**EYFS**

In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The

children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

**Year 1**

In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS/Year 1****Dreams and Goals** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| Flashbacks | Who makes you feel special?What makes us similar to others? | Where do we feel safe? What makes you feel safe at school?What makes different to others? | What does it mean to be a part of a class?What are our class rules?What is bullying? | What are our class rules?What does consequence mean? Why do we have them?What do you do you are being bullied? | What are our responsibilities in our class and school?How do we make friends and welcome people? | What does feeling proud mean?Why is it important to celebrate our differences? |
| Learning Intention | Y1- To know how to set a simple goal.EYFS- To understand that if you persevere you can tackle challenges | To know how to set a goal and how to achieve itEYFS- To identify a time you didn’t give up until you achieved your goal | To know how to work well with a partnerEYFS- To identify how to set a goal and work towards it | To know how to tackle a new challenge and understand this might stretch my learningEYFS- To use kind words to encourage people | To understand about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome themEYFS- To understand the link between what we learn now and the jobs we might like to do when we are older | To understand how you feel when you succeeded in a new challenge and how you celebrated itEYFS- To know how to say how you feel when you achieve a goal and know what it means to feel proud |
| Key Questions | What is success?What are you proud of? | How do we make a jam sandwich?What steps do we need to do? | What things do we do with a partner? What makes a good partner? | Do we like challenges? What types? | What difficulties/obstacles do we face? | What does it feel like to succeed? How do we know we have succeeded? |
| Vocabulary | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve |

**Year 2/3**

In this Puzzle, the children 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. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 2/3** **Celebrating difference (7-8)** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Flash back** | What makes a family?What different types of families are there? | Who can we talk to if we fall out with family members? | What do you do if you witness bullying?How do you know if something is bullying? | What is a witness? How can they help or hinder? | What are the rules of Jigsaw Charter?What ways can words hurt? | What is a compliment? How can we give and receive them? |
| **Learning Intention** | To identify a person who has faced difficult challenges and achieved success | To identify a dream/ambition that is important  | To understand about facing new learning challenges and working out the best ways to achieve them | To identify being motivated and enthusiastic about achieving a new challenge | To recognise obstacles which might hinder achievement and take steps to overcome them | To evaluate your own learning process and identify how it can be better next time |
| **Key questions** | What challenges might we face? How did you/they succeed? | What is your ambition? What goals have you set yourself? | How do you face challenge and how do you overcome these challenges? | How do you motivate yourself when faced with challenge? | What difficulties might we face and what steps do we take to overcome them? | What would you do differently/change next time to achieve your goals? |
| **Vocabulary** | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate |

**Year 4,5,6**

In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider 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. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 4/5/6*****(9-10)*** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **Lesson 6** |
| **Flash back** | What are cultural differences? How can these cause conflict? | What is racism? | What affect does spreading rumours and name calling have on people? | What are the different types of bullying? | What is material wealth? Does it make you happy? | Why is it important to respect other cultures? |
| **Learning Intention** | To understand that we need money to help achieve some of our dreams | To know about a range of jobs carried out by people and explore how much people earn in different jobs | To identify a job you would like to do when you grow up and understand what motivates you to achieve your goal | To describe the dreams and goals of young people in a different culture | To understand that communicating with someone in a different culture means we can learn from each other and we can identify a range of ways that we could support each other | To encourage each other to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship |
| **Key questions** | What would you dream of if you won lots of money? What dreams do you have that don’t involve money? | What is the difference between a job and a profession? Who should earn the most on the jobs they do? | What is your ideal job? Do you need to go to university? What qualifications do you need? | What are your dreams and aspirations? | How are our lives influenced by other cultures? What ways might we share in other cultures? | Why might you wait to support children in other countries? How does it feel to see others struggle in life? |
| **Vocabulary** | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference |