



Guidance

Curriculum and  
Standards

# Primary

## *National Strategy*

**Excellence and Enjoyment:  
social and emotional aspects of  
learning**

**Going for goals!  
Years 1 and 2**

Headteachers, teachers  
and practitioners in  
primary schools,  
middle schools, special  
schools and Foundation  
Stage settings

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**SureStart**

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## Blue set

### Introduction

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued. The theme provides opportunities for the children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.



Each set of activities focuses on the underlying prerequisites for successful goal-directed learning and behaviour, for example taking responsibility and building feelings of confidence and self-efficacy – the belief that what you do makes a difference. Goal-directed behaviour is only valuable if we are able to make wise and balanced choices about our goals, so this theme provides opportunities for children to consider this and to practise problem-solving strategies.

The intended learning outcomes for Years 1 and 2 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups – for example, from the Red or Yellow sets.

### Intended learning outcomes

Description	Intended learning outcomes
<p>In this theme children will begin to explore effective learning and how they can influence their success. There are suggested activities to encourage reflection on how they prefer to learn – by seeing, hearing or doing – and to help them realise that different learning tasks require different ways of learning.</p> <p>Children will be introduced to a problem-solving process which involves thinking through problems that affect people and choosing the best solution. They will focus on how they might work out what they want to happen when there is a problem (set a goal).</p> <p>Children will consider how they might set an aspirational goal and how they might start to work towards this goal. Story will be used to explore how a goal can be broken down into small steps.</p>	<p><b>Knowing myself</b></p> <p>I know we learn in different ways. I can tell you some of my strengths as a learner.</p> <p><b>Setting a realistic goal</b></p> <p>I can say what I want to happen when there is a problem (set a goal). I can predict and understand the consequences of reaching my goal. I can choose a realistic goal.</p> <p><b>Planning to reach a goal</b></p> <p>I can break a goal down into small steps. I can choose a realistic goal.</p> <p><b>Persistence</b></p> <p>I can resist distractions. I can work towards a reward or for the satisfaction of finishing a task. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration.</p>

Children will think about resisting distraction and overcoming boredom and frustration when working towards their goals.

Opportunities will be given for children to plan to meet a self-selected goal and to put together the strategies that they have met so far during the theme.

### **Making choices**

I can think of lots of different ideas or solutions to problems.

I can predict and understand the consequences of my solutions or ideas.

I can choose between my ideas and give reasons.

### **Evaluation and review**

I can learn from my successes.

I can tell you what I have learned.

I can tell you what I might do differently to learn more effectively.

I can tell you why things have been successful.

I can tell you what has gone wrong with a plan and why.

I can talk about the bits that went well and the bits that I need to change if I used my plan again.

## PSHE/Citizenship links

### *Years 1 and 2*

Children will be taught:

1c) to recognise, name and deal with their feelings in a positive way;

1d) to think about themselves, learn from their experiences and recognise what they are good at;

1e) to know how to set a simple goal;

4a) to recognise how their behaviour affects other people.

## Speaking and listening links: group discussion and interaction

<b>Objectives from <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2</i> (DfES 0623-2003)</b>	<b><i>Children's version</i></b>
<b>Year 1:</b> T2 7 – To take turns to speak, listen to others' suggestions and talk about what they are going to do.	Before you start, talk to each other about what you are going to do. Take turns to speak. Make sure you listen to what other people say.
<b>Year 2:</b> T2 19 – To ensure everyone contributes, allocate tasks, consider alternatives and reach agreement.	Make sure that everyone is included and suggests ideas. Decide who is to do what, think about different ways of doing things and agree on the best one.

## Planning

To help with planning, *the type of learning and teaching* involved in each learning opportunity in these materials is indicated by icons in the left-hand margin.



- Whole-class



- Individual



- Pairs



- Small group

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.



## Key vocabulary (to be introduced within the theme and across the curriculum)

goal	consequences	achieve	achievement	steps
impulsive	distracted	distractions	persistent	persistence
frustrated	frustration	bored	boredom	

## Resources

	Resource	Where to find it
Year 1	Photocards – determined	Whole-school resource file
	<i>Problem-solving process</i> poster	Whole-school resource file
	<i>Working together self-review checklist</i>	Whole-school resource file
Year 2	<i>Working together self-review checklist</i>	Whole-school resource file
	Photocards – bored, frustrated	Whole-school resource file
	<i>Feelings detective</i> poster	Whole-school resource file

## Key points from the assembly story

- 1 Samindra lived with his mother and sister. His father was away fighting in a war. They had a tractor to help them with the farm.
- 2 The tractor broke down and needed a new part (a carburettor). Samindra's mother hurt her leg and couldn't go to get the new part.
- 3 Samindra set off over the mountain. It seemed a long way and he was scared.
- 4 Samindra got over the mountain and bought the new part.
- 5 He returned home and gave his mother the new part for the tractor.

## Suggested whole-school/setting focus for noticing and celebrating achievement

Use the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations, etc.) to notice and celebrate children (or adults) who have been observed:

- Week 1: Taking responsibility – for their successes and when things go wrong
- Week 2: Waiting for what they want; persistence (keeping going)
- Week 3: Showing resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure
- Week 4: Setting and achieving goals

## Blue set: Year 1

### Circle games

#### *Pass the squeeze*

Start the game by lightly squeezing the hand of the child on your right. This child should do likewise, and so on. Talk to the children about the squeeze needing to be gentle. The children pass the squeeze all round the circle and back to you. If they find it hard and the squeeze gets stuck, then set the goal: 'I wonder if we can get the squeeze all the way round?' If they can do this, then set a time target. They can pass the squeeze in different directions and from different starting points. Repeat until the goal is achieved.

### Rounds

We could try to get changed for PE quicker if ...

We could line up for assembly quicker if ...

We could come in from playtime quicker if ...

### Learning opportunities: knowing myself

#### **Intended learning outcome**

I know we learn in different ways.



This learning opportunity is designed to encourage the children to think about learning, how it goes beyond the classroom and how they can use all parts of their body as they learn. Read the following story. Children might like to act out the scenarios. At the end of each section ask the children to think what Pammy learned, and what part of her body or which of her senses helped her learn.

Pammy woke up. It was the weekend. She put her foot out of the bed. It was cold inside but warm outside. She put her foot to the very bottom of her bed. It was cold. The warmest bit was near her, the next warmest bit was quite near her, and the coldest bit was far away.

Pammy went downstairs for breakfast. She was having porridge. Pammy hated porridge. She looked at her mum. She started to shout, 'It's not fair.' Her mum started to look cross. Pammy stopped shouting. She sat down quietly. Then she went over to her mum and put her arm round her and said, 'Please, Mum, can I just have toast today?' Mum smiled, 'OK!'

Pammy looked out of the window. It was autumn. She watched as the leaves fell from the tree. 'Does everything fall down?' she thought. She found three things and let them drop. She watched as they each fell to the ground.

We had problems getting to PE on time. I wrote the children's ideas on the whiteboard. We set a time target. We used a chart to show our progress. It was a great success.



I have several children in my class with language difficulties so I used a doll from the Foundation class to help make the story more visual.



Pammy went outside and met her best friend, Tom. He was skipping. Pammy wanted to skip like Tom. He showed her what to do. Pammy tried it but it was no good. Tom left her the rope. Pammy tried and tried and tried. By the end of the day she could do it.

Pammy's Grandad came to look after her when her mum went to work. 'Tell me about long ago,' she said. Pammy loved learning about when Grandad was a little boy.

Thought shower all the things the class have learned over the week in school and at home.

Pose the question 'How did we learn these things?' Draw out that we learn in all sorts of different ways – for example, seeing, hearing, touching, doing.



Children should each choose one thing they have learned and illustrate it to show how they learned it. For example 'I have been learning to read. I looked at the words and I listened to what my teacher was saying.' This might be illustrated with a picture of an eye and an ear.

Make a display together to show some of the things the class has learned today and which senses or parts of the body they used.

### Learning opportunities: setting our goals

#### Intended learning outcomes

I can choose a realistic goal.

I can break a goal down into small steps.

I can tell you some of my strengths as a learner.

I can resist distractions.



Use photocards from the whole-school resource file (for example, 'determined') to illustrate the meaning of the word 'goal'. Agree a definition with the children.

Go through with the children the learning you have planned for the whole day. Explain what they are going to be doing. Ask the children to set their own goals for the day.

#### *The miracle learner*

How do we know what we want to achieve? One way of looking at this is by thinking of our dreams or our miracles – those very special things that we would really like to happen.

Explain to the children: 'Just imagine if, in the night when you were asleep, your fairy godmother came and waved her magic wand. A miracle happened and in the morning, when you woke up, you were a miracle learner.'

In our class the children made a display to remind us of how we learn. They drew round the smallest child. They put an arrow to eyes, ears, and so on, and gave examples of how we use all senses to help us learn. We linked this to our work on QCA Unit 1A about our senses.



We used learning another language as our goal. First we talked about how many languages we could speak in the class, how long it takes to learn a language, and what things can help us. Then we decided to see if we could learn a bit of a new language as a challenge. Six of our children (plus myself and my teaching assistant) are bilingual in different languages, so we each taught a group. Each group decided what they wanted to be able to say in the new language and we had a five-minute session every day. At the end of the week, each group gave a presentation of what they had learned to say. The next week, we started on a physical challenge (tying shoelaces, bouncing a ball 20 times), so that different children got to be the teachers.



- What would I (*the teacher*) see when I look round the classroom?
- What would I see that was different?
- What would I hear that was different?
- How would I know that you (*the children*) were miracle learners?



Give a few minutes' thinking time, and then ask the children to talk together in pairs about their goal of being a miracle learner.

As a class, thought shower their ideas about the attributes of a miracle learner.

The children might make themselves something to help them remember how to be a better learner. This might be a memory card that could go on their desk or a poster for the wall. It might even be a poem or jingle.

At the end of each day, choose a miracle learner together by going through the attributes you have decided and asking the children to say how well they met these criteria.

You might focus on two or three specific aspects:

**Settling quickly to learning:** Ask children to think of something that might help them settle to learning. They might like to set themselves a group goal for seeing how quickly they can settle. They might use a timer to help them.

**Resisting distraction:** You might explore this further by asking for a volunteer to model good learning behaviour by completing a simple task, such as copying a model made of coloured bricks or practising their handwriting. The rest of the class try to distract them in whatever ways they like (within reason). The volunteer tries to keep learning. After a while they might like to explain some of the strategies they used to maintain their concentration. This might be repeated with another volunteer. The class should try to resist distractions and report back at the end of the week on how well they succeeded.

**Being independent:** Ask children to thought shower all the things they can do if they are stuck with their work. They might suggest, for example:

- talk it through with a friend or learning buddy;
- ask for the task to be explained differently;
- use classroom displays and resources like word mats to help;
- remember what you did last time you didn't know what to do.

Children could use their ideas to make 'What to do when you don't know what to do' posters or cards to keep on their tables.



Ask the children to complete the *Ready to learn challenge* resource sheet.

Emphasise the importance of working well together as a group, particularly how well they take turns to speak, listen to others' suggestions and talk about what they are going to do. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist* resource sheet from the whole-school resource file to review how this went.

Our miracle learner poster showed that a miracle learner in class 3: listens well, keeps trying when they find it hard, asks for help, and concentrates on their learning.



A child who finds it hard to concentrate responded very well to having 'target' times to concentrate on at his workstation. We used a large egg-timer and, each time, one or two children would try to get him to 'lose the bet' by talking near him or trying to attract his attention. When he 'won the bet' we linked this achievement to his individual reward structure.



## Learning opportunities: just because...

### Intended learning outcomes

I can learn from my successes.

I can tell you how I learn best.

I can predict and understand the consequences of reaching my goal.



Thought shower with the children some of their achievements. For example, 'I can ride a bike.' List them on the whiteboard.

Ask the children questions about how and why they were successful at their achievements. Suggest some likely and some unlikely ideas, for example:

- Did you learn to write a story so well because the sun was shining?
- Did you learn to count in twos because you kept practising?
- Did you ... because you were wearing a green jumper?
- Did you ... because you worked very hard?
- Did you ... because the window was open?
- Did you ... because you had listened carefully to the instructions?

## Learning opportunities: the problem-solving process

### Intended learning outcomes

I can say what I want to happen when there is a problem (set a goal).

I can think of lots of different ideas or solutions.

I can predict and understand the consequences of my solutions or ideas.

I can choose a realistic goal.

Introduce or recap on the problem-solving process, using the poster in the whole-school resource file. Focus on step 2: Steady ... starting with 'How are you feeling?' and then 'How would you like things to be different? Set a goal.'



In groups, give children a problem (which may be taken from the list below) and ask what they would like the outcome to be in this situation (their goal). They then act out what happens next. When they have achieved their goal, they 'freeze' to create a 'freeze-frame' or tableau of the final outcome.

The following are some example 'problem' situations.

*Your friend takes your rubber without asking. You want it back.*

*You don't know what to do next. You want help but the teacher is busy.*

*You are hungry. A friend has left her chocolate bar on the table and gone out of the classroom.*

*You are playing with the ball and someone takes it away.*

*Someone pushes you.*

*You want to work but your friend keeps talking to you.*

*You want to work but you are feeling too upset.*

*You cannot remember how to spell the words you need for your story.*

After a set time, each group states the problem situation it has been working on and presents its final freeze-frame. The others guess what the freeze-frame means. After they have made their guesses, ask the group what their goal was.

Check with the children that their goal was what they really wanted. For example, in the first problem situation they might have got their rubber back, but if they just snatched it they might have fallen out with their friend. You have to think 'beyond the end of your nose' to what might happen later on.

Ask the children to try again to make sure the outcome is what they really wanted.

In the example of the rubber, this might show a child holding the rubber with their arm around the child who had taken it to demonstrate that they are still friends.

Remind the children of the problem-solving process and explain that now they are going to look at the bit on the poster that says 'What are all the different things you can do?'

Allow the children a minute's thinking time to remember the problem they considered and the freeze-frame goal that they decided.

Ask the children what they might need to do to reach their goal. Ask them to work in their groups to come up with as many ideas as possible.

When they can no longer think of any more ideas, the children list them and choose one that they think is the best. They then give a reason for their choice.

You could talk about using the thinking part of your brain when you choose the best thing to do, and contrast this with being 'impulsive', when you do not stop and think.

## Ongoing activities

Ask the children to concentrate on setting fair goals when they come across problems, and on trying to think of as many ways as possible to solve problems, using the thinking part of their brain.

Ask the children to look at situations in the playground or on TV. Spend a little time thinking about the situations. What do they think the child's goal was? Was it fair? Would there be a better goal? What ways can they think of to solve the problem?

## Questions for reflection and enquiry

- How do you know what you want?
- Should you always get your own way?
- When shouldn't you get your own way?

We asked older children to act out some of these scenarios and hold up a big question mark sign over a 'freeze-frame', which we photographed. A group of children with special needs 'problem-solved' each situation, working with the older actors, and showing the outcome.



In our class one of the girls got into a fight in the playground. She was sent in to see me. I asked if it was OK for the whole class to help her. We used the problem-solving process to help her think of a better way for next time. She wrote it up for our class SEAL board.



I went on the *Wired for health* website and found *Well Town*. I read the Goldilocks story and we talked about what she could have done differently.



## Review

- What goals did you set?
- How well did you do?
- Did you see any examples of anyone behaving in an 'impulsive' way?
- Did you see anyone using the thinking part of their brain – thinking about all the things they could do and choosing their best idea?
- These are the things we said we would learn to do in our work on this theme ... . Do you think you can do those things now?

## Blue set resource sheet: Year 1

### Ready to learn challenge



Talking and planning together

Dear Children

We come from a planet far away. We are very new creatures and we want to learn. We are going to make a school. We want your help.

Our leader Ool said, 'We mustn't waste time! Only those that are ready to learn can come to the school.'

But we haven't had a school before and we don't know what to do.

Your teacher has told us that you know all about learning. She says you will be able to answer our question.

How can you tell if someone is ready to learn?

Please help us – we need to know so that we can start our school as soon as possible. We want to be able to use your answer with all the creatures on our planet. It will need to be quite simple and should have something that we can see.

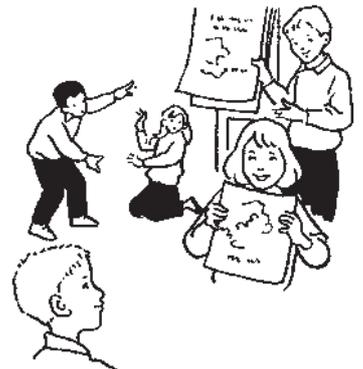
A friend  
From a planet far away



Activities



Time keeping



Presenting to the class



Listening to each other

### REMEMBER YOUR GROUP SKILLS

You have 20 minutes to do the challenge.

Don't forget to think about how you work together as well as what you end up with!

Make sure you talk to each other about what you are going to do.

Take turns to speak and listen to what other people say.

## Blue set: Year 2

### Circle games

#### *There's a chair on my right*

Place a chair on your right and say: 'There's a chair on my right and I would like (*name a child in the group*) to come and sit in it.'

The child who is named moves to the spare chair, leaving an empty chair in the circle. The child on the left of this then says, 'There's a chair on my right and I would like (*name a child in the group*) to come and sit in it' and so on.

At the end of the game you might like to ask those who sat in the chair what they felt like when they were chosen.

### Learning opportunity: knowing how I learn best

#### **Intended learning outcomes**

I can tell you how I learn best.

I can learn from my successes.



Decide on a learning task. This might be one you have devised specifically for this activity or one that is part of another curriculum area.

You are going to provide three different ways of learning the skill. You might set these out in different areas of the classroom and ask the children to move round between activities. The three ways of learning are:

seeing – this will be through demonstration;

hearing – this will be through spoken instructions;

doing – this will be through trial and error.

You could use the *Origami* resource sheets or use a curriculum-based skill if you prefer.

If you use the resource sheets, you will need to set up:

one area where children are provided with a finished example and some paper, and asked to work out for themselves how to make the model;

one area of the classroom where you give spoken instructions to the children on how to make another of the origami models;

one area of the classroom where a teaching assistant, classroom helper or older child demonstrates how to make another of the models.

All the children should experience the three ways of learning. When they have finished, ask the children to say which way they liked learning best and to go to that area of the classroom.

At our school we have a 'learning to learn' day where we try to set activities that use as many different ways of learning as possible.



Ask the children to reflect on how they learned in the different areas. These questions might help the discussion.

- What was special about learning in this area?
- How did you learn in this area? (Encourage them to consider the senses that they used.)
- What helped you to learn?
- What stopped you from learning?
- What would have made learning easier?

The children take it in turns to explain when and how they learn best. They might like to record this in their learning log if they have one.

Encourage children also to reflect on the idea that using a range of learning styles is often most useful. They are likely to have told you that a combination of words, demonstration and trial and error would in fact have been ideal for learning how to make the origami models. For other tasks, one particular style might work best. This is why, while it is important to be aware of our own preferred learning styles, it is also important to make sure we can use a range and not just one.

### Learning opportunities: you can't eat an elephant in one bite

#### Intended learning outcomes

- I can say what I want to happen when there is a problem (set a goal).
- I can break a goal down into small steps.
- I can choose a realistic goal.



Ask the children to recap on their knowledge about 'goals' in a small group. They should choose how to represent their knowledge, for example by:

- talking
- drawing
- using spider diagrams.



Take feedback. Try to draw out the following points.

Goals are usually something we want and will have to work for.

We can have long-term or short-term goals.

We have all achieved many goals by Year 2.

Making goals happen is more to do with what we do and how we do it than external factors such as the weather, luck, etc.

Setting a goal is an important part of the problem-solving process (knowing how we want things to turn out). We have to think about our immediate goal and what we want in the longer term.

We used the cards made for the earlier activity to remind children of the factors that do and don't make a difference to our outcomes.



## Daisy and Rehana: Part 1



Focus on planning to achieve a goal. For this activity children will need to listen to the story *Daisy and Rehana* from the resource sheets.

Read Part 1 of the story to the children and ask: 'What do you think Rehana's dad meant when he said you could eat an elephant one bite at a time?'

'How could that help Daisy and Rehana to achieve their goal?'



Explain that, working in pairs or groups of three, the children's task is to help Daisy and Rehana to come up with a plan to achieve their goal. Some discussion about the sort of things that they might need to do may help children to organise their thoughts. Groups could work as they prefer (listing ideas generated, drawing spider diagrams, etc.) and could be given the *Ladder* resource sheet or similar in order to visualise the ordering of the steps Daisy and Rehana might take to achieve their goal.

Examples of the planning process might be to find out how they can get to Alton Towers, what time the bus or train goes, when the opening times are, when their parents can take them, etc. They might also like to plan what rides they will go on. Importantly, they will also have to plan to earn the money to go, after they have found out how much it costs.



When children have done this, the groups' work is shared and an overall plan agreed. The plan will identify the sub-steps necessary to achieve the overall goal.

Emphasise the importance of working well together as a group, particularly how well the children ensure everyone contributes, allocate tasks, consider alternatives and reach agreement. At the end of the activity, you may like to ask groups to use the *Working together self-review checklist* from the whole-school resource file, to review how this went.

As the concept of size is an issue for a child in my class with a visual impairment, we built a huge 'mountain' of bricks and asked her how she would approach getting all the bricks neatly back into the drawer. She demonstrated putting them away one at a time.



## Learning opportunities: persistence

### Intended learning outcomes

I can recognise when I am becoming bored or frustrated.

I know some ways to overcome boredom and frustration.

## Daisy and Rehana: Part 2



Read out Part 2 of the story to the children. Discuss how Daisy and Rehana must have felt. Talk about the feeling words 'bored', 'frustrated', 'irritable' and others that the children come up with.

Use the photcards 'frustrated' and 'bored' and the *Feelings detective* poster from the whole-school resource file to explore these feelings. Encourage the children to consider what people look like when they are bored or frustrated, and how they might recognise these feelings in themselves or other people. Discuss how the ability to manage frustration is essential if we are to be successful in reaching our goals.



In their groups, ask the children to decide how the *Daisy and Rehana* story would end. Would Daisy and Rehana get the money? How could they make themselves keep going? What might help? (Remind children about the assembly story.)

Children could be asked to role-play the end of the story, including the ways that Daisy and Rehana solved the problem of their frustration.

Children might work in groups to consider how they could overcome boredom ('beat boredom') and frustration ('foil frustration') and create a class list of ideas. They should be reminded of the work they have done on ways to calm down and of the poster they may have made earlier in the year. Calming down is one of the strategies they might use when beginning to feel frustrated.

Children could be given paper strips and be asked to make as many paper chains as they can in their group in a specified time. A small prize could be offered to the group who (a) made the most/longest chains and/or (b) the group who worked most cooperatively together. (Alternatively they could make the origami models from the earlier activity.)

This experience could then be used to discuss feelings and introduce the key ideas of 'persistence' and 'overcoming frustration'. Ask the children:

- Did you keep going when you were fed up or wanted to stop?
- What helped? (For example: things they thought to themselves and things that others did or said.)
- How did you feel when you were getting fed up? (This can be linked to previous work that children may have done on overcoming impulsive behaviours.)

Some of the strategies that children may suggest may include, for example:

- keep the goal in mind – see the big picture;
- say encouraging things to yourself (relate to the assembly story);
- imagine the end result;
- set yourself a reward for completing the task;
- set yourself a time challenge;
- break down the task and set time scales for each bit;
- break down the task and promise yourself a reward for completing each part of the task;
- have a break, do something completely different, sleep on it, walk around;
- ask others for help;
- talk through what you are doing;
- receive feedback from others.

Children can make posters, a display or a class book featuring all the things that we can do to overcome frustration and help ourselves keep going when things are difficult. They could share this with other classes and with people at home. The display/book could be added to whenever children see, read about or think of a new way of handling frustration or persisting at a task.

We used this to draw attention to the fact that we all have different gifts and talents and how Huong, a child with autism, was absolutely brilliant at keeping going in this activity (she loved sticking and would happily have done it all day).



In our classroom the children came up with the idea of setting up a Foil Frustration stop in the classroom. This was a space where they could go to recharge when feeling frustrated with their work. It had a calming-down poster on the wall, some simple exercises, some puzzles and some soft toys.



One of the children's mothers was training to run the London marathon. She told us about her goal of running 26 miles for charity. The children asked her questions.



## Learning opportunity: putting it all together

### Intended learning outcomes

- I can choose a realistic goal.
- I can break a goal down into small steps.
- I can tell you what I have learned.
- I can tell you what I might do differently to learn more effectively.
- I can tell you why things have been successful.

Our school was collecting money to buy a well for a village in Mozambique. Our class decided to run a variety of sponsored events. We put a board up on the wall. It had a road and at the end was a picture of our target – a well in a village in Africa. We coloured in our route to show how much money we raised.



### Going for a goal!

Ask children to work in pairs to come up with a goal that each of them would like to achieve in the next few days (specify the time period). The goal must interest them both and build on something they can do already (such as running times, current record for skipping or hula-hooping, juggling, poi-poi, skateboarding, roller-blading, computer game score).

Each child should specify their goal, state their current performance and name of the buddy. It should say how the goal will be achieved (in at least two steps) and who can help with it. You could make a proforma for the children to use, with spaces for the name of the buddy, at least two steps and an evaluation.

The evaluation should take place at the end of the specified period and include questions such as:

- Did you keep to your plan? If not, why not?
- What helped you – in particular, what did your buddy do that helped you?
- If you achieved your goal, how did you feel?
- If you did not achieve your goal, what got in the way? What can you do?
- Did you have to change your plan as you went along? If so, how and why did you do this?
- How could you improve your plan?



We had to help the children to change their plan as they thought they had to stick to it whatever. Some of their plans seemed OK to start with, but we discovered they were too difficult.

### Ongoing activities

Children can be encouraged to become involved in planning trips, outings or fundraising events, to practise the skills of breaking up a goal into a number of smaller tasks and re-thinking plans when we need to.

You could set up learning objectives across the curriculum that allow children to learn in different ways by seeing, by hearing and by doing. Encourage discussion about which ways work best for different tasks and different learners.



## Questions for reflection and enquiry

- Whose goals are more important, yours or your friend's?
- Whose goals are more important, a child's or an adult's?
- Whose goals are more important, your friend's or those of someone you don't know very well?

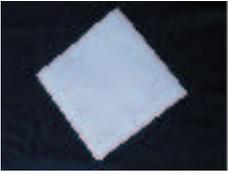
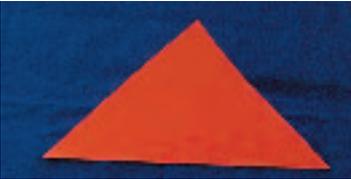
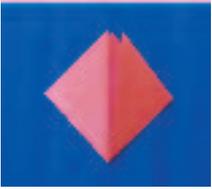
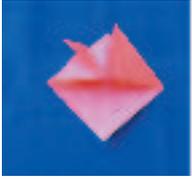
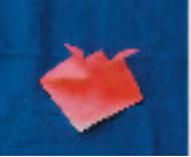
## Review

- What did you learn about how to keep going when you feel fed up?
- Is it easy to keep to a plan?
- When you have a difficult or boring task, what will you do?
- These are the things we said we would learn to do in our work on this theme ... . Do you think you can do those things now?

## Blue set resource sheet: Year 2

### Origami

#### *Making a hat*

 <p>Take a square of paper</p>	 <p>Fold it into a triangle</p>	 <p>Fold up the left corner to the top</p>
 <p>Fold the right corner to the top</p>	 <p>Fold down the right corner</p>	 <p>Fold down the left corner</p>
 <p>Turn the model over and take the left corner and fold it out</p>	 <p>Fold out the right corner</p>	 <p>Fold up the bottom corner – to a point three-quarters from the top.</p>
 <p>Fold up the edge</p>	 <p>Turn over</p>	 <p>Fold up the bottom corner</p>
 <p>Turn over</p>	 <p>Your hat</p>	

## Blue set resource sheet: Year 2

### Origami

#### *Making a simple game*

 <p>Take a square piece of paper</p>	 <p>Fold in half – from down to up – open it out</p>	 <p>Fold it in half from left to right</p>
 <p>Open it out – this helps you find the centre</p>	 <p>Fold the bottom right corner into the middle</p>	 <p>Fold the bottom left corner into the middle</p>
 <p>Fold the other two corners into the middle</p>	 <p>Turn the paper round and over. Turn the bottom corner up to the middle</p>	 <p>Turn the right corner into the middle</p>
 <p>Turn the left corner into the middle</p>	 <p>Turn the top corner in to the middle</p>	 <p>Fold the model in half</p>
 <p>Put your fingers under the flaps and open out</p>		

## Blue set resource sheet: Year 2

### Origami

#### *Making a simple cup*

 <p>Take a square bit of paper</p>	 <p>Fold it into a triangle</p>	 <p>Fold down one side</p>
 <p>Fold back so you can see the fold line</p>	 <p>Fold the left corner to the right edge so the point is on the place where the fold line cut the right side</p>	 <p>Fold the right corner over</p>
 <p>Fold down the top corner</p>	 <p>Turn over and fold the top corner down</p>	 <p>Open out your cup</p>

## Blue set resource sheet: Year 2

### Daisy and Rehana

#### Part 1

Daisy and Rehana were best friends. They decided one year that what they wanted more than anything in the world was to travel to Alton Towers in the long summer holidays.

Their parents told them that it was far too expensive. But they kept on and on, as children sometimes do when they really, really want something. Eventually Rehana's mum said (just to keep her quiet, I think), 'Well, if you want to go so much, you find the money and organise it all, and then we'll think about it again'.

Rehana rushed into school the next day and told Daisy the good news. 'But how will we find the money?' said Daisy. 'And how on earth do we organise something like that?'

'It's easy', said Rehana, who had heard her father say it often. 'It's like eating an elephant – you just do it one bite at a time!'

#### Part 2

Rehana and Daisy's plan was going very well – they had found out lots of information and planned when and how to get to Alton Towers (even checking that their parents weren't busy on the day they had planned to go). The difficulty was raising the money – they were both too young to get a proper job.

They didn't know what to do and were just beginning to feel that maybe they wouldn't get to Alton Towers after all, when Daisy's big brother Ewan asked them if they would like to help him make some paper chains for a Chinese New Year celebration – he said he would pay them if they completely finished the box of paper strips by the end of the week. Of course, they were overjoyed and thought happily of the money they would make ... at last their dream was going to come true.

They began the task in high spirits the next night, when they sat down with Ewan to begin their important job. But as time went on, they found that it was not as easy as it had sounded. However many paper chains they made, and however long they made each one, they never seemed to get any closer to using up all the strips of paper.

After three nights they had started to argue. 'Daisy – you're deliberately going slowly'; 'Rehana – you keep breaking mine when you put yours on top of them'. Their fingers were sore, they were bored and frustrated and both of them felt like giving up – would they ever get the money they needed to make their dream come true?

# Blue set resource sheet: Year 2

Ladder



## Blue set

### Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Literacy	<p>Identify characters in current texts who use the impulsive or thinking parts of their brain (e.g. Squirrel Nutkin, Little Red Hen).</p> <p>How should Goldilocks have used her thinking brain together with her impulsive brain?</p> <p>What goals would you set Squirrel Nutkin to help him to use his thinking brain more? And for Jemima Puddleduck? Or Peter Rabbit?</p> <p>Use examples from fairy tales (e.g. <i>Cinderella</i>, <i>Hansel and Gretel</i>) to illustrate persistence and the feeling of frustration. Help the children to notice that sometimes 'bad characters' (like the Queen in <i>Snow White</i>) show these qualities too. What does this tell us about going for goals?</p> <p>To reinforce the fact that we all have different goals, use <i>The Wizard of Oz</i>, which offers examples of characters pursuing their differing personal goals (the Lion, the Tin Man and the Scarecrow).</p> <p>Write New Year resolutions: see exemplar lesson plan for literacy.</p>
Mathematics	<p>Set goals for children or help them to set goals for themselves. For example:</p> <ul style="list-style-type: none"> <li>• How many number bonds can you remember in two minutes?</li> <li>• Knowing rules for odd/even numbers – how many odd/even numbers can you spot?</li> </ul> <p>Make sure that children are able to explain to someone else their strategy for working out a problem.</p> <p>Get children to check through their own work and spot mistakes.</p>
Science	<p>In work on forces (QCA Unit 2E Forces and movement, section 5 Experimenting with toy cars) make links between physical factors that make the cars move faster, slower and change direction and the factors you have been discussing which make us move slower or faster or change direction when working towards our goals.</p>
History	<p>Cite Florence Nightingale as a good example of a woman who achieved her goals. Ask: How did she do it? What did she do when she was opposed and discouraged?</p> <p>Tell the story of Mary Seacole. Discuss how she never gave up even when people in authority wouldn't help her. Think of all the points in the story when she might have given up and all the solutions she came up with so that she could complete her plan of helping the soldiers in the Crimea.</p> <p>Other examples include:</p> <ul style="list-style-type: none"> <li>• the Plague – village of Eyam</li> <li>• Grace Darling.</li> </ul>
Geography	<p>Work on sustainable development can be linked to achieving personal, community and worldwide goals. Investigate the environmental quality of the classroom and school environment. Go for goals to recycle school waste products and improve the environment. Adapt ideas from QCA Geography Unit 8 Improving the environment.</p> <p>The exemplar lesson plan for geography provides work on maps, which offers children goals to go for.</p>

ICT	<p>Using the Roamer, set goals to complete a course in as few moves as possible.</p> <p>ICT provides many opportunities for demonstrating that a goal involves a series of sub-steps – point out that instructions must be followed to make things happen.</p>
Design and technology	A goal for a group could be to plan and design (collaboratively) a strong structure.
PE	Children can set themselves goals and talk about how they are going to achieve them (e.g. learning to swim a chosen number of metres).
Art and design	<p>Objectives: As QCA Art and design Unit 1A Self portrait</p> <p>Having produced self-portraits – either drawn, painted or photographed – produce a series of different backgrounds both realistic and imaginative which explore their ideas of what they want to do, where they would like to go and what they would like to be either now or in the future. The backgrounds can be painted, drawn, photographs or collage.</p> <p>This activity can be stimulated either through discussion or by the teacher providing examples.</p> <p>Some pupils could use ICT to place images of themselves in different backgrounds – either photographed or scanned in. The combination of drawn and scanned images can be visually exciting.</p>
RE	Use a story such as <i>The parable of the sower</i> to illustrate that how we succeed depends on the effort we put in.
Citizenship	Link with work you do on children in other parts of the world, for example, the first Friday in February is the Unicef Day for Change. This provides an opportunity to learn about the lives of children in other countries. Photographs and information are provided free by Unicef. A school goal can be set to raise money, and children can learn about what the money will be used for.
Other	<p>Create a school display about positive thinking, entitled 'If you think you can or you think you can't, you will be right!'.</p> <p>Display children's speech bubbles with their achievements, for example: ' I couldn't ride my bike without stabilisers, then I said to myself that I could, and now I can do it.'</p>

## Blue set

### Exemplar lesson plan: literacy

#### *New Year resolutions*

Theme	Going for goals! Year 1 Term 2
SEAL objectives	To recognise the intermediate steps necessary to reach a goal To understand the concept of persistence
Linked literacy unit of work	Non-fiction 1
Literacy objectives	T22, T23, T24, T25 <i>Note:</i> links are only made to text level objectives in this suggested plan. For more details of suggested objectives for this unit see <a href="http://www.standards.dfes.gov.uk/primary/teachingresources/literacy">www.standards.dfes.gov.uk/primary/teachingresources/literacy</a>
Outcome	Poster/page of New Year resolutions
Linked speaking and listening focuses	Year 1 Term 2 GD To take turns to speak, listen to others' suggestions and talk about what they are going to do
Text	These suggestions are not based on a book or other published text, but on a discussion about New Year resolutions and how to keep them. There are some statements attached which teachers can use to focus on the process of achieving goals.
Text themes	Choosing a goal or resolution to aim for, and identifying how to take steps to achieve it and who might be able to help
Possible focuses for response	<p><b>Preparation</b></p> <p>Talk to the children earlier in the week about the New Year and how and when this is celebrated in their different cultures. Ask the children to find out whether any of their family have made New Year resolutions.</p> <p><b>Discussion</b></p> <p>Give some examples of your own New Year resolutions ('to make sure I take the dog for two walks a day', 'go to the gym', etc.).</p> <p>Ask children to give examples of the resolutions that members of their family have made. Discussion might focus on the idea that the New Year is a good time to take stock and to think about things that you want to do, or do better or differently.</p> <p>Talk about the process of achieving the resolution – and that it is helpful to have prompts to help us to remember the resolution, the importance of practice, that it is useful to find someone or something to help us, and that achieving the resolutions requires determination and is not always easy.</p> <p>Write up one or two examples and ask the children to consider one by one a number of statements relating to what will help the person to achieve their resolution (some of which are helpful and others which are red herrings). You will find the statements in the <i>New Year resolutions</i> resource sheet.</p> <p>Sorting the statements will provide opportunities to initiate a discussion about working towards a long-term goal, thinking through how to tackle it, and coping with setbacks.</p>

	<p>Invite the children to think of resolutions for themselves and each other, under a variety of headings. These could be things they want to learn or how to learn better (e.g. PE: learning to skip/do a backward roll/get their 10 metre swimming badge; class work: improving their handwriting/learning to spell some new words/finishing work within a set time; for them: tie their laces/put their toys away/try not to get cross with their little sister/be on time for school every day).</p>
Suggested related activities	<p>When the children have chosen a resolution, ask them to think about and discuss whether other people could help them achieve this goal, and if so how. A step-by-step approach could include: My New Year resolution – What I need to do first – Who will help me – Which parts might be hard.</p> <p>The children might have resolutions of their own, and also mini-resolutions to support someone else's goals. These could be written into a class big book, and returned to from time to time.</p>
Alternative/ additional texts with themes related to achieving goals	<p><i>Tidy Titch</i> by Pat Hutchins, Harper Trophy, ISBN 0688136486</p>

## Blue set resource sheet: Year 2

New Year resolutions

*Statements for cutting up and sorting*



I will need to practise my resolution.

I will need to shout at the computer.

I will need to eat a lot of apples.

I will need to think about what I am trying to do.

I will need to wear my best clothes.

If I forget or do not do well I must be determined to try again.

It is a good idea to try to find someone who can help me.

## Blue set

### Exemplar lesson plan: geography

Theme	Going for goals! Year 1
SEAL objectives	<p>To think about the consequences of goals for other people</p> <p>To recognise the intermediate steps needed to reach a goal</p> <p>To understand the concept of persistence</p> <p>To set, plan and evaluate a goal</p>
Geography objectives	<p>To make use of maps and plans</p> <p>To identify and describe what places are like</p> <p>To undertake geographical enquiry</p>
Linked speaking and listening focuses	<p>Year 1 Term 2</p> <p>To listen and follow instructions accurately, asking for help and clarification where necessary</p>
Suggested activities	<p><b>Lesson 1</b></p> <p>Resources</p> <p>A letter from an imaginary person (see below) containing: maps of different scales, a base map of the classroom, cut-outs of furniture to place on the classroom map, magnetic if possible</p> <p><i>or</i></p> <p>an email from an imaginary person with attachments (as the enclosures above). The activity could then be done electronically using an interactive whiteboard.</p> <p>Activities</p> <p>Part 1</p> <p>Tell the children you have received a mysterious letter. Open it together. It asks the children for help with a problem. This could be any problem which has a practical solution and which the children can help to solve. The example given here is an imaginary environmental problem. A clump of trees in the local park has been destroyed by a storm. The problem is how to make good the damage and the solution is to plant new trees.</p> <p>The letter says that if the children want to help they will have to undergo some training to learn the new skills they will need. If they agree, there is a second letter to open.</p> <p>Discuss whether they want to help (reach this goal). When they agree, open the second letter, which says they need to learn about maps. Say that it looks as if everyone is going to need to do some hard work in order to reach the goal and it may take a while. Do they think they can manage this? Do they think they can wait?</p> <p>Part 2</p> <p>Discuss what they know about maps. Show some different types of maps – of countries, of roads, or the layout of the school for example. They should all be views from above. Introduce the base map of the classroom. Where is the door? Where are the windows? Invite the children to place cut-outs of classroom furniture in the right places on the map. They may then repeat the activity using individual photocopied sheets.</p>

### Part 3

On a completed map of the classroom, mark a route around the furniture with arrows. Ask a child to walk that route. Other children may be invited to help with advice. Repeat with other children using a different route.

## Lesson 2

### Resources

A second letter (see below), school hall or open space, pictures of desert, arctic and rainforest (or video clips of these using ICT)

### Activities

#### Part 1

Introduce the second letter and share it with the class. The letter congratulates the children on learning about maps and asks them now to find out about travelling in different environments. Suggest that there is more hard work to do before they can reach their goal of planting the new trees. They managed to learn about maps. Do they think they can manage this as well?

#### Part 2

Show the children the pictures of arctic, desert and rainforest environments. Discuss with them features of these different environments. What is the weather like? What grows there? What animals live there? How could you travel through the area?

#### Part 3

Ask the children to imagine they have to travel through these environments. Take each environment in turn and go for an imaginary walk, practising how to move, imagining how hot or cold you are, pointing out features or animals, finding your way. Round up by discussing briefly which they would prefer to visit and why.

## Lesson 3

### Resources

A third letter (see below) and large-scale maps of two imaginary places

### Activities

#### Part 1

Another letter has arrived. Share the letter with the children. It congratulates them on all their hard work and learning and tells them they are close to being ready for the final part of their project. They now need to show that they can follow a route on a map of a new environment, which is beyond the classroom. Do they think they can manage this? How are they feeling about still having more to do before their goal can be reached?

#### Part 2

Show the children a large-scale map of an imaginary place showing features such as a bridge, forest, river, pond and lake. Discuss what the symbols on the map mean and involve the children in making a key.

#### Part 3

Ask the children in groups to plan a route from one point to another. One child draws the route on the map with lines and arrows. The children describe what they would see as they follow the route. Repeat with another child drawing a route.

#### Part 4

Give the children a second map. They work in pairs to mark a route and write a description of the features on the route.

#### **Lesson 4**

##### Resources

A fourth letter (see below) providing a map of the local park and showing the 'action area', where the trees were destroyed

##### Activities

###### Part 1

Share the letter with the children. It says that the children have done very well and are now ready for the final stage of their project. The enclosed map must be used to help them find the action area. There are instructions that they must plan how to restore the woodland clump and then go to the area and put their plan into effect.

In groups, the children plan how they will restore the wooded area. For example, how will they obtain, transport and plant seedling trees? Is planting seedlings the best plan? What alternatives are there? They share their plans with the rest of the class. A vote is taken on the best plan and reasons why it may be the best are discussed.

The children (accompanied by the teacher and sufficient helpers) visit the local park and map-read their way to the action area. There, in groups, they mime their actions to restore the wooded area.

#### **Lesson 5**

##### Final discussion

How do the children feel having completed their project? Happy? Proud? What did they have to do to complete the quest? What qualities did they have to show? Discuss the stages of their training and practice that led them through it. Why did they need these? How does this work link to all the other work they have done on achieving goals? What do they now know about maps, different environments and restoring an environment?

## Blue set

### Exemplar lesson plan: history

Theme		Going for goals! Year 1
History objectives	As for QCA History Unit 4 Why do we remember Florence Nightingale?	
Unit of work	QCA History Unit 4	
Prior work	<p>It would be useful if children have:</p> <ul style="list-style-type: none"> <li>• ordered events in time;</li> <li>• answered questions about people/events in the past using pictures and written sources;</li> <li>• looked for similarities and differences between today and the past.</li> </ul> <p>If using QCA Unit 4: for lesson 1 follow section 1 or 2; for lesson 2 follow section 5 'How did Florence Nightingale make things better for nurses and soldiers in the Crimea?'</p>	
Suggested activities	<p>Resources</p> <ul style="list-style-type: none"> <li>• Sets of cards with sentences and pictures describing the sort of work that women did in the mid-nineteenth century</li> <li>• Short descriptions of conditions in military hospitals during the Crimean War</li> <li>• Drawings/photographs of hospitals then and now</li> </ul> <p><b>Lesson 1</b></p> <p>Activities</p> <p>Part 1</p> <p>Divide the children into groups and give each group a set of cards showing the occupations of different groups of mid-nineteenth century women.</p> <p>Ask the children to describe what type of work the women in the pictures are doing.</p> <p>Ask them to think about the types of jobs that women do today and to make a list. Which list is longer?</p> <p>Ask them to identify differences between the types of work that women did then and now.</p> <p>Part 2</p> <p>In discussion with the children, explore why women do work now that they did not do in the time of Florence Nightingale.</p> <p>Guide the discussions by asking the children why they think that some women had to work and others were not expected to work.</p> <p>Part 3 (after section 2 of Unit 4)</p> <p>Identify with the class the obstacles that Florence Nightingale would have had to face in trying to work with soldiers in her hospital in Scutari. Talk about the qualities she needed to succeed (determination, courage, stubbornness, kindness).</p>	

## Lesson 2

### Part 1

Using pictures of hospital wards in the 1850s and today, ask each group of children to find two differences and say why these are important.

### Part 2

In pairs, children look at the pictures and short descriptions of the hospital conditions in Scutari and identify the problems that Florence Nightingale had to tackle. They write down a sentence to identify each key point.

### Part 3

Organise the children to add their sentences to a wall chart showing the obstacles facing Florence Nightingale. They then add key words that describe the qualities she displayed in overcoming these problems (e.g. bravery).

This activity could be used with other characters, adapting QCA Unit 4. Possible alternatives are Mary Seacole or Olaudah Equiano. There are other examples of adaptations of Unit 4 on the *Innovating with History* website [www.qca.org.uk/history/innovating](http://www.qca.org.uk/history/innovating).

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