



Links to other subject units this term	
These are stand-alone units of work but have relevance across all subjects in relation to how we think and interact with one another.	
Prior Learning	
This unit is the third unit of a sequential journey throughout the year.	
Key vocabulary for this unit	
Challenge, problem, practice, goal, achieve, future, job, proud, support	
Learning Sequence	
<b>Stay motivated when doing something challenging.</b>	<ul style="list-style-type: none"> <li>• Know that sometimes we come across things that we find hard.</li> <li>• Know what they might do to overcome a challenge.</li> </ul>
<b>Keep trying even when it is difficult.</b>	<ul style="list-style-type: none"> <li>• Share experiences of a time when they didn't give up.</li> <li>• Know that practice can help them to overcome difficulties they might face.</li> </ul>
<b>Work well with a partner or in a group.</b>	<ul style="list-style-type: none"> <li>• Know what will happen if we don't try or give up easily.</li> <li>• Set themselves a goal of something they would like to be able to do and how they will achieve their goal.</li> </ul>
<b>Have a positive attitude.</b>	<ul style="list-style-type: none"> <li>• Understand how negative comments can make others feel.</li> <li>• Know that they can support their friends to achieve their goals.</li> </ul>
<b>Help others to achieve their goals.</b>	<ul style="list-style-type: none"> <li>• Identify jobs that they would like to do in the future.</li> <li>• Explore what they need to learn about now to help them in a future job.</li> </ul>

**Are working hard to achieve their own dreams and goals.**

- Reflect on whether they have achieved a goal they set.

Assessment milestones

I can link events with feelings and discuss them.  
I can try to solve small conflicts through speaking to others and being assertive.  
I can follow two-step instructions.  
I can wait patiently when necessary.

I can talk about sensible choices.  
I can begin to understand and discuss consequences of my behaviour.  
I can persevere when something is challenging.  
I can work on short activities independently.

I can hold back & forth conversations, listening to my peers' ideas and responding appropriately.  
I can show empathy in simple ways.  
I can show an understanding of another child's perspective in discussion.  
I can take turns with a little support from an adult or with the systems in place.



<b>Links to other subject units this term</b>	
These are stand-alone units of work but have relevance across all subjects in relation to how we think and interact with one another.	
<b>Prior Learning</b>	
This unit is the fourth unit of a sequential journey throughout the year.	
<b>Key vocabulary for this unit</b>	
Sport, activity, practice, certificate, exercise, heart, breathing, body, elbow, wrist, ankle, healthy, loss healthy, sugar, sleep, rest, night, morning, germs, soap, toothpaste, safe, adult, stranger	
<b>Learning Sequence</b>	
<b>Have made a healthy choice</b>	<ul style="list-style-type: none"> <li>• I understand that I need to exercise to keep my body healthy.</li> <li>• I know some of the things that happen to my body when I exercise.</li> </ul>
<b>Have been physically active.</b>	<ul style="list-style-type: none"> <li>• I understand how moving and resting are good for my body.</li> <li>• I can name some less familiar parts of my body- ankle, wrist, elbow</li> </ul>
<b>Have eaten a healthy, balanced diet.</b>	<ul style="list-style-type: none"> <li>• I know which foods are healthy and not so healthy and can make healthy eating choices.</li> </ul>
<b>Have tried to keep themselves and others safe.</b>	<ul style="list-style-type: none"> <li>• I know how to help myself go to sleep and why sleep is good for me.</li> <li>• I can talk about my own bedtime routine.</li> </ul>
<b>Know how to be a good friend and enjoy healthy friendships.</b>	<ul style="list-style-type: none"> <li>• I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</li> </ul>

<b>Know how to keep calm and deal with difficult situations.</b>	<ul style="list-style-type: none"> <li>• I know who my safe adults are and how to stay safe if they are not close by me.</li> </ul>
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Assessment milestones

<p>I can link events with feelings and discuss them.  I can try to solve small conflicts through speaking to others and being assertive.  I can follow two-step instructions.  I can wait patiently when necessary.</p>	<p>I can talk about sensible choices.  I can begin to understand and discuss consequences of my behaviour.  I can persevere when something is challenging.  I can work on short activities independently.</p>	<p>I can hold back &amp; forth conversations, listening to my peers' ideas and responding appropriately.  I can show empathy in simple ways.  I can show an understanding of another child's perspective in discussion.  I can take turns with a little support from an adult or with the systems in place.</p>
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