



Primary *National Strategy*

Excellence and Enjoyment: social and emotional aspects of learning

Going for goals! Years 3 and 4

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

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Yellow 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 3 and 4 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, in the Red, Blue and Green sets.

Intended learning outcomes

Description	Intended learning outcomes
<p>This theme provides opportunities for children to reflect on their own strengths as learners using the concept of multiple intelligences. They will also consider the feelings associated with learning and what level of emotion supports or hinders learning.</p> <p>Children will consider the barriers to meeting their goals and to learning, and how they might overcome these.</p> <p>They will consider how feelings might influence progress towards the goal – particularly feelings of boredom and frustration.</p> <p>Children are encouraged to explore what helps them to be successful, and to attribute their successes to the effort that they put in.</p> <p>Children continue to explore how they might solve social problems and how they might make wise choices about their learning and behaviour.</p>	<p>Knowing myself</p> <p>I can tell you about myself as a learner. I can use my strengths as a learner. I know that I am responsible for my own learning and behaviour. I know what I need to learn effectively. I know how my feelings can influence my learning.</p> <p>Setting a realistic goal</p> <p>I can foresee obstacles and plan to overcome them when I am setting goals.</p> <p>Planning to reach a goal</p> <p>I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others.</p>

Children will be provided with opportunities to set a goal, plan to reach it and persevere to ensure success.

Persistence

I can recognise when I find learning difficult and persevere when I need to.

I can manage frustration by using a number of strategies.

I can tell you how I keep going even when the task is difficult or boring.

I know when to keep trying and when to try something else.

I can identify some barriers to my learning.

I can think of ways to overcome barriers to my learning.

I can understand that some thoughts help me reach my goal and some are a barrier.

Making choices

I can identify advantages and disadvantages of the solutions or goals I set myself.

I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups.

I can make a choice about what to do based on my predictions of the likely consequences.

Evaluation and review

I can tell you how I am going to apply what I have learned.

I am able to take responsibility for my actions and learning when the outcomes are positive or negative.

I can recognise when I have reached my goal or been successful with my learning.

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

Year 3

Children will be taught:

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

3e) to recognise the different risks in different situations and then decide how to behave responsibly.

Year 4

Children will be taught:

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

3e) to recognise the different risks in different situations and then decide how to behave responsibly;

4a) to recognise that their actions affect themselves and others, to care about other people's feelings, and to try to see things from their points of view.

Speaking and listening links: group discussion and interaction

Objectives from <i>Speaking, Listening, Learning: working with children in Key Stages 1 and 2 (DfES 0623-2003)</i>	Children's version
Year 3: T2 31. To actively include and respond to all members of the group.	Make sure everyone is included by asking people by name for their ideas or thoughts.
Year 4: T2 43. To use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans.	Plan your time well, making sure that everyone is doing something sensible towards the project. Have someone to check the progress everyone is making. Think and talk about what you can do if things go wrong.

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.



Resources

	Resource	Where to find it
Year 3	<i>Working together self-review checklist</i>	Whole-school resource file
Year 4	Photocards – children learning	Whole-school resource file
	<i>Working together self-review checklist</i>	Whole-school resource file

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

goal target obstacle barrier
responsibility responsible perseverance boredom
frustration respect encouragement

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 were observed:

Week 1: Taking responsibility – for our successes and when things go wrong

Week 2: Waiting for what you want; persistence (keeping going)

Week 3: Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure

Week 4: Setting and achieving goals

Yellow set: Year 3

Circle games and rounds

Can we do it?

This is a very simple but effective game. There should be no talking during the game. Everyone starts sitting and should end standing. One person starts by standing up. Other children follow suit, but if two people move at the same time everyone must sit down and start again.

Rocket launch

Count how many people are in the room. This number starts your countdown. Sitting in a circle, children start to count down from the starting number, standing up as they call out. Anyone can stand up and call out the next number but, if more than one child stands at the same time, the countdown has to start again. When you reach 1, everyone stands, raises their arms and shouts 'We have lift-off'.

Rounds

One achievement I am proud of is...

One thing that stops me from achieving things is...

Learning opportunities: knowing how we are clever

Intended learning outcome

I can tell you about myself as a learner.



Remind the children that people are all different. They look different. They learn differently. They are interested in different things and they are clever or intelligent in different ways. Explain that they are going to explore the question, 'How am I clever?'

Explain that this is not the same as another question that they might sometimes ask themselves: 'How clever am I?'



Give the children a copy of the *How am I clever?* resource sheet. The children use the scaling on the second resource sheet to show how much they are like the person in each section of the first resource sheet.



Form groups of children who have similar strengths as learners. Give each group a task that goes with this. Examples of group tasks might include:

linguistic learner – writing a poem together;

logical/mathematical learner – completing a maths investigation;

spatial learner – making a model;

musical learner – composing a piece of music;

We limited the 'intelligences' and I made cards showing children talking, making a model, playing an instrument, doing gym, working on their own at a computer. Children chose the one they felt they were most like. We set a task in each category and all the children tried out all the tasks, then reported back on which they preferred.



bodily/kinaesthetic learner – making a dance or mime to illustrate a science topic;
naturalistic learner – classifying leaves and making a key;
interpersonal learner – deciding on how to solve a problem between people that happens in the classroom or playground;
intrapersonal learner – doing some private research about the current science topic.

Review how they managed the task. Include:

group skills – did you enjoy working with the group?
level of interest – did you feel involved and excited?
motivation – was it easy to keep going with the task?

On another occasion, repeat this activity but this time give each group a task that is poorly matched with their strengths as learners.

Review how successful they were with the task.

Review how they managed the task, repeating the questions above.

Ask the children what they learned about themselves and other people.

I devised activities that all related to our current work on volcanoes.



Learning opportunity: scaling

Intended learning outcomes

I can set success criteria so that I will know whether I have reached my goal.

I can break down a goal into a number of steps and wait for the result.



Sometimes our goals are really difficult to achieve. Negotiate with the children a class goal. For example this might relate to any curriculum area, to their social, emotional and behavioural skills work, or to their behaviour in class or in the playground. Examples might be:

Our class want to be good at writing.

Our class want to try harder with their work.

Our class want to be more friendly in the playground.

Spend a little time with the class trying to identify what it would be like if the class had achieved this target. They should try to explain as fully as possible what that would be like. If appropriate, you might like to divide the class into groups so that some draw what it would be like, some demonstrate what it would be like and some write what it would be like. From the ideas the children have come up with, agree some success criteria.

Draw a line (success line) on the whiteboard or on the floor with chalk or with string. Place a number 0 on one end and a 10 on the other. Explain that when the class have reached the target or goal they will be at number 10, and that if they couldn't do it at all they would be at number 0. Ask the children to demonstrate where they think that the class is now. This might be by the children moving to that place on the line or by simple hands up. Ask them to justify their view.

Try to come up with a consensus of where the class is at the moment.

Ask the children to decide where (which number) they think they would like to be at, or could be at, by the end of the week. They should then try to define what that might be like. They will be setting their success criteria for the small steps on the way to their long-term goal. You might like to use partner talk to help with this.

The children should agree something that as a class they might do over the week to help reach the next point on the line.

At the end of the week, remind the children of their success criteria for the week. The class should assess where they are on the line of success again and agree if they have met the success criteria. Use the children's work from the previous week to define what meeting the final goal would be like and set another small-steps target and linked success criteria.

I used the same idea with a few individuals in my class who were having problems in the playground. They each had their own 'success line'.



Learning opportunities: foil frustrations – beat boredom

Intended learning outcomes

I can identify advantages and disadvantages of the solutions or goals I set myself.

I can foresee obstacles and plan to overcome them when I am setting goals.

I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups.

I can manage frustration by using a number of strategies.

For the 'success line activity', we used a washing line with the numbers 0-10 pegged on it, a pointer, and a photo of what the class would look like for each one. The children enjoyed enacting 'chaos' for 0 and being 'perfect' with the classroom tidy and organised for 10. Each time the class had a good session, one child had the responsibility to move the pointer up the line a little.



Recap on the meaning of a 'goal': Ask children to talk to a partner and come up with a definition of what a goal is. Discuss similarities and differences and agree a class definition to display.

The definition should include the key characteristics of 'something you really want'; 'something that you need to work for'. Emphasise the fact that effort is likely to have to be sustained and it may not be easy to achieve.

Daisy and Rehana: Remind children of the story they heard previously (in Year 2) about Daisy and Rehana, who wanted to go to Alton Towers and tried to overcome frustration and disappointments to raise the money (see Blue set resource sheets). Reread if there are a significant number of children who are new to the class or have forgotten the story.

Remind children of the 'feeling/impulsive' and 'thinking' parts of our brains, which they may have met in earlier year groups.

Ask the children: If Daisy and Rehana had behaved 'impulsively' (check that children remember the meaning of this word), what might they have done? (For example, torn up the paper chain; walked out.) Would they have achieved their goals?

Strategies: Elicit from the children the strategies they know to manage their feelings of frustration and irritation, for example:

- keeping the goal in mind/seeing the big picture;
- saying encouraging things to yourself (relate to the assembly story);
- imagining the end result;
- setting yourself a reward for finishing the task;
- setting yourself a time challenge.

Refer also to children's previous work on anger management and calming down. Ask them to remind you about the ways to calm down that they have identified. Use the poster on 'calming down' if they made one in their work on the *New beginnings* theme.

Invite a visitor: Invite someone who has achieved a goal (that will be of interest to the class) to describe it to the children. Prepare a number of questions to ask. The visitor could be a child or adult in the school, or an outsider. The focus of the talk could be on obstacles: what obstacles they anticipated; what obstacles they encountered in pursuing their goal. In particular, the visitor could be asked if there were periods of frustration and boredom and how they overcame these.

The visitor could also be asked to focus on whether there were times when they felt embarrassed, disappointed or angry, and how they had managed these feelings. What sort of strategies were these?

Obstacles: Explain that there are some obstacles that are outside our control and these might make it even more difficult to reach our goal. In the class there might be children who have come from a different country and did not speak English to start with. They might be happy to share their experience and talk about how communication was a real obstacle to their learning.

Learning opportunities: taking responsibility

Intended learning outcome

I know that I am responsible for my own learning and behaviour.



Prepare one copy per group of the *Lucky dip* resource sheet. Cut out the sentences and place them in an envelope (one per group).

This activity is designed to help children to develop a positive attitude to learning and to take responsibility appropriately. It is helpful if children have a belief that they can make a difference. For example, if they are successful it is because they tried hard rather than they were just lucky, and if they were unsuccessful it was because they needed to try harder rather than because they are 'not clever' enough.

The group has to decide which sentences show that the person is taking responsibility, and which sentences show that they are blaming things outside themselves.

My child with autism shared the work from the individual 'Book about feelings' that he kept to remind children about the work they had done on anger.



In our class we have a boy whose family came to this country to seek asylum. He asked if he could tell his story about his journey to this country. He showed pictures of his house and what he had left. A teaching assistant helped him to prepare as his English isn't always very fluent.



I made the cards suggested in Blue set: Year 1 'Just because', because it tackles the same issue but at a simpler level, more appropriate for some of my children with learning or language difficulties.



A number of sample sentences are given on the sheet. You can extend the list to include common classroom or school issues, so as to personalise the activity.

Bring children together to discuss what they thought and highlight any discrepancies in interpretations.

Emphasise the importance of working well together, particularly how well the children include and respond to all members of the group. 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.

Learning opportunities: going for a goal

Intended learning outcomes

I can break down a goal into a number of steps and wait for the result.

I know how others can help me to achieve my goals and how I can help others.

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.

I can recognise when I have reached my goal or been successful with my learning.

We used the interactive whiteboard to make this concept clear. Using a simple grid as a key visual, the children moved the sentences around the board, sorting them into 'I'm responsible' and 'Someone else is responsible' columns or sets.



We extended this paired activity by introducing a digital camera. Each pair had to photograph the steps they made along the way to reaching their goal, and also add a short commentary on the photograph. We used these photographs as sequencing activities for children who were new to English or who needed extra help with oracy.



This is a development of the *Going for a goal* activity children carried out in Year 2. 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 that 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?
- How does your plan compare with the plan you came up with last year? Is the goal harder to achieve? What can you do now that you could not do then?

Learning opportunities: weighing up the consequence

Intended learning outcomes

I can predict the consequences of my actions/solutions or goals for myself other individuals or groups.

I can make a choice about what to do based upon my predictions of the likely consequences.



Ask the children to talk in pairs about something they have done or they have known other people to do that was brave (this might include characters from stories or films and why they think that this was brave).

Read the two stories from the *Brave or unwise challenge* resource sheet. The children should work in pairs to consider the stories. As a whole staff group, try to unpick what makes something brave and what makes something just dangerous and silly.



Use the *Brave or unwise challenge* resource sheet to set the children a group challenge.

Display the children's work and refer to it when children are making choices about their behaviour.

Ongoing activities

Giving feedback about work and behaviour

As a teacher, consider how you provide feedback about work and behaviour. Try to make sure it encourages effort rather than suggests that the child is not able or lazy.

For example, you might say:

Let's see – you have put in a title, labelled the axis, and drawn the bars accurately.

You should be proud of yourself for listening well and working hard in today's maths lesson.

Let's have a look. You have done this part right so next time you will have to think harder about that part.

Which parts can't you do yet?

You've done really well to get yourself to school every day for the last fortnight – that means you have 100% attendance, when it was only 80% before.

Do you think you made a good choice when you ...?

What are you going to choose to do next time?

Questions for reflection and enquiry

- Is it OK to stay still and do nothing?
- Should you always be working towards a goal?
- Can you enjoy yourself doing nothing?
- Why should you work hard?

Review

- What have you learned about setting goals?
- What helps you to achieve a goal?
- How will it change how you do things in the future?
- 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?

Yellow set resource sheet: Year 3

How am I clever? (1)

What sort of a learner are you? Some people have tried to classify our strengths as learners in different ways. Talk about each and about what you are good at.

Linguistic learner

I like to read, write and tell stories.

I am good at remembering names, places, dates and facts.

I learn best when I say, hear or see words.

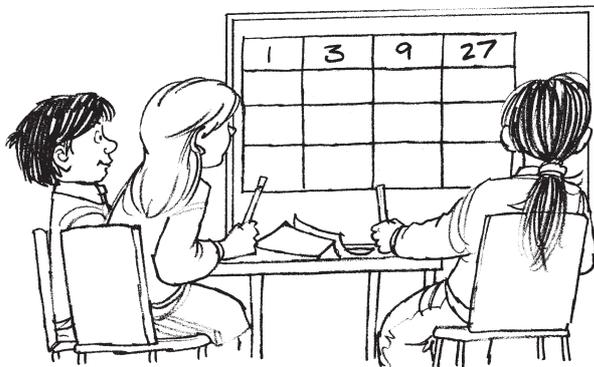


Logical/mathematical learner

I like to do experiments, figure things out, work with numbers, ask questions, and explore patterns and relationships.

I am good at maths, reasoning, logic and problem solving.

I learn best by grouping things, working with patterns, shapes and numbers.

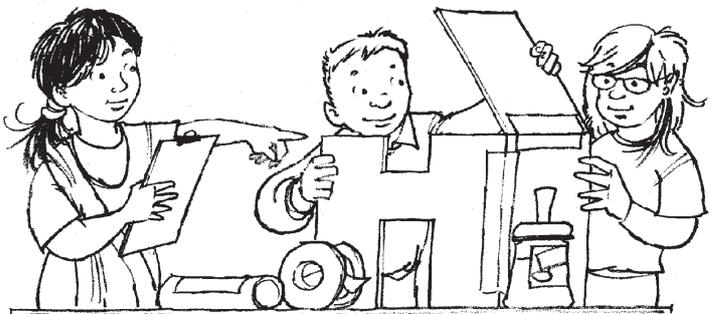


Spatial learner

I like to draw, build, design and create things, daydream, look at pictures/slides, watch movies and play with machines.

I am good at imagining things, sensing changes, solving mazes/puzzles and reading maps or charts.

I learn best by visualising, dreaming, using my mind's eye and working with colours/pictures.



Musical learner

I like to sing, hum tunes, listen to music, play an instrument and respond to music.

I am good at picking up sounds, remembering tunes, noticing pitches/rhythms, and keeping time.

I learn best when I use rhythm, melody and music.



Bodily/kinaesthetic learner

I like to move around, touch and talk, and use my body.

I am good at physical activities (sports/dance/acting) and crafts.

I learn best by touching and moving.



Naturalistic learner

I like to be outside, with animals, or learning about geography or weather.

I am good at grouping and organising plants and animals, and looking after the environment.

I learn best by looking at nature out in the open and learning about how things work.

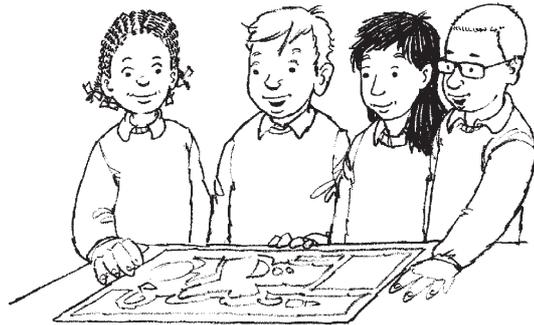


Interpersonal learner

I like to have lots of friends, talk to people and join groups.

I am good at understanding people, leading others and sorting out conflicts.

I learn best by sharing, comparing, relating, cooperating and interviewing.



Intrapersonal learner

I like to work alone and pursue my own interests.

I am good at understanding myself, thinking about my feelings and dreams, following instincts, pursuing interests/goals and being original.

I learn best by working alone, doing my own individual projects, having my own space and working at my own pace.





Yellow set resource sheet: Year 3

How am I clever? (2)

Shade in the grid like this to show how much like the person you are.
10 is very much like the person 1 is not like them at all.

1									10
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Linguistic learner

1									10
---	--	--	--	--	--	--	--	--	----

Logical/mathematical learner

1									10
---	--	--	--	--	--	--	--	--	----

Spatial learner

1									10
---	--	--	--	--	--	--	--	--	----

Musical learner

1									10
---	--	--	--	--	--	--	--	--	----

Bodily/kinaesthetic learner

1									10
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Naturalistic learner

1									10
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Interpersonal learner

1									10
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Intrapersonal learner

1									10
---	--	--	--	--	--	--	--	--	----

Yellow set resource sheet: Year 3

Lucky dip

Cut out the sentences below and place in an envelope.
Use one envelope for each group.



I lost the game because I hadn't practised.

I lost the game because the other side cheated.

He made me laugh so I got thrown out of class.

I did well in that spelling test because the spellings were easy.

I got a good comment on my maths work because the teacher likes me.

Sherona doesn't want to be my friend because I wasn't very nice to her when she first started at school.

I did well in that spelling test because I did my homework and learned the words really well.

I feel proud of myself because I did the right thing when Shaheed hit Naomi.

I got a good comment on my maths work because I have been working really hard in class recently.

I am good at swimming because I practise every day after school.

I couldn't finish my homework because I had to watch my favourite TV programme.

I had to take the chocolate because they would call me names if I didn't.

I didn't get the part in the play because I hadn't learned my lines.

Yellow set resource sheet: Year 3

Brave or unwise choices challenge

It is sometimes hard to tell when someone is being brave or when he or she is making an unwise choice. What do you think about Maria in these short stories?

Maria was playing with her brother Mark. They were trying to see who could jump down the most steps. They had started with three steps and found that easy. Mark had tried four steps and so Maria had a go and managed that. Mark had then gone up to the sixth step. He looked at Maria and said, 'I bet you can't jump six.' Maria went up to the sixth step and looked down. It was a long way. Mark was calling, laughing and shouting 'Scaredy cat'. Maria jumped.

Maria and Mark were on the way to school. They noticed that there was a large hole in the road where some workmen had been working. There was nothing to tell the drivers of cars coming down the road that there was danger. Someone must have taken away the warning to drivers as a dare. Maria looked up. There was a car coming. She stood in front of the hole and jumped and waved her arms. The car stopped just in front of her.

In your groups think about these two stories and decide whether Maria made a brave or unwise choice in them. Your challenge is to decide how we know if something is brave or unwise, so that you can tell the rest of the class (or a younger class) how they might decide what is brave and what is unwise.

You will have some time to present your ideas to the class. This should include:

- a story to illustrate your ideas – you might write this or act it out;
- a picture;
- a list of ideas about choices that are unwise and those that are brave.

You will have 30 minutes to complete the challenge and 2 minutes to demonstrate it to the rest of the class.

Yellow set: Year 4

Circle games and rounds

Find the pair

Give each child a card with a word or, preferably, a picture and word on it. The card will show an object that might go in a pair. For example:

cat and mouse	needle and thread	shoe and sock
sun and moon	brush and comb	dustpan and brush
knife and fork	plug and socket	cup and saucer
toothpaste and toothbrush	dog and bone	fish and fishing rod
fish and chips	screen and keyboard	letter and postbox

The children should use the cards to try finding their partner without talking. When they are successful they should sit down next to each other.

Rounds

I found this game easy/difficult because ...

When I grow up I'd like to be ... like ...

Learning opportunities: knowing myself

Intended learning outcomes

- I can tell you about myself as a learner.
- I can use my strengths as a learner.
- I know what I need to do to learn effectively.
- I know that I am responsible for my own learning.



Ask the children to think of a piece of work or learning that they did particularly well. This might be at school, at home, in a club or in their place of worship.

They should take it in turns to describe the learning experience to their partner. The partner should use good listening and ask them questions to help them reflect:

- What did you learn?
- How did you learn?
- What did you find interesting about what you were doing?
- What kept you going?
- How did you overcome any difficulties?
- Where were you? Did that help with your learning?

- Were any other people involved? Did this help you to learn?



When both children have had a turn, they should individually complete the *My learning map* resource sheet.

Learning opportunities: feelings and learning

Intended learning outcomes

I can identify some barriers to my learning.

I know how my feelings can influence my learning.

I can tell you how I am going to apply what I have learned.



Use photocards of children learning, from the whole-school resource file to facilitate discussion about how the children feel when they are learning, and whether these feelings are helpful or a barrier.

Explain that one of the barriers to our learning or reaching our goals is the way we are feeling. Thought shower as many ideas as you can about how we might feel when we are learning and record them on the whiteboard. To help with this, you could give examples of learning experiences and ask the children to demonstrate how they might be feeling using mime.

Examples might be:

- you are stuck on a difficult piece of maths;
- you feel left out from the group task;
- you are writing a really interesting story;
- you are planning a science experiment;
- you can't get the dance sequence right.

Write two labels on cards – 'Helps me learn', 'Stops me learning' – and place these on the floor with an imaginary line between them. Read out the feelings one at a time from the whiteboard. Ask the children to place themselves on the line at a point that represents how useful the feeling is when they are learning. Question the children about why and when this feeling might be helpful. This might lead to some valuable discussion about whether feeling a little anxious or frustrated might be a good or bad thing when learning.

Explain to the children that they are going to make a graph of the way they are feeling over the next few days. On the side (y) axis they should write 'stressed' at the top and 'calm' at the bottom. On the bottom (x) axis they should write 'time'. Over the next few days, give them time to fill out the graph according to how they are feeling. Ask them to annotate the graph to show what activity they are doing when they complete the graph.

We used the *Feelings detective* poster to remind Tom, a child with autism, of the face and body movements that go with different feelings. We photographed him in each of the situations described and he put the pictures in his 'Book of Feelings'.



One child in my class was often getting into trouble. I followed up this activity with him and we used the emotional barometer to help him recognise when he needed a bit of time in the library corner to read and cool down.



Review the activity with the children. Consider:

- What have you learned from this activity?
- How are you going to learn from what you have learned?
- What might you do differently as a learner in the future?

Learning opportunities: barriers to reaching learning goals

Intended learning outcomes

I can identify some barriers to my learning.

I can think of ways to overcome barriers to my learning.

I can set success criteria so I will know whether I have reached my goal.



Explain that you found this note on your desk. Read it out.

Dear *(insert your name)*

You said that I could do better with my work. I don't think this is fair because:

the work was boring;

the room was too noisy;

I had to go out to play instead of doing my homework;

my best friend kept talking to me.



Ask the children to think of any other excuses or reasons the child writing the note might have made. In pairs, the children should write as many excuses as they can on sticky notes. Put up on the wall or whiteboard a large piece of paper with two headings:

Barriers that I can change

Barriers that I can't change

Ask children to stick their excuses/barriers under the correct headings.

Look at the 'Barriers I can't change' notes and consider whether they are all correctly placed. If any refer to the child's own ability ('I can't read', 'I can't always understand what you are saying'), consider whether this can be changed and how this might be done. If there are some that the children or you really can't change, then ask them who might be able to make a difference. Suggest that they are given to that person (who might, for example, be the headteacher).

If a child says 'I'm not clever enough', it is especially important to explore what might be changed. You could ask, for example, 'What does clever look like? What would someone who was clever do that you can't do at the moment? What would help you do that?'

Two of the children said they couldn't always understand what I was saying. They agreed that it helped when I used pictures or explained vocabulary, and when I asked another child to say back to me an instruction I'd given the class. It made me stop and remember to take account of their needs more often.



In pairs, children should look at all the barriers to identify any that they think apply to themselves. They should consider how they are going to overcome them and who might be able to help them. They might record this in their learning logs if they have them.



Then ask the children to work in small groups on the *Barriers to learning game challenge* resource sheet. Before they start they should identify how they will know if they reach their goal of creating a good game (success criteria for the task). Thought shower the success criteria and write these clearly on the board.

When the games are ready, each group has a go at playing its game. Children should rate their game against the success criteria. The groups then swap games, each rating the game against the success criteria, and feeding back to the group who made the game.

Emphasise the importance of working well together as a group, particularly how efficiently they use time, resources and group members by distributing tasks, checking progress and making back-up plans. At the end of the activity, you may ask groups to use the *Working together self-review checklist*, from the whole-school resource file, to review how this went.

Learning opportunities: evaluation and review

Intended learning outcomes

I can recognise why I have reached my goal or been successful.

I can tell you how I am going to apply what I have learned.



Before the session, ask children to bring in information about a role model or person who has achieved a goal that they respect or would like to achieve themselves. They should do some research. This can be done in a variety of ways depending on the person they have chosen. Ask them to bring in pictures, items and/or magazine articles relating to the person and what they have achieved. You could make a display of children's role models and offer some children the opportunity to talk about their own particular role models, using the following headings as a framework.

- What have they achieved?
- Why do you respect them for this?
- What obstacles were in their way?
- How did they overcome them?
- Who helped them achieve their goal?
- What do you think they said/did when they felt like giving up?

Review how the children have completed this task by encouraging them to reflect on what they have learned, what parts of their research have been successful and what they might do differently in the future. You could ask them to think about any obstacles they faced in doing their research, and how they overcame them.

In my class it was important for children to identify with role models from their own culture. We looked at the biographies of Black and Asian local achievers on this site: http://www.emaonline.org.uk/ema/index.cfm?p=resources_res_search&item=ba. In particular we noted and compared the subject's responses to these questions: 'What were the steps you took to succeed?' and 'What have been the obstacles along the way? How have you overcome them?' Using these interviews as a guide, the children interviewed some prominent Black and Asian achievers in our own area. After they had written these up they submitted them all to the EMA Online site for other schools to use.



Learning opportunities: perseverance

Intended learning outcomes

I can tell you how I keep going even when the task is difficult or boring.

I know when to keep trying and when to try something else.

I can understand that some thoughts help me reach my goal and some are a barrier.

I can recognise when I find learning difficult and persevere when I need to.



The race: Read the poem *The Race* from the resource sheets.

Discuss the following.

- Who is the boy in the race?
- What is the 'message' of the poem?
- What obstacles were there? (These were not just slipping over but also the 'jeering of the crowd'.)
- How did the boy feel, for example when he slipped down the shallow dip?
- What things did he think that were helpful/unhelpful?
- What helped him to overcome obstacles and barriers?



As a follow-up to the class discussion about the poem, the children could produce a storyboard for a display. The storyboard will show each stage of the race, with thought bubbles showing what the boy was thinking at each stage. The children could write helpful thoughts and words spoken in one colour and unhelpful ones in another.

As the poem is quite long, each group could work on a different part of the poem, each contributing to the overall display.

Encouragement: Discuss how important encouragement is when you are trying to achieve a goal. Ask children to think of a time when they were ready to give up or were feeling down, and someone encouraged them. Share with the group – what did they do/say?



Learning to make graphs: Reproduce the story *Learning to make graphs* from the resource sheets, or a similar one, and have children work in pairs to highlight what they might consider helpful comments or actions in green, and unhelpful in red. What else could people have done to help, or what could the person in the story have done to help him or herself?

Learning opportunities: planning to meet a goal

Intended learning outcomes

I can break down a goal into a number of steps and wait for the result.

I know how others can help me to achieve my goals and how I can help others.



Make a school/class 'Book of records'. Explain to the children that they are going to set themselves a goal – to set a personal best record. The record is for themselves, no one else, and so they are not competing against each other. Children can work in pairs or small groups but each should have an individual 'personal best' to achieve.

Give children some time to decide on the goal that they would like to achieve in a set number of days.

Ask the children to make a plan each. The plan will include: what the goal will be; the name of a 'buddy'.

Include in the plan answers to the following: What help will you need? When will you practise/make the attempt? How will your buddy help?

Ask children to focus in their pairs on taking it in turns to discuss and list the obstacles that they might encounter. These might include:

not being able to practise when you had planned to;

becoming bored;

not being able to do it;

your friends or others laughing at you;

people putting you down;

becoming frustrated and giving up (being impulsive and not using the thinking part of your brain);

something more interesting happening.

Ask children to plan how they will overcome these obstacles.



The children then attempt their personal record/goal. When they have done this, ask them to prepare a report for the 'Book of records'. This should include the following.

- Did you keep to your plan? If not, why not?
- What helped you – in particular what did your buddy do that helped you?
- How did you feel if you achieved your goal?
- What got in the way if you did not achieve your goal? Had you planned for this obstacle?
- Did your plan for overcoming the obstacle work?
- What can you do if you did not achieve your goal?
- How could the plan be improved?

In my class I have a child who has only one arm. She came up to me after the lesson and spoke to me about her arm for the first time. She said she wanted to be a dancer and that being disabled wasn't going to get in the way.



Ongoing activities

Use language that will encourage children to 'go for it' and be prepared to take risks as learners.

Use:

The language of success

Signal confidence to the children in their ability to succeed with phrases such as 'I know you can ...'

The language of hope

Create an ethos where it is acceptable for children to say 'I'll try but I need some help ...' rather than 'I cannot do it ...'. Support this by using phrases such as 'You can do it ...' and 'What helps you do it?'.

The language of possibility

Learners may express limits to their achievements with phrases such as 'I'm no good at ...' and 'I always get ... wrong'. Support a climate of greater possibility by the language you use in response, such as 'Yes, you did get it a bit mixed up but let's see which bit is causing you problems'.

(from Hughes, M. and Vass, A. (2001) *Strategies for closing the learning gap* Network Educational Press)

Questions for reflection and enquiry

- What should you do if by achieving your goal you stop your friend from achieving his or hers?
- Is winning important?
- Can working on a goal be fun?

Review

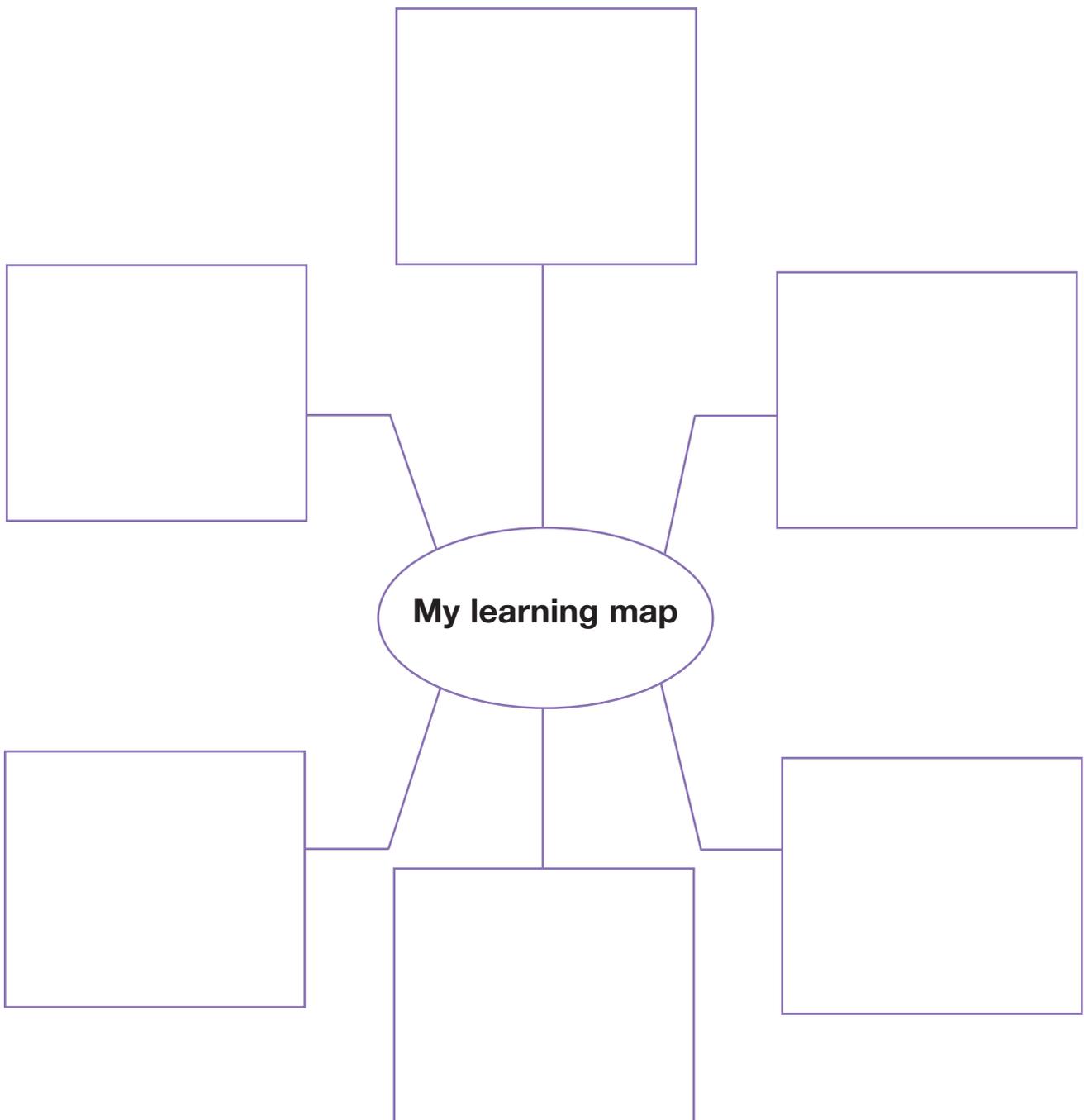
- What have you learned about setting goals?
- What helps you to achieve a goal?
- How will it change how you do things in the future?
- These are the things we said we would learn to do in our work on this theme Do you think you can do those things now?

Yellow set resource sheet: Year 4

My learning map

Try to include the following things.

- **Best way to learn** (e.g. by looking at pictures and diagrams, by doing, by watching someone else do something, by following instructions, in a group, by myself).
- **Favourite type of learning** (e.g. how I am clever, my interests, what I like doing – like maths or writing).
- **Conditions** (noisy/busy place, with music, quiet place, etc.).
- **The kind of help that works best for me** (feeling OK about making mistakes, asking questions, checking with a friend, etc.).



Yellow set resource sheet: Year 4

Barriers to learning game challenge

Dealing with the things that stop us learning is important. We all need to be reminded how to do this. Your challenge is to create a game that will help us overcome our barriers to learning.

You can create your game in whatever way you like, but it must remind the players that:

- we all have barriers in our learning;
- if we try hard we can usually overcome them;
- sometimes we will need a little extra help.

Your game should include:

- something you can see;
- clear instructions;
- some way of helping you overcome the barriers to learning.

You have 35 minutes to make your game.

When you have finished, play your game and rate how well you have done. Then swap games with another group so that they can rate your game.

Don't forget ...

to think about **how** you work together, as well as **what** you end up with.

Remember to ...

plan your time well. Make sure that everyone is doing something sensible towards the challenge. Have someone to check on the progress everyone is making.

Think about ...

what you can do if things go wrong.

Yellow set resource sheet: Year 4

We are unable to reproduce 'The Race' here due to copyright issues. For a full version please refer to your CD-ROM (DfES1319-2005 CD) or the printed version of this booklet.

'The Race' by D. H. Groberg



Yellow set resource sheet: Year 4

Learning to make graphs

I'm going to tell you about what happened when I was first trying to use my computer to make a graph. I knew exactly what I wanted to be able to do, but the program seemed very complicated. As soon as I started the program it asked me to put my data into a grid with different headings. But I didn't know what all the headings meant so I tried to guess and put my data in anyway. Of course, I didn't really understand what I was doing, so when I tried to make the program turn the figures into a graph it just wouldn't work. So in the end I got fed up and I gave up.

But I knew I couldn't just leave it. I had to learn how to work the program because I knew it would be really useful. I could imagine myself producing lots of really smart and clever graphs and doing it really easily. And whenever I thought like that I was really imagining myself just sitting down at the computer and doing it without any effort at all. That picture of myself in my imagination really helped me, because it made me want to be able to be like that, for real.

But I still didn't know how to make that program work, until one day someone else showed me a graph that she had made, and I told her about the problem I'd had. And she then told me that she'd had exactly the same problem when she'd first tried. And she told me to go back and have another go. She said 'It's really easy, once you get the hang of it.'

She told me something else as well. She told me to look for a menu near the start of the program which has the word 'tutorial' on it – and a tutorial is a kind of lesson.

So that afternoon I started the program and tried again. I found the tutorial this time and it was really helpful. It explained that first step which I'd found so difficult and told me what to do next, and the next step, and so on. And within about a half an hour I'd produced my first graph. I can't tell you just how proud I felt.

Yellow set

Curriculum and other links/follow-up work

Subject area	Follow-up activities/ideas
Literacy	<p>When working with fables, focus on examples in which a thinking character gets the better of the character who responds only with his impulsive (feeling) brain (e.g. <i>The Wind and the Sun</i>).</p> <p>Identify examples of persistence and frustration in texts (e.g. the Prince in <i>Sleeping Beauty</i> hacking through the forest).</p>
Speaking and listening	<p>Ask children, working in pairs, to demonstrate 'encouraging' behaviours. They should take turns to talk for 2 to 3 minutes on a curriculum topic (e.g. 'What I find interesting about the Tudors'). One child talks while the other has to encourage them to keep going by using body language, comments and questions. The pairs can then discuss what helped and what didn't help.</p>
Mathematics	<p>Children can set themselves goals linked to maths work (e.g. How many table sums can you do in 2 minutes? How does this improve over the week?)</p>
Music	<p>Objectives: To set a personal challenge for performing</p> <p>Each child is to set themselves a personal challenge according to their existing experience. The focus is on individual progress and all should be encouraged to celebrate the achievements of others – whatever their level.</p> <p>A child who has never played the piano may simply aim to perform Happy Birthday with one finger, while a more experienced child would need to set other challenges. This is an opportunity for them all to try something different so the successful violinist, for example, should try drums!</p> <p>Some could agree challenges set by the teacher within the QCA Unit 8 Ongoing skills section.</p>
Science	<p>Magnets and springs (QCA Unit 3E): Resilience has a scientific and a social meaning, but the two meanings are linked. A spring 'bouncing back' is a good image for children to link with the need to 'bounce back' after setbacks.</p> <p>Teeth and eating (QCA Unit 3A, section 9): A goal could be set to encourage teeth cleaning. Children could check with a plaque identifier at the beginning and the end of the challenge.</p>
History	<p>Ancient Egyptians: Focus on the story of Howard Carter as an example of a person determined to achieve his goal despite problems and obstacles.</p> <p>Ancient Greece: Ask the children to consider the story of <i>Theseus and the Minotaur</i>. How did Theseus achieve his goal?</p>
Geography	<p>Children learn about life for a child in India. (See, for example, the Christian Aid materials on <i>Shompa lives in India</i> at www.christianaid.org.uk/learn/shompa). Explain that the things that we take for granted (such as education) are goals that have to be worked towards in other societies. Talk about the hard work/sacrifice required by families to enable children to go to school and get an education.</p>
ICT	<p>Explain that persistence and flexibility are often needed in ICT. For example, to keep searching for something on the web and changing your strategy if the first search brings too many or too few results.</p> <p>The activity also involves thinking of a number of different 'routes in' to a search – how do you adapt key words when the first brings too many or too few results?</p>

PE	<p>Point out that working as a team involves setting team goals.</p> <p>Children can set their own goals: 'beat your own best' (skipping, jumping, speed of running, etc.)</p>
RE	<p>Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.</p> <p>There are many examples of famous 'achievers' – lives that could be used to demonstrate overcoming obstacles, persistence and the achievement of worthwhile goals: Ghandi; Martin Luther King; events and actions in the lives of religious founders and leaders.</p> <p>Martin Luther King Day in January offers a good opportunity to think about this – 'I have a dream'. What was his goal? How was it achieved? Would he be pleased or saddened by progress on equal rights since his death? (See the <i>I have a dream</i> resource sheet from the Green set: Year 6 booklet.)</p>

Yellow set

Exemplar lesson plan: literacy

Theme		Going for goals! Year 3 Term 2
SEAL objectives	To persevere and accept deferred gratification. To relate thoughts and actions.	
Linked literacy unit of work	Narrative themes (2 weeks). These materials could contribute to that part of the unit focused on the development of typical story themes (in this case the contest between the wise and the foolish) and the evaluation of characters' behaviour.	
Literacy objectives	T2, T3, T8, T9 <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 www.standards.dfes.gov.uk/primary/teachingresources/literacy	
Outcome	Fable with a moral or character profile.	
Linked speaking and listening focuses	Year 3 Term 2 GD – to actively include and respond to all members of the group.	
Text	<i>The soldier and the key</i> resource sheet. A soldier has to find a hidden front door key to claim a cottage as his home. Some foolish animals provide some unhelpful suggestions, but a wise bird helps the soldier to think the puzzle out for himself and find the key.	
Text themes	This tale uses a traditional setting and traditional story elements to illustrate the contrast between an intelligent approach to problem solving and instinctive, reactive behaviour.	
Possible focuses for response to this text	After reading the story, ask the children to discuss the kind of story this is, and to identify the key elements which enable them to know this. Having identified the text-type and its features (remote cottage setting, talking animals, quest, etc.), ask the children to consider the story in terms of wisdom and foolishness – in the story, who is wise and who is foolish? What makes the goat, the hens and the dog offer foolish advice? Focus on the soldier, whose behaviour is initially foolish, but who in the end solves the problem wisely. Ask the children to consider what helps the soldier to think and act wisely. Probe for the four key elements in the soldier's success: <ul style="list-style-type: none"> • The bird encourages him not to give up but to seek a solution. • The soldier listens to good advice. • The soldier thinks the problem through. • He perseveres when he is not initially successful. 	
Suggested related activities	This story could lead into a discussion of occasions when children have related experiences (e.g. are tempted to act impulsively) and how encouragement, reflective thought and perseverance can help to overcome all kinds of problems. This story could be used as a model for shared writing to create a traditional story with the same theme, but substituting different characters or changing the setting.	
Alternative/ additional texts	<i>Lazy Jack</i> by Tony Ross (Andersen Press) ISBN 1842701665 <i>Oscar got the blame</i> by Tony Ross (Red Fox) ISBN 009957280X	

Yellow set resource sheet: Year 3

The soldier and the key

Once upon a time a soldier, who had retired from the army, was wandering through the world, looking for somewhere to make a home. One day, deep in a forest, he came upon a cottage set in a clearing. The little house sat beside a stream. There was a goat tethered in the garden, some hens clucking in a little enclosure and a dog sleeping by the front door, its head and paws resting on the doormat on which was printed the word 'Welcome'.

'What a lucky person lives here!' thought the soldier. 'I'd love to live in such a sweet little place, with a goat for milk, hens for eggs, a dog for company and fresh water just to hand.' But as he got nearer to the house he could see that, apart from the animals, there was no sign of anyone living there at all. And when he got to the front door he could see a note pinned there. It read:

'Whoever finds the key to this door
shall live here happily for ever more.'

The soldier sat down on the doormat and tried to puzzle it out. After a few moments he got up and tried the front door. But it was locked. 'You'll have to find the key,' said a voice from above. The soldier looked up and there on a tree branch sat a tiny silver bird. 'You have to puzzle it out,' said the bird in a matter-of-fact voice. 'Find the key and the house will be yours.'

'But how will I find the key?' said the soldier, feeling bewildered and frustrated. 'It could be anywhere in the world.'

Then the goat joined in the conversation. 'Never mind looking for the key,' it said through a mouthful of grass. 'Just break the door down. It's simple.'

'Oh yes,' said the soldier, and he was just about to put his shoulder to the door when the bird chimed in again. 'Don't pay any attention to the goat,' it said. 'He thinks every problem can be solved by butting at it with his horns. You'll have to do better than that. Think it out.'

Then the hens joined in. 'That's right,' they clucked. 'Just keep your head down and look on the ground. You'll always find something if you look there long enough.'

'Oh yes,' said the soldier and he started to dig away at the earth. But again the bird interrupted. 'Don't listen to those silly hens,' it said. 'They think every problem can be solved by scratching around and hoping something will turn up. You'll have to do better than that. Think it out.'

'That's right,' said the dog, 'It's obvious when you think about it. When I want to be let in somewhere I stand outside and bark. Try it. Someone's bound to open the door in the end.'

The soldier opened his mouth to shout for attention, but once again the bird stopped him. 'Don't listen to that silly dog,' it said. 'He thinks every problem can be solved if he makes a noise that's loud enough and lasts for long enough. You'll have to do better than that. Think it out.'

The soldier sat down again on the mat. 'I mustn't give up,' he said to himself. 'I've got to think it out. Now, if I wanted to hide a key where it could be found, I wouldn't hide it far away. I'd put it somewhere close at hand.' So having started his plan he walked around the house, looking on the window ledges, along the garden path and through the long grass. But there was no sign of the key. So he sat down on the doormat and thought again.

'If I wanted to hide a key,' he said to himself, 'I'd hide it where it would be safe from rusting in the rain.' So, with a better plan now, he walked around the house and the garden looking for the key in places where it would stay clean and dry. He looked in the shed, under a flowerpot and on top of the door ledge where it was protected by the thatch roof. But there was no sign of the key.

He was just about to sit on the doormat again, when he looked down and noticed again the word 'Welcome' printed on the mat. And as he read the word, an idea came into his head. 'Under a mat is a place that is safe and dry,' he thought to himself. 'And a sign that says welcome would be a good message to put out for someone who was going to live in the house.'

Slowly, hopefully, he lifted a corner of the mat and there peeping out, bright and shiny, was a large key – silver in colour, just like the tiny bird. The soldier slid the key into the lock. It turned easily, so easily, and the door swung open. The soldier stepped inside. At last he was home.

Yellow set

Exemplar lesson plan: ICT

Theme	Going for goals! Year 3 or 4
SEAL objectives	<p>To understand how to:</p> <ul style="list-style-type: none"> break down a goal into a number of steps and wait for the result; overcome obstacles to achieve goals; persevere; take responsibility for our own learning.
ICT objectives	<p>To use ICT to develop ideas and solve problems. To create sequences of instructions to control devices and achieve specific outcomes. To share and exchange their work with others.</p>
Links to mathematics	<p>Make and measure clockwise and anticlockwise turns. Describe right-angled turns, including turns between the four compass points. Identify right angles in 2-D shapes and the environment. Recognise that a straight line is equivalent to two right angles. Compare angles with a right angle. Start to know that angles are measured in degrees and that: one whole turn is 360° or four right angles; a quarter turn is 90° or one right angle; half a right angle is 45°. Start to order a set of angles less than 180°.</p>
Outcomes	<p>Sets of instructions which achieve a previously identified goal. A report from each group on how the problem was solved.</p>
Suggested activities	<p>Resources</p> <p>Enough computers for one for each group of about four children – this is a cooperative activity</p> <p>Projector or large screen, or, ideally, an interactive white board so that you can demonstrate</p> <p>On-screen control software – for example Logo, which is freely downloadable, or control hardware and software</p> <p>Some music for line dancing</p> <p>A large enough area to line dance</p> <p>Lesson 1</p> <p>Activities</p> <p>Starter activity</p> <p>Tell the children that you are going to create a line dance, and that they will need to listen very carefully to instructions even if they can't see what other people are doing.</p> <p>Ask if any of them can line dance: if they can, ask them to show the rest of the class; if they can't, it's up to you!</p> <p>Line them up, at least two deep, but how you arrange them will depend on your floor space.</p> <p>Start the music, and line dance, being sure that you emphasise the movements forward and back, left and right, using commands like 'forward one' (or two, or three) 'right 90° (or 180° or 270°) and introducing other angles (30°, 45°, 60°) at your discretion.</p>

Main activity

Use the projector to demonstrate to the children how the software works (or demonstrate the Roamer or buggy if that is what you are using). Show them that the distance and angle are important in giving instructions. Explain that each part of a sequence can be tackled separately, and they can break down a pattern into small steps.

Let them try out sequences of instructions with you and ask them to predict what will happen before you activate it. 'Where will the screen turtle/buggy/Roamer be after this instruction? Which way will it be facing?'

Divide the children into groups and let them explore the software/hardware, making sure that they understand that all 'mistakes' are part of learning. Explain that they have responsibilities to the others in the group: to help but not take over, and to share equipment and expertise. Remind them that this is a joint project, and tell them that they need to be ready to report back to the class at the end of the lesson.

Set challenges: 'Can you make a square with a side of 12 units; a triangle; an octagon; a hexagon; letters of your names; a repeating pattern?' Give each group a different challenge.

Final activity

Allow 10 minutes for the children to explain what they have done, how they solved the problem and what they have learned. If possible, allow them to show the class their work.

Variation: If it fits in with your work on angles, you could break into groups after the starter activity and ask the children to invent sequences for line dancing, with a caller or not as you prefer, using a whole lesson, with demonstrations as the final activity. Lesson 2 would then be composed of a recap, and the main and final activities suggested above.

Extension: if the children are confident with the programming after one lesson, take another lesson to introduce the idea of procedures and show them how to create small procedures and put them together to create new and more complex ones.

Yellow set

Exemplar lesson plan: PE

Theme	Going for goals! Year 4
SEAL Objectives	To understand how to: overcome obstacles to achieve goals; persevere; manage frustration.
PE objectives	As for QCA PE Invasion games Unit 2
Unit of work	QCA PE Invasion games Unit 2
Linked speaking and listening focuses	Speaking: Year 4 Term 2 Respond appropriately to the contributions of others in the light of alternative viewpoints
Prior work	Children should have used throwing and catching skills in mini-games; used striking and hitting skills; followed rules in games; used simple attacking tactics; played some end-to-end games.
Suggested activities	<p>Resources A variety of different size/shaped balls; hoops, cones or similar for goals; bibs/bands for players; small or unihoc sticks and pucks (optional).</p> <p>Activities Note: wheelchair users should also be able to do these activities.</p> <p>Part 1 Ask the children to warm up moving about the area, in and out of each other, changing speed and direction. Ask them why they need speed to play games. Help them to use a few simple stretching exercises and then let each take a ball of their choice and use it on the move, keeping going, and making sure that the ball is under their control.</p> <p>Part 2 Children work in pairs, throwing and catching a ball of their choice. Set them a target (e.g. 10 successful catches), then progress to a more difficult target (e.g. 10 successful catches with both players on the move for the throw and the catch). If the ball is dropped, players must start counting again towards their target.</p> <ul style="list-style-type: none"> • Why is this more difficult? • Why is the ball occasionally dropped? <p>Talk about how to improve their technique, and also about how they feel if they are the one to drop the ball – perhaps more than once. Is it frustrating? How does your partner feel? Talk about how practice can improve how you do things, and how you need to persevere and not get downhearted, and not blame your partner!</p> <p>Establish rules for speaking (e.g. hands up; not interrupting others; wait to take their turn and listen to others' contributions).</p> <p>Let them practise their skills, slowly at first and then on the move.</p> <p>When they feel ready, tell them to set themselves a target this time.</p> <p>After a few minutes, ask how many reached their target. Discuss what they should do next – perhaps raise their target for a greater challenge?</p>

Part 3

Play small-sided, throw-catch games of 3 vs 1 or 4 vs 1 (easier) in a marked area such as a grid, a coned square or section of a lined court. The aim of the game is for the attacking team (the larger team) to keep possession of the ball for as long as possible while keeping moving in their space. If the defender touches the player holding the ball, the ball must be passed. The defender tries to get the ball as many times as possible. All games start on the whistle and last for 1 minute.

Call teams up and discuss briefly:

Were there any teams who managed to keep the ball the whole time? How frustrating was that for the defender? How could the game be made harder for the attack players and easier for the defender? (Either add another defender or decrease the number of attackers, or make the space smaller.) For strong players, make the sides even.

Play the games again and ask the players what was different this time. Are there times when the ball is being dropped when a receiver is not under pressure? How can the team help that player? (by passing more sympathetically – shorter, accurate passes; by practising more; not by avoiding passing to the player!)

Develop the game by adding goals and playing 4 vs 2. Use the core task 1 which is in the unit of work. Use the adaptations and variations on the task to make the game easier or harder.

Encourage the players to practise their game first in their own time and sort out any problems regarding the rules.

Then start all competitive games on the whistle, e.g. 10 minutes total playing time, with a stop after 5 (half-time for 3 minutes) during which they talk in their teams about how they are getting on.

Defenders: they are disadvantaged and their job is harder. Are they persevering? Have they got a strategy to try and defend the goal and reduce scoring?

Attackers: is everyone in the team being used or is someone frustrated because they are not being passed the ball? Is the game too easy? Could they set themselves a target (high score line) and challenge themselves?

Play the second half and then call everyone up to talk about their games and how they coped playing their role in the competitive game.

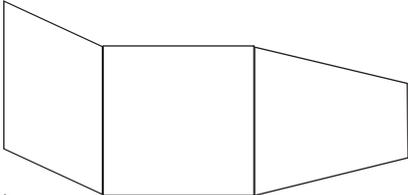
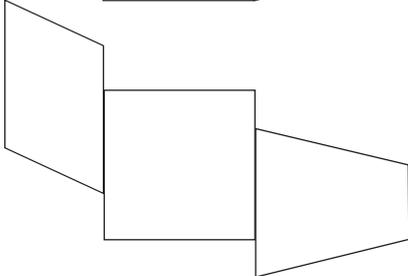
Follow-up lessons

Using the same unit of work, develop core tasks 2 and 3 over the term. Use the same strategies for exploring how they persevere, cope with frustration – especially when skills are hard to learn and apply, and how they can overcome obstacles and keep going to achieve their goals. Balance competitive work with cooperative practices so that they learn to help one another and recognise others' strengths and weaknesses.

Yellow set

Exemplar lesson plan: mathematics

Theme								
Going for goals! Year 4 Term 2								
SEAL objectives	To break down a goal into a number of small steps and wait for the result							
Mathematics objectives	To break down a problem into simpler steps before attempting a solution. To organise work and refine ways of recording. To choose, use and combine any of the four number operations to solve a problem (Lesson 3)							
Learning activity	<p>Lesson 1</p> <p>Each pair of children needs a set of 0–9 number cards (playing cards can be used for this provided children can interpret a picture card as 0 and an ace as 1).</p> <p>Ask the children to shuffle the cards and to turn over two to make a 2-digit number. For example:</p> <div style="text-align: center;"><table border="1"><tr><td style="padding: 10px;">7</td><td style="padding: 10px;">3</td></tr></table></div> <p>The children share the rest of the cards (four each). They use their four cards to make two 2-digit numbers. They need to make the sum of those numbers as close as possible to the goal. As both children try to get as close as possible, they may swap a card at any time, provided both players agree to the swap!</p> <p>Some children may find it helpful to have a gameboard like this to help them place the numbers:</p> <div style="text-align: center;"><table border="1"><tr><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td><td style="width: 20px; text-align: center;">+</td><td style="width: 40px; height: 40px;"></td><td style="width: 40px; height: 40px;"></td></tr></table></div> <p>It may be appropriate for some children to use a calculator to work out the answers.</p> <p>Other children may be able to get as close as possible to their goal by finding either the sum or the difference between the 2-digit numbers they make.</p> <p>For at least one round of this game, ask the children to keep track of all the attempts they made to reach the goal, and in each case, to record whether or not they thought they could get closer.</p> <p>Plenary</p> <p>Reflect on whether or not it was always possible to achieve the goal exactly. In some cases children will have got as close as possible. Make the point that it is not always important that they reach the goal, but that they have worked thoughtfully towards it.</p> <p>Reflect also on the methods children have used to record their attempts. In some cases the children who have had the most attempts will be the ones who did not reach the goal exactly.</p> <p>Lesson 2</p> <p>Remind children of the goals game from the previous lesson. Explain that they will need to aim for goals in a different way in this activity.</p> <p>Each pair of children will need to use a calculator for this challenge.</p>	7	3			+		
7	3							
		+						

	<p>Write the number 12 on the board.</p> <p>Ask the children to work together using the calculator to make up a calculation that has the answer 12. Explain that they may use any of the operation keys on the calculator, but they can only use number 2 or number 6 in their calculation.</p> <p>Elicit some suggestions from them and record their key presses on the board. For example,</p> $2 \times 6 =$ $2 + 2 + 2 + 2 + 2 + 2 =$ $6 + 2 + 2 + 2 =$ $26 - 6 - 6 - 2 =$ <p>With the children, count the number of keys that were pressed on the calculator to make each calculation and record these in a different colour on the board.</p> $2 \times 6 = \quad \mathbf{4 \text{ keys}}$ $2 + 2 + 2 + 2 + 2 + 2 = \quad \mathbf{12 \text{ keys}}$ $6 + 2 + 2 + 2 = \quad \mathbf{8 \text{ keys}}$ $26 - 6 - 6 - 2 = \quad \mathbf{9 \text{ keys}}$ <p>Explain to the children that their challenge has two goals. They should aim to get an answer of 12 for their calculations, but to do so using exactly 10 key presses on the calculator. (One answer is $26 - 22 + 6 + 2 =$)</p> <p>Once children have reached both goals, they can set themselves others and aim for them using only 10 key presses. (Note: If children choose odd numbers, they will need to understand and use division in their calculations.)</p> <p>Plenary</p> <p>Ask the children to reflect on the goals they set themselves. Were some easier to achieve than others? Which ones made them most pleased with themselves for achieving them?</p>
Suggested related activity	<p>Children could play a similar, simpler game using dice to generate the goal, and having no restriction on which digits can be used to build that number.</p> <p>They could use any three 2-D shapes. They should fit them together along their sides to make a shape with as many or as few sides as possible:</p> <p>8 sides </p> <p>12 sides </p>

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