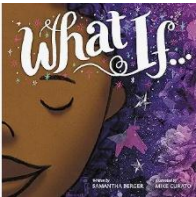
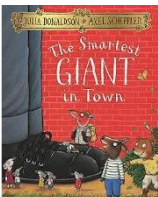
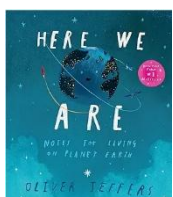
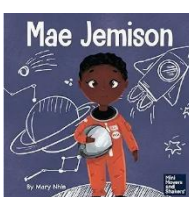
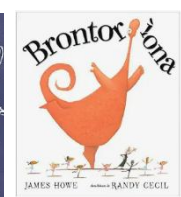
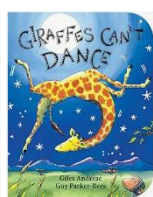
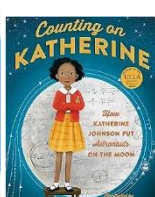


Values focus: RESILIENCE and ASPIRATION

Ages 3-5: Jackson Class	Puzzle overview: Dreams and Goals	
	In this Puzzle the children talk about 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.	
	Knowledge	Social and emotional skills
	• I know what a challenge is • I understand that it is important to keep trying • I know what a goal is • I know how to set goals and work towards them • I can recognise words that are kind • I can name some jobs that I might like to do when I am older • I know that working hard helps me to be able to achieve the job I want when I am older • I know when I have achieved a goal	• I understand that challenges can be difficult • I am learning what it means to be resilient • I can recognise some of the feelings linked to perseverance • I can use kind words and can encourage people • I can talk about time when I kept on trying and achieved a goal • I am ambitious • I can feel proud • I can celebrate success
	Vocabulary	
	achieve, challenge, difficult, dreams, encourage, earn, frustrated, future, goal, job, keep trying, kind, persevere, proud, reward, skills	

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 3-5: Jackson Class	Dreams and jobs	Challenges and trying your best	Goals and achievements
	• What job would you like to do when you grow up? • Why would you like to do that job? • What do you think you might need to learn to do that job one day?	• Can you tell me about something that felt really tricky for you? • What did you do when it got difficult? • Why do you think it's important to keep trying even when something is hard?	• Is there something you really want to get better at? • How could we make that happen, what small steps could you take? • Can you think of something you have achieved that you are really proud of?
	Feelings	Being kind	Celebrating success
	• How does it feel when something is really difficult? • How does it feel when you finally manage to do something you've been trying hard at? • Have you ever felt frustrated? What happened and what did you do?	• What kind words could you say to a friend who is finding something difficult? • Has anyone ever said something encouraging to you that helped you keep going? What did they say? • How does it feel when someone cheers you on?	• Can you think of something you are really proud of achieving? • How did you celebrate when you did something you had been working hard at? • What would you like to achieve next and how will we celebrate when you get there?
Resources and additional support for Families			
• BBC Tiny Happy People - short videos, ideas and resources for parents to build confidence, communication and resilience for their children • BookTrust – high-quality book recommendations for children by age (including ages 3–5) including topics on trying hard, feelings and achieving • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme. Whole school assembly books we share:			
      			

Values focus: RESILIENCE and ASPIRATION

Ages 5-6: Year One	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practice breaking goals into steps, trying new challenges and understanding how learning can feel “stretchy”, with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals.	
	Knowledge	Social and emotional skills
	• I can set simple goals • I can set a goal and work out how to achieve it • I understand how to work well with a partner • I can tackle a new challenge and understand this might stretch my learning • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	• I can tell you about a thing I do well • I can tell you how I learn best • I can celebrate achievement with my partner • I can identify how I feel when I am faced with a new challenge • I know how I feel when I see obstacles and how I feel when I overcome them • I know how to store the feelings of success in my internal treasure chest
	Vocabulary	
	achieve, achievement, active, celebrate, celebration, challenge, confidence, coins, dreams, feelings, garden, goal, goals, happiness, internal, learning, obstacle, overcome, proud, process, rest, self-respect, special, stepping stones, stretchy, success, team work, treasure, treasure chest, working together	

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Ages 5-6: Year One

Talking Together: suggested questions to support ‘Dreams and Goals’ learning at home

Setting goals and making plans • Is there something you really want to achieve/something you would like to work towards? • What steps do you think you'd need to take to get there? • How will you know when you've reached your goal?	Strengths and how we learn • What is something you are really good at? • How do you learn best e.g. do you like to watch, have a go, or have someone show you? • Is there something new you would like to try and get better at?	Stretchy learning and challenges • Have you tried something recently that felt really difficult? • What does it feel like in your body when you are trying really hard at something? • What helps you keep going when something feels too difficult?
Obstacles and overcoming them • Can you think of something that got in the way of you reaching a goal? • How did you feel when you hit that obstacle and what did you do? • What could you do differently next time if something gets in the way?	Feelings and success • How do you feel when you try something new? • Have you ever felt excited and nervous at the same time? • What do you do when you feel frustrated — how do you make yourself feel better?	Working together • Have you worked towards something with a friend or partner recently? How did it go? • How can you help a friend when they are finding something difficult? • How do you like to celebrate when you or someone you care about achieves something special?

Resources and additional support for Families

- BBC Bitesize – short videos and activities exploring how a ‘can do’ attitude can help children learn and grow
- BookTrust – high-quality book recommendations for themes of trying and perseverance
- Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme.

Whole school assembly books we share:

What If...

The Smartest Giant in Town

HERE WE ARE

Mae Jemison

Brontosaurus

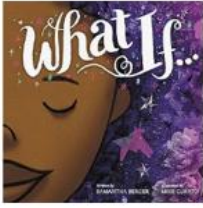
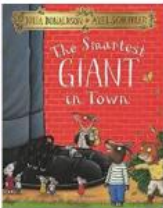
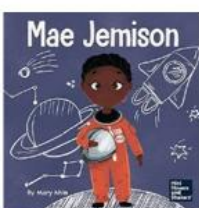
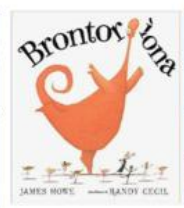
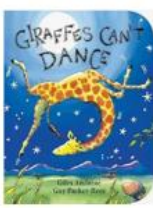
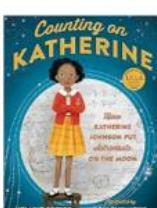
GIRAFFES CAN DANCE

Counting on KATHERINE

Values focus: RESILIENCE and ASPIRATION

Ages 6-7: Year Two	Puzzle overview: Dreams and Goals	
	In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practice teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.	
	Knowledge	Social and emotional skills
	• I can choose a realistic goal and think about how to achieve it • I know what I need to keep my body healthy • I can recognise who I work well with and who it is more difficult for me to work with • I can work well in a group to create an end-product • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed - I know how to share success with other people	• I can tell you things I have achieved and say how that makes me feel • I am motivated to make healthy choices that help me to reach my goals • I can tell you how working with other people helps me learn • I can work with others in a group to solve problems • I can tell you when a feeling is weak and when a feeling is strong • I can tell you how being part of a successful group feels and I can store these feelings
	Vocabulary	
	achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self-esteem, stress, success, team work, tense, wellbeing	

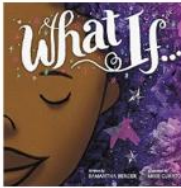
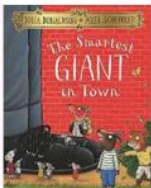
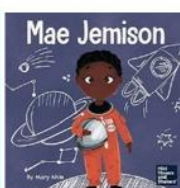
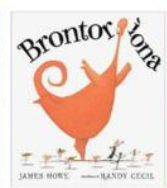
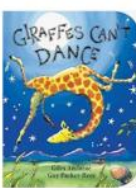
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Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 6-7: Year Two	Setting realistic goals • Is there something you really want to achieve? • How do you plan to reach your goal and what would you need to do first? • How will you know when you have achieved it?	Strengths and achievements • What is something you have achieved recently that made you feel proud? • What are you good at (your strengths)? • How does it feel when you look back at something you have worked hard to achieve?	Healthy choices and motivation • What healthy choices do you make to help you feel your best? • What helps you feel motivated to keep going when something is tough? • Is there a healthy habit you would like to start or get better at?
	Feelings, stress and relaxation • What kinds of things make you feel calm and relaxed? • What kinds of things make you feel stressed or tense? • When you notice a big feeling, what do you do to help yourself feel better?	Teamwork and learning together • Can you think of a time you worked really well with someone — what made it work? • Is there anyone you find it tricky to work with? What makes it difficult? • How does working with other people help you learn?	Sharing and celebrating success • How do you like to celebrate when you or someone else achieves something? • How does it feel to be part of a team that has done something really well? • How could you show kindness and courtesy when celebrating someone else's success?
	Resources and additional support for Families • NHS - Healthy Lifestyles for Children – simple, practical advice on sleep, physical activity, nutrition and wellbeing for children. • BookTrust – high-quality book recommendations for children about friendship, diversity, inclusion and kindness • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme.		
	Whole school assembly books we share:       		

Values focus: RESILIENCE and ASPIRATION

Ages 7-8: Year Three	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practice overcoming obstacles, managing frustration and helping others to succeed.	
	Knowledge	Social and emotional skills
	• I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	• I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings.
	Vocabulary	
	ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self-review, solution, strengths, success, team work, teamwork, wellbeing, water safety	

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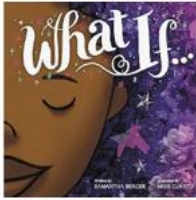
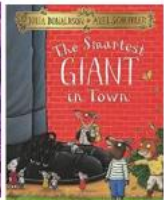
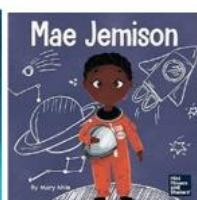
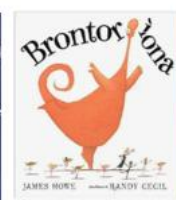
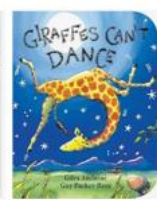
Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 7-8: Year Three	Dreams and ambitions • Is there something you dream of doing? • Can you think of someone who worked hard to achieve their dream? What do you admire about them? • How do you think it will feel when you achieve something you've been working really hard towards?	Goals and taking steps • What is a goal you are working towards right now? • How could you break your goal into smaller steps? • Who could help you along the way and how?	Motivation and a positive attitude • What keeps you motivated when something feels difficult? • How does having a positive attitude help you when things get tough? • Is there something you are feeling really enthusiastic about at the moment?
	Obstacles and frustration • Can you think of a time something got in the way of what you were trying to achieve? • How did you overcome the obstacles that happened? • What could you do next time you feel really frustrated to help yourself keep going?	Respecting differences and including others • Do you know anyone who has overcome a big challenge to achieve something? • Why is it important to respect and include people who are different from us? • How can you help someone else reach their goals?	Reflecting and sharing success • When you finish something, do you think about what went well and what you'd do differently? • How do you like to share your successes with others? • What is something you are really proud of recently and who did you want to tell?
	Resources and additional support for Families • BBC Bitesize – inspiring stories of real people who faced obstacles and achieved their goals – great for discussing role models • Childline – age-appropriate information to help children understand and manage big feelings like frustration and self-doubt • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme		
	Whole school assembly books we       		

share:

Values focus: RESILIENCE and ASPIRATION

Ages 8-9: Year Four	Puzzle overview: Dreams and Goals	
	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practice overcoming obstacles, managing frustration and helping others to succeed.	
	Knowledge	Social and emotional skills
	• I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	• I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings.
	Vocabulary	
	ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self-review, solution, strengths, success, team work, teamwork, wellbeing, water safety	

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

Talking Together: suggested questions to support 'Dreams and Goals' learning at home			
Ages 8-9: Year Four	Dreams and ambitions • Is there something you dream of doing? • Can you think of someone who worked hard to achieve their dream? What do you admire about them? • How do you think it will feel when you achieve something you've been working really hard towards?	Goals and taking steps • What is a goal you are working towards right now? • How could you break your goal into smaller steps? • Who could help you along the way and how?	Motivation and a positive attitude • What keeps you motivated when something feels difficult? • How does having a positive attitude help you when things get tough? • Is there something you are feeling really enthusiastic about at the moment?
	Obstacles and frustration • Can you think of a time something got in the way of what you were trying to achieve? • How did you overcome the obstacles that happened? • What could you do next time you feel really frustrated to help yourself keep going?	Respecting differences and including others • Do you know anyone who has overcome a big challenge to achieve something? • Why is it important to respect and include people who are different from us? • How can you help someone else reach their goals?	Reflecting and sharing success • When you finish something, do you think about what went well and what you'd do differently? • How do you like to share your successes with others? • What is something you are really proud of recently and who did you want to tell?
	Resources and additional support for Families • BBC Bitesize – inspiring stories of real people who faced obstacles and achieved their goals – great for discussing role models • Childline – age-appropriate information to help children understand and manage big feelings like frustration and self-doubt • Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme		
	Whole school assembly books we share:       		

Values focus: RESILIENCE and ASPIRATION

Each week one child from each year group from Nursery to Year 4 will be recognised to demonstrating particular aspects of our Jigsaw learning:

Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or group	Have a positive attitude	Help others to achieve goals	Working hard to achieve their own dreams and goals

These will be shared in Celebration Assembly each Friday.

Please refer to the policy and curriculum map for further detail of our PSHE curriculum and approach.