautiful Oops!" by Barney Saltzberg
"The most magnificent thing" by Ashley Spires
Tilda Tries Again

Memorable first hand experiences

Opportunities for communication

Have a class "Celebration" and award medals for "effort"/team work etc.

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

- During discussion [whole class or small group]
- During "Philosophy"
- During drama
- When planning and working in teams
- Planning and working with a partner

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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]