

Spring 1 Jigsaw – Dreams and Goals



Prior Learning					
Children will have spoken about their own hopes and dreams in previous PSHCE lessons.					
Key vocabulary for this unit					
Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle	Job Career Profession Money Salary Contribution Society	Dream Hope Job Career Goal Determination Perseverance Motivation	Dream Hope Goal Aspiration Culture Country	Aspiration Dream Goal Culture Sponsorship Communication	Support Rallying Sponsorship Team work Cooperation Difference Dream Goal Motivation Aspiration
Learning Sequence					
1. When I Grow Up (My Dream Lifestyle)	I understand that I will need money to help me achieve some of my dreams				
2. Investigate Jobs and Careers	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs				
3. My Dream Job. Why I want it and the steps to get there	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it				
4. Dreams and Goals of Young People in Other Cultures	I can describe the dreams and goals of young people in a culture different to mine				

5. How Can We Support Each Other?	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	
6. Rallying Support	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	
Assessment milestones		
<ul style="list-style-type: none"> • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation • I can compare my hopes and dreams with those of young people from different cultures. 	A summative assessment will be completed throughout the topic for each child. Children will be assessed through our use of questioning as well as through discussion-based tasks during the lesson.	