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<th>Whole School</th>
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<th>Small group activities</th>
<th>Curriculum and other links/follow-up work</th>
<th>Aspects of learning</th>
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</thead>
</table>
| **The Assembly:** begin theme with whole school assembly story (see p6 – 12 of TOB or actual story and variations, and see website for additional assemblies) | **Circle games** Keeping very quiet (see p5) | Use adaptation of class activities | **Core activity** ‘A forest Walk’ - Children spend a day visiting a local wood or wildlife area. Children work in ‘teams’ with adult support who can model appropriate language and behaviour for collaborative, problem-solving tasks that require goal setting and persistence, such as building a shelter, laying a trail, making collections, etc. (see p14) | **This theme focuses on developing children’s knowledge, understanding and skills in two key social and emotional aspects of learning:**  
• **Motivation**  
• **Self awareness** |
| **Whole school focus for noticing and celebrating achievement** (see p4) To notice and celebrate (using usual means – certificates / calls home etc) children and adults who are observed: | **Rounds** Today I am going to...Yesterday I... (see p5) | **Ongoing Whole Class activities** [ ] |  |  |
| **Week 1** Taking responsibility – for our successes and when things go wrong | **Understanding myself** Knowing we can do more things now than when we were younger, knowing we will do more as we get older and that we are all good at different things (see p5) | **Emotional barometer** Find a visual method for your children to show how much they are feeling (see Whole School Resource file) |  |  |
| **Week 2** Waiting for what you want; persistence (keeping going) | **Setting a realistic goal** Telling what a goal is, working towards them and setting goals for ourselves. Trying new things in learning and saying what we have done and what worked well (see p6) | **Calming down routines** Think about establishing one if you don’t have one | **Personal, social and emotional development** Show children boundaries of the wood or forest area and how to make and retain contact with their group to ensure safety and encourage responsibility towards self and others. Give tasks as a group (such as building a shelter for an animal) that require collaboration, goal setting and persistence (see p14) |  |
| **Week 3** Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure | **Ongoing Activities** Organising the day. The environment. The role of adults. | **Peaceful Problem Solving Process** Use this whenever appropriate as well as when part of planned programme (see whole school resource file) | **Communication, language and literacy** Encourage children to explore different ways of communicating with each other across distance – calls, drums, signals, signs, etc. (see p14) |  |
| **Week 4** Setting and achieving goals | **Assessment** Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1) |  |  |  |
| **Follow-up assembly** End theme with children presenting their best work (see p11 of TOB) | **Vocabulary** Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p4) |  |  |  |
|  | **Key resources**  
• SEAL resources |  |  |  |
|  |  |  |  |  |
NB All page references concern the Going For Goals Revised Early Years Foundation Stage booklet (except those marked TOB which refer to the Theme Overview booklet)
SEAL curriculum links/Early Years
Foundation Stage Revised Red set booklets

**Personal, Social and Emotional Development**
- Show children boundaries of a wood or forest area
- Give tasks as a group requiring collaboration, goal setting and persistence

**Physical Development**
- Explore wood or forest environment physically

**Problem solving reasoning and numeracy**
- Give children tasks and problems that require exploration of shape, size, position and direction

**Knowledge and Understanding of the World**
- Make collections of plants and mini-beasts and identify species
- Discuss ecological systems
- Build a shelter
- Use mime, words or pictures

**Creative Development**
- Make forest sculptures

**Communication language and literature**
- Explore different ways of communicating with each other across distance

**Self-care and Independence**
30-50 Months
40-60+ Months

**Behaviour, Self-control**
40-60+ Months

**Confidence, self-esteem, relationships, community**
30-50 Months
40-60+ Months

**Disposition and Attitudes**
30-50 Months
40-60+ Months
## Medium Term Plan: SEAL Theme 4 Going For Goals

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<tr>
<td><strong>The Assembly:</strong> begin theme with whole school assembly story (see p6 – 12 of TOB for actual story and variations, and see website for additional assemblies)</td>
<td><strong>Circle games</strong> ‘Find a new place if…’ game (see p9)</td>
<td><strong>Use adaptation of class activities</strong></td>
<td><strong>Core activity</strong> ‘A forest Walk’ - Children spend a day visiting a local wood or wildlife area. Children work in ‘teams’ with adult support. who can model appropriate language and behaviour for collaborative, problem-solving tasks that require goal setting and persistence, such as building a shelter, laying a trail, making collections, etc. (see p14)</td>
<td>This theme focuses on developing children's knowledge, understanding and skills in two key social and emotional aspects of learning:</td>
</tr>
<tr>
<td><strong>Whole school focus for noticing and celebrating achievement (see p 4)</strong> To notice and celebrate (using usual means – certificates / calls home etc) children and adults who are observed:</td>
<td>** Rounds** I am good at… I like… (see p9)</td>
<td><strong>Ongoing Whole Class activities</strong></td>
<td><strong>Personal, social and emotional development</strong> Show children boundaries of the wood or forest area and how to make and retain contact with their group to ensure safety and encourage responsibility towards self and others. Give tasks as a group (such as building a shelter for an animal) that require collaboration, goal setting and persistence (see p14)</td>
<td>• Motivation</td>
</tr>
<tr>
<td><strong>Week 1</strong> Taking responsibility – for our successes and when things go wrong</td>
<td><strong>Knowing myself</strong> Knowing we are all good at different things, saying what we will do next. Telling what we like doing and learning and knowing what we have done and what worked well (see p9)</td>
<td><strong>Emotional barometer</strong> Find a visual method for your children to show how much they are feeling (see Whole School Resource file)</td>
<td><strong>Communication, language and literacy</strong> Encourage children to explore different ways of communicating with each other across distance – calls, drums, signals, signs, etc. (see p14)</td>
<td>• Self awareness</td>
</tr>
<tr>
<td><strong>Week 2</strong> Waiting for what you want; persistence (keeping going)</td>
<td><strong>My goal is...</strong> Setting goals for ourselves. Focussing our attention to start a task and being able to concentrate. Discussing what we want to achieve and how we will do it (p10)</td>
<td><strong>Keeping going</strong> Knowing that working hard is needed to achieve a goal (see p11)</td>
<td><strong>Problem solving, reasoning and numeracy</strong> Problem solve with links to shape, size, position and direction. Talk with peers and make up own descriptions (see p14)</td>
<td>It gives an important opportunity for all children's abilities, qualities and strengths to be valued. The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</td>
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<td><strong>Week 3</strong> Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure</td>
<td><strong>Ongoing Activities</strong> Organising the day. The environment. The role of adults.</td>
<td><strong>Calming down routines</strong> Think about establishing one if you don’t have one</td>
<td><strong>Knowledge and understanding of the world</strong> Collect plants and mini-beasts, identify species and discuss eco systems. Talk about how each species survives and encourage reflection on the beauty and wonder of the natural world. Build a shelter (see p14)</td>
<td><strong>School Issues:</strong></td>
</tr>
<tr>
<td><strong>Week 4</strong> Setting and achieving goals</td>
<td><strong>Assessment</strong> Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1)</td>
<td><strong>Peaceful Problem Solving Process</strong> Use this whenever appropriate as well as when part of planned programme (see whole school resource file)</td>
<td><strong>Physical development</strong> Explore the wood physically: balancing, climbing, using each other to support. Encourage completion of physical challenges (see p14)</td>
<td><strong>Class, group or individual issues:</strong></td>
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<tr>
<td><strong>Follow-up assembly</strong> End theme with children presenting their best work (see p11 of TOB)</td>
<td><strong>Vocabulary</strong> Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p4)</td>
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<td><strong>Creative development</strong> Make forest sculptures using natural tree and plant waste.</td>
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**SEAL curriculum links/Early Years Foundation Stage Revised Red set booklets**

### Personal, Social and Emotional Development
- Show children boundaries of a wood or forest area
- Give tasks as a group requiring collaboration, goal setting and persistence

### Physical Development
- Explore wood or forest environment physically

### Problem solving reasoning and numeracy
- Give children tasks and problems that require exploration of shape, size, position and direction

### Knowledge and Understanding of the World
- Make collections of plants and mini-beasts and identify species
- Discuss ecological systems
- Build a shelter
- Use mime, words or pictures

### Creative Development
- Make forest sculptures

### Communication language and literature
- Explore different ways of communicating with each other across distance

### Disposition and Attitudes
- 40-60+ Months

### Confidence, self-esteem, relationships, community
- 40-60+ Months

### Behaviour, Self-control
- 40-60+ Months

### Self-care and Independence
- 40-60+ Months
Medium Term Plan: SEAL Theme 4 Going For Goals

### Whole School

**The Assembly:** begin theme with whole school assembly story. (see p4 for key points from story) (see p6 – 12 of TOB for actual story and variations, and see website for additional assemblies)

**Whole school focus for noticing and celebrating achievement (see p4)** To notice and celebrate (using usual means – certificates / calls home etc) children and adults who are observed:

1. **Week 1**
   - Taking responsibility – for our successes and when things go wrong
2. **Week 2**
   - Waiting for what you want: persistence (keeping going)
3. **Week 3**
   - Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure
4. **Week 4**
   - Setting and achieving goals
5. **Follow-up assembly**
   - End theme with children presenting their best work (see p11 of TOB)

### Focussed Class Work (PSHE links with SEAL)

#### Circle Games
- Pass the squeeze (see p5)

#### 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 … (see p5)

#### Focussed Class Learning Opportunities / Core Activities

- **Knowing myself**
  - I know we learn in different ways (see p5)

- **Setting our goals**
  - Choosing a realistic goal and breaking it into small steps. Knowing our strengths as a learner and resisting distractions (see p6)

- **Just because**
  - Learning from our successes. Knowing how we learn best. Predicting and understanding the consequences of reaching our goals (see p8)

- **The problem solving process**
  - Saying what we want to happen when there is a problem (setting a goal). Thinking of different ideas or solutions and predicting and understanding the consequences of our solutions or ideas and using this information to set a realistic goal (see p8)

- **Assessment**
  - Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2)

#### Vocabulary
- Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p3)

#### Key resources
- Assembly key points for follow-up discussion (see p3)
- SEAL resources

### Small group activities

- **See Silver Booklet**
- **Ongoing Whole Class activities**
- **Emotional barometer**
  - Find a visual method for your children to show how much they are feeling (see Whole School Resource file)

### Blue Book Year 1

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

- **Literacy**
  - Identifying characters in text who use the impulsive or thinking parts of their brain such as Squirrel Nutkin and Little Red Hen (see p23)
  - Write New Year resolutions (see exemplar lesson plan p25)

- **Mathematics**
  - Set goals for learning number bonds and rules of number (see p23)

- **Science**
  - QCA Unit 2E Forces and Movement
  - Make the analogy between physical factors of toy cars moving fast, slowing down and changing direction and how different factors affect achieving our goals (see p23)

- **History**
  - Consider how Florence Nightingale and Mary Seacole achieved their goals. Think of all the points at which they could have given up (see p 23)

- **Geography**
  - Look at how sustainable development can be linked to achieving personal, community and worldwide goals.
  - Set goal of recycling school waste products. See also Exemplar lesson plan. Help imaginary character with map solving problems (see p28)

- **ICT**
  - Use Roamer to set goals to complete a course in as few moves as possible also use ICT to demonstrate that a goal involves a series of sub-steps (see p 24)

- **DT**
  - Plan and design (collaboratively) a strong structure (see p24)

- **PE**
  - Set goals and talk about how they are going to achieve them (e.g. learning to swim a chosen number of metres) (see p24)

- **Art and Design**
  - Imaginative self-portraits based on future goals (see p24)

- **RE**
  - Use The parable of the sower to illustrate that how we succeed depends on the effort we put in (see p 24)

- **Citizenship**
  - Think about children in other parts of the world. Consider a school goal to raise money, and learn about what the money can be used for (see p24)

- **Other**
  - Create a school display about positive thinking, entitled 'If you think you can or you think you can't, you will be right!' (see p24)

### Aspects of learning

- This theme focuses on developing children's knowledge, understanding and skills in two key social and emotional aspects of learning:
  - **Motivation**
  - **Self awareness**

It gives an important opportunity for all children's abilities, qualities and strengths to be valued. The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

### School Issues:

- Class, group or individual issues:
NB All page references concern the Going For Goals Years 1 and 2 Guidance booklet (except those marked TOB which refer to the Theme Overview booklet)
SEAL curriculum links/follow up work
Years 1 and 2 Blue set

**Mathematics**
- To recall number bonds
- To know rules of odd and even numbers

**Science**
- QCA Unit 1A Senses
- QCA Unit 2E Forces and Movement section 5
- Experimenting with toy cars

**PE**
- To set a goal to achieve e.g. swimming lengths

**Design and Technology**
- To plan and design a strong structure

**Citizenship**
- Years 1 and 2
- QCA Unit 1C, 1D and 1E
- Unit 4A
- Link to work done on children in other parts of the world

**Science**
- QCA Unit 1A Senses
- QCA Unit 2E Forces and Movement section 5
- Experimenting with toy cars

**ICT**
- To use the Roamer
- To understand that a goal is a series of sub-steps

**Art and Design**
- QCA Unit 1A Self Portrait

**History**
- QCA Unit 4 Why do we remember Florence Nightingale?
- See exemplar lesson plans p 31-32

**Literacy**
- Year 1 T2
- Non-Fiction 1: NLS T22 T23 T24 T25
- Link to speaking and listening Y1 T2 GD
- See exemplar lesson plan p 25-26

**Geography**
- Link to Speaking and Listening Y1 T2
- QCA Unit 8 Improving the environment
- See exemplar lesson plans p 28-30

**RE**
- To demonstrate that how we succeed depends on the effort we put in

**Speaking and listening**
- Y1 T2 7 to take turns to speak, listen to others’ suggestions and talk about what they are going to do
- Y2 T2 19 to ensure that everyone contributes, allocates tasks, consider alternatives and reach agreement
### Medium Term Plan: SEAL Theme 4 Going For Goals

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| **The Assembly:** Begin theme with whole school assembly story. (see p4 for key points from story) (see p6 – 12 of TOB for actual story and variations, and see website for additional assemblies) | **Circle Games** There’s a chair on my right (see p12) | **See Silver Booklet** | **Literacy** Identifying characters in text who use the impulsive or thinking parts of their brain such as Squirrel Nutkin and Little Red Hen (see p23) Write New Year resolutions (see exemplar lesson plan p25) | This theme focuses on developing children’s knowledge, understanding and skills in two key social and emotional aspects of learning:  
- **Motivation**  
- **Self awareness** |
| **Whole school focus for noticing and celebrating achievement** (see p4) To notice and celebrate (using usual means – certificates / calls home etc) children and adults who are observed: | **Focussed Class Learning Opportunities / Core Activities** | **KNowing how I learn best** Knowing how we learn best and how to learn from our successes (see p12) | **Mathematics** Set goals for learning number bonds and rules of number (see p23) | |
| **Week 1** Taking responsibility – for our successes and when things go wrong | **You can't eat and elephant in one bite** Knowing what to do when there is a problem (set a goal). Breaking goals down into small steps and choosing a realistic goal (see p13) | **Emotional Barometer** Find a visual method for your children to show how much they are feeling (see Whole School Resource file) | **Science** QCA Unit 2E Forces and Movement Make the analogy between physical factors of toy cars moving fast, slowing down and changing direction and how different factors affect achieving our goals (see p23) | |
| **Week 2** Waiting for what you want; persistence (keeping going) | **Persistence** Recognising when we are becoming bored or frustrated and knowing ways to overcome those feelings (see p14) | **Calming down routines** Think about establishing one if you don't have one | **History** Consider how Florence Nightingale and Mary Seacole achieved their goals. Think of all the points at which they could have given up (see p23) | |
| **Week 3** Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure | **Putting it all together** Choosing a realistic goal and breaking it into small steps. Saying what we have learned and what we might differently to learn more effectively and knowing why things have been successful (see p16) | **Peaceful Problem Solving Process** Use this whenever appropriate as well as when part of planned programme (see whole school resource file) | **Geography** Look at how sustainable development can be linked to achieving personal, community and worldwide goals. Set goal of recycling school waste products. See also Exemplar lesson plan. Help imaginary character with map solving problems (see p28) | |
| **Week 4** Setting and achieving goals | **Assessment** Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2) | **ICT** Use Roamer to set goals to complete a course in as few moves as possible also use ICT to demonstrate that a goal involves a series of sub-steps (see p24) | **DT** Plan and design (collaboratively) a strong structure (see p24) | |
| **Follow-up assembly** End theme with children presenting their best | **Vocabulary** Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p3) | **PE** Set goals and talk about how they are going to achieve them (e.g. learning to swim a chosen number of metres) (see p24) | **Art and Design** Imaginative self-portraits based on future goals (see p24) | |
| | **Key resources**  
- Assembly key points for follow-up discussion (see p3)  
- SEAL resources | **RE** Use *The parable of the sower* to illustrate that how we succeed depends on the effort we put in (see p24) | **School Issues:** | |
| | | **Citizenship** Think about children in other parts of the world. Consider a school goal to raise money, and learn about what the money can be used for (see p24) | Class, group or individual issues: | |
work (see p11 of TOB)

NB All page references concern the Going For Goals Years 1 and 2 Guidance booklet (except those marked TOB which refer to the Theme Overview booklet)
SEBD Team – Children's Services

SEAL curriculum links/follow up work
Years 1 and 2 Blue set

Mathematics
- To recall number bonds
- To know rules of odd and even numbers

Science
- QCA Unit 1A Senses
- QCA Unit 2E Forces and Movement section 5
- Experimenting with toy cars

PE
- To set a goal to achieve e.g. swimming lengths

Design and Technology
- To plan and design a strong structure

ICT
- To use the Roamer
- To understand that a goal is a series of sub-steps

Citizenship
- Years 1 and 2
- QCA Unit 1C, 1D and 1E
- Unit 4A
- Link to work done on children in other parts of the world

Art and Design
- QCA Unit 1A Self Portrait

Literacy
- Year 1 T2
- Non-Fiction 1: NLS T22 T23 T24 T25
- Link to speaking and listening Y1 T2 GD
- See exemplar lesson plan p 25-26

History
- QCA Unit 4 Why do we remember Florence Nightingale?
- See exemplar lesson plans p 31-32

Geography
- Link to Speaking and Listening Y1 T2
- QCA Unit 8 Improving the environment
- See exemplar lesson plans p 28-30

RE
- To demonstrate that how we succeed depends on the effort we put in

Speaking and listening
- Y1 T2 7 to take turns to speak, listen to others’ suggestions and talk about what they are going to do
- Y2 T2 19 to ensure that everyone contributes, allocates tasks, consider alternatives and reach agreement
### Medium Term Plan: SEAL Theme 4 Going For Goals

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<td><strong>The Assembly:</strong> begin theme with whole school assembly story. (see p4 for key points from story) (see p6 – 12 of TOB for actual story and variations, and see website for additional assemblies)</td>
<td>Circle games Can we do it?... Rocket Launch (see p5)</td>
<td>Literacy 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. The Wind and the Sun). Identify examples of persistence and frustration in texts (e.g. the Prince in Sleeping Beauty hacking through the forest) (see p29)</td>
<td><strong>Curriculum and other links/follow-up work</strong></td>
<td>This theme focuses on developing children's knowledge, understanding and skills in two key social and emotional aspects of learning:</td>
<td><strong>Class</strong></td>
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<td>Rounds One achievement I am proud of is…One thing that stops me from achieving things is… (see p5)</td>
<td>S &amp; L Ask children, working in pairs, to demonstrate ‘encouraging’ speaking and listening behaviours. After giving a short talk they reflect on what helped and what didn’t help (see p29)</td>
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<td>Focussed Class Learning Opportunities / Core Activities</td>
<td>Mathematics Set goals linked to math – tables etc. How does this improve over the week? (see p29)</td>
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<td>Knowing how we are clever Being able to say what kind of learner we are (see p5)</td>
<td>Music Each child sets a personal challenge and peers celebrate individual achievement (see p29)</td>
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<td>Scaling Setting success criteria so we know whether our goals have been reached and breaking a goal down into steps and waiting for the result (see p6)</td>
<td>Science QCA Unit 3E Magnets and springs – think about the word resilience and create and analogy between springs and bouncing back after a personal set back. QCA Unit 3A Teeth and eating – set goals for teeth cleaning (see p29)</td>
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<td>Frustration – beat boredom Identifying advantages and disadvantages of the goals we set and foreseeing obstacles and overcoming them. Predicting consequences of our actions on ourselves or others and managing frustration by using a number of strategies (see p7)</td>
<td>History Ancient Egyptians: Focus on the story of Howard Carter as an example of a person determined to achieve his goal despite problems and obstacles. Ancient Greece: Ask the children to consider the story of Theseus and the Minotaur. How did Theseus achieve his goal? (see p29)</td>
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<td>Taking responsibility Knowing we are responsible for our own learning and behaviour (see p8)</td>
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<td>Going for a goal Breaking a goal down into a number of steps and wait for the result, knowing others can help us and knowing what has gone wrong with a plan and why. Recognising when we have been successful (see p9)</td>
<td>Geography Learn about life for a child in India. Explain that the things that we take for granted (such as education) are goals that have to be worked hard towards in other societies (see p29)</td>
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<td>Weighing up the consequences Predicting the consequences of our actions for ourselves and others and making choices based on those predictions (see p10)</td>
<td>ICT Search facility skills – persevering and changing strategies when we get too few or too many results (see p29)</td>
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<td>Assessment Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2)</td>
<td>PE Team goals v personal goals (see p 30)</td>
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<td>Vocabulary Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p4)</td>
<td>RE How famous ‘achievers’ overcame obstacles e.g. Martin Luther King (see p30)</td>
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**Whole school focus for noticing and celebrating achievement (see p 4)** To notice and celebrate (using usual means – certificates / calls home etc) children and adults who are 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

**Follow-up assembly** End theme with children presenting their best work (see p11 of TOB)

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**Focussed Class Work (PSHE links with SEAL)**

- **Circle games** Can we do it?... Rocket Launch (see p5)
- **Rounds** One achievement I am proud of is…One thing that stops me from achieving things is… (see p5)

**Knowing how we are clever** Being able to say what kind of learner we are (see p5)

**Scaling** Setting success criteria so we know whether our goals have been reached and breaking a goal down into steps and waiting for the result (see p6)

**Frustration – beat boredom** Identifying advantages and disadvantages of the goals we set and foreseeing obstacles and overcoming them. Predicting consequences of our actions on ourselves or others and managing frustration by using a number of strategies (see p7)

**Taking responsibility** Knowing we are responsible for our own learning and behaviour (see p8)

**Going for a goal** Breaking a goal down into a number of steps and wait for the result, knowing others can help us and knowing what has gone wrong with a plan and why. Recognising when we have been successful (see p9)

**Weighing up the consequences** Predicting the consequences of our actions for ourselves and others and making choices based on those predictions (see p10)

**Assessment** Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2)

**Vocabulary** Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p4)

**Key resources**

- Assembly key points for follow-up discussion (see p4)
- SEAL resources

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**Small group activities**

- **See Silver Booklet**

**Ongoing Whole Class activities**

- **Emotional barometer** Find a visual method for your children to show how much they are feeling (see Whole School Resource file)

**Calming down routines** Think about establishing one if you don’t have one

**Peaceful Problem Solving Process**

Use this whenever appropriate as well as when part of planned programme (see whole school resource file)

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

- **Literacy** 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. The Wind and the Sun). Identify examples of persistence and frustration in texts (e.g. the Prince in Sleeping Beauty hacking through the forest) (see p29)
- **S & L** Ask children, working in pairs, to demonstrate ‘encouraging’ speaking and listening behaviours. After giving a short talk they reflect on what helped and what didn’t help (see p29)
- **Mathematics** Set goals linked to math – tables etc. How does this improve over the week? (see p29)
- **Music** Each child sets a personal challenge and peers celebrate individual achievement (see p29)
- **Science** QCA Unit 3E Magnets and springs – think about the word resilience and create and analogy between springs and bouncing back after a personal set back. QCA Unit 3A Teeth and eating – set goals for teeth cleaning (see p29)
- **History** Ancient Egyptians: Focus on the story of Howard Carter as an example of a person determined to achieve his goal despite problems and obstacles. Ancient Greece: Ask the children to consider the story of Theseus and the Minotaur. How did Theseus achieve his goal? (see p29)
- **Geography** Learn about life for a child in India. Explain that the things that we take for granted (such as education) are goals that have to be worked hard towards in other societies (see p29)
- **ICT** Search facility skills – persevering and changing strategies when we get too few or too many results (see p29)
- **PE** Team goals v personal goals (see p 30)
- **RE** How famous ‘achievers’ overcame obstacles e.g. Martin Luther King (see p30)

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**It gives an important opportunity for all children's abilities, qualities and strengths to be valued.** The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

**School Issues:**

- **Class, group or individual issues:**
NB All page references concern the Going For Goals Years 3 and 4 Guidance booklet (except those marked TOB which refer to the Theme Overview booklet)
SEAL curriculum links/follow up work
Years 3 and 4 Yellow set

**Mathematics**
- Y4 T2
  - 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
  - See exemplar lesson plan

**Science**
- QCA Unit 3E Magnets and Springs
- QCA Unit 3A Section 9

**PE**
- QCA Unit 2 Invasion Games
  - Link to speaking and listening Y4 T2
  - See exemplar lesson plan p 36-37

**Music**
- QCA Unit 8 Ongoing skills section
  - To set a personal challenge for performance

**ICT**
- 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
  - See exemplar lesson plan p 34-35

**Literacy**
- Y3 T2 GD T3 T8 T9
  - Narrative Themes
  - Link to speaking and listening Y3 T2 GD
  - To actively include and respond to all members of the group
  - See exemplar lesson plan p 31

**Geography**
- Learn about life for a child in India

**History**
- Ancient Egyptians
  - Focus on the story of Howard Carter

**Going for Goals**

**RE**
- Famous Achievers

**Speaking and listening**
- Y3 T2 31 To actively include and respond to all members of the group
- Y4 T2 43 To use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans

**Citizenship**
- Year 3
  - QCA Unit 1B
  - Unit 2F
  - Unit 3E
- Year 4
  - Unit 1B & 1C
  - Unit 3E
  - Unit 4 A
### Medium Term Plan: SEAL Theme 4 Going For Goals

<table>
<thead>
<tr>
<th>Whole School</th>
<th>Focussed Class Work (PSHE links with SEAL)</th>
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<tr>
<td><strong>The Assembly:</strong> begin theme with whole school assembly story. (see p4 for key points from story) (see p6 – 12 of TOB for actual story and variations, and see website for additional assemblies)</td>
<td><strong>Circle Games</strong> Find the pair (see p17) <strong>Rounds</strong> I found this game easy difficult because …When I grow up I’d like to be … like … (see p17)</td>
<td><strong>See Silver Booklet</strong></td>
<td><strong>Literacy</strong> 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. The Wind and the Sun). Identify examples of persistence and frustration in texts (e.g. the Prince in Sleeping Beauty hacking through the forest) (see p29)</td>
<td><strong>This theme focuses on developing children’s knowledge, understanding and skills in two key social and emotional aspects of learning:</strong></td>
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<tr>
<td><strong>Whole school focus for noticing and celebrating achievement (see p 4)</strong> To notice and celebrate (using usual means – certificates / calls home etc) children and adults who are observed:</td>
<td><strong>Knowing myself</strong> Knowing ourselves as learners and what we need to do to learn effectively. Being responsible for our own learning (see p17) <strong>Feelings and learning</strong> Identifying barriers to learning and how our feelings can influence learning (see p18)</td>
<td><strong>Ongoing Whole Class activities</strong></td>
<td><strong>S &amp; L</strong> Ask children, working in pairs, to demonstrate ‘encouraging’ speaking and listening behaviours. After giving a short talk they reflect on what helped and what didn’t help (see p29)</td>
<td><strong>• Motivation</strong></td>
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<td><strong>Week 1</strong> Taking responsibility – for our successes and when things go wrong</td>
<td><strong>Barriers to reaching learning goals</strong> Overcoming barriers to learning and setting success criteria so we know if we have achieved our goals (see p19)</td>
<td><strong>Emotional barometer</strong> Find a visual method for your children to show how much they are feeling (see Whole School Resource file)</td>
<td><strong>Mathematics</strong> Set goals linked to maths – tables etc. How does this improve over the week? (see p29)</td>
<td><strong>• Self awareness</strong></td>
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<td><strong>Week 2</strong> Waiting for what you want: persistence (keeping going)</td>
<td><strong>Evaluation and review</strong> Recognising why we reach goals and knowing how to apply what we have learned (see p20)</td>
<td><strong>Calming down routines</strong> Think about establishing one if you don’t have one</td>
<td><strong>Music</strong> Each child sets a personal challenge and peers celebrate individual achievement (see p29)</td>
<td><strong>It gives an important opportunity for all children’s abilities, qualities and strengths to be valued. The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</strong></td>
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<tr>
<td><strong>Week 3</strong> Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure</td>
<td><strong>Perseverance</strong> Keeping going when a task is boring or difficult and knowing when to carry on or try something new. Understanding thoughts that help us reach our goals and those that are a barrier to it (see p21)</td>
<td><strong>Peacful Problem Solving Process</strong> Use this whenever appropriate as well as when part of planned programme (see whole school resource file)</td>
<td><strong>Science</strong> QCA Unit 3E Magnets and springs – think about the word resilience and create and analogy between springs and bouncing back after a personal set back. QCA Unit 3A Teeth and eating – set goals for teeth cleaning (see p29)</td>
<td><strong>School Issues:</strong></td>
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<tr>
<td><strong>Week 4</strong> Setting and achieving goals</td>
<td><strong>Planning to meet a goal</strong> Breaking down goals into a number of steps and waiting for the result. Knowing how others can help you achieve your goals (see p22)</td>
<td><strong>Assessment</strong> Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2)</td>
<td><strong>History</strong> Ancient Egyptians: Focus on the story of Howard Carter as an example of a person determined to achieve his goal despite problems and obstacles. Ancient Greece: Ask the children to consider the story of Theseus and the Minotaur. How did Theseus achieve his goal? (see p29)</td>
<td><strong>Class, group or individual issues:</strong></td>
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<tr>
<td><strong>Follow-up assembly</strong> End theme with children presenting their best work (see p11 of TOB)</td>
<td><strong>Vocabulary</strong> Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p4)</td>
<td><strong>Key resources</strong> • Assembly key points for follow-up discussion (see p4) • SEAL resources</td>
<td><strong>Geography</strong> Learn about life for a child in India. Explain that the things that we take for granted (such as education) are goals that have to be worked hard towards in other societies (see p29)</td>
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## SEAL curriculum links/follow up work
### Years 3 and 4 Yellow set

### Mathematics
- **Y4 T2**
  - To break down a problem into simpler steps before attempting a solution.
  - To organize work and refine ways of recording.
  - To choose use and combine any of the four number operations to solve a problem.
  - See exemplar lesson plan.

### Science
- **QCA Unit 3E Magnets and Springs**
- **QCA Unit 3A Section 9**

### PE
- **QCA Unit 2 Invasion Games**
  - Link to speaking and listening Y4 T2.
  - See exemplar lesson plan p 36-37.

### Music
- **QCA Unit 8 Ongoing skills section**
  - To set a personal challenge for performance.

### RE
- **Famous Achievers**

### Citizenship
- **Year 3**
  - QCA Unit 1B
  - Unit 2F
  - Unit 3E
- **Year 4**
  - Unit 1B & 1C
  - Unit 3E
  - Unit 4 A

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### History
- **Ancient Egyptians**
  - Focus on the story of Howard Carter.

### ICT
- **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**
  - See exemplar lesson plan p 34-35.

### Literacy
- **Y3 T2 GD T3 T8 T9**
  - Narrative Themes.
  - Link to speaking and listening Y3 T2 GD
  - To actively include and respond to all members of the group.
  - See exemplar lesson plan p 31.

### Geography
- **Learn about life for a child in India**

### Speaking and listening
- **Y3 T2 31**
  - To actively include and respond to all members of the group.
- **Y4 T2 43**
  - To use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans.
### Medium Term Plan: SEAL Theme 4 Going For Goals

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<td><strong>The Assembly:</strong> begin theme with whole school assembly story. (see p4 for key points from story)</td>
<td><strong>Circle games</strong> Good try (see p5)</td>
<td><strong>See Silver Booklet</strong></td>
<td><strong>Literacy</strong> Use work on myths and legends to consider a characters personality and how they overcome problems (see p21)</td>
<td>This theme focuses on developing children's knowledge, understanding and skills in two key social and emotional aspects of learning:</td>
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<td>(see p6 – 12 of TOB for actual story and variations, and see website for additional assemblies)</td>
<td><strong>Rounds</strong> 'When I guessed the action correctly I felt … When I got the answer wrong I felt … but when … said ‘Good try’ I felt … (see p5)</td>
<td><strong>Ongoing Whole Class activities</strong></td>
<td><strong>Mathematics</strong> Set angle measuring challenges linked to speed and accuracy. Solve problems considering strategies and identifying feelings such as frustration and identify what helped them reach the solution (see p21)</td>
<td>- <strong>Motivation</strong></td>
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<tr>
<td><strong>Whole school focus for noticing and celebrating achievement</strong> (see p 3 To notice and celebrate (using usual means – certificates / calls home etc) children and adults who are observed:</td>
<td><strong>Effective Learners</strong> Knowing the skills and attributes of an effective learner and being able to develop these skills (see p5)</td>
<td><strong>Emotional barometer</strong> Find a visual method for your children to show how much they are feeling (see Whole School Resource file)</td>
<td><strong>Science</strong> QCA Unit 5A Keeping healthy - measure heart rate and investigate goal setting. Study scientists who persisted with hypothesis to achieve remarkable results (see p21)</td>
<td>- <strong>Self awareness</strong></td>
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<tr>
<td><strong>Week 1</strong> Taking responsibility – for our successes and when things go wrong</td>
<td><strong>Role models</strong> Setting oneself a goal or a challenge (see p6)</td>
<td><strong>Calming down routines</strong> Think about establishing one if you don't have one</td>
<td><strong>History</strong> Study examples of people who persisted with a vision such as Shaftsbery, Barnardo and Isambard Kingdom Brunel who persisted with his goal of building an iron ship, despite everyone saying it was impossible. What kept him going? (see p21)</td>
<td>It gives an important opportunity for all children's abilities, qualities and strengths to be valued. The theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</td>
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<td><strong>Week 2</strong> Waiting for what you want; persistence (keeping going)</td>
<td><strong>Planning to reach a goal</strong> Knowing the skills and attributes of an effective learner and being a critical friend to others and ourselves (see p6)</td>
<td><strong>Peaceful Problem Solving Process</strong> Use this whenever appropriate as well as when part of planned programme (see whole school resource file)</td>
<td><strong>ICT</strong> Work in groups to make multi-media presentations – working towards a finished presentation to give chosen information. The goal and sub-steps necessary should be made explicit (see p22)</td>
<td><strong>School Issues:</strong></td>
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<td><strong>Week 3</strong> Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure</td>
<td><strong>Hall of Fame and Roll of Honour</strong> Recognising and celebrating our own achievements. Knowing what some of the people in the class like or admire about ourselves (see p7)</td>
<td><strong>DT</strong> Plan to achieve the goal of finishing a task (see p22)</td>
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<td>Class, group or individual issues:</td>
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<td><strong>Week 4</strong> Setting and achieving goals</td>
<td><strong>Applying what we have learned</strong> Applying what I have learned and knowing what we need to learn next (see p8)</td>
<td><strong>Vocabulary</strong> Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2)</td>
<td><strong>PE</strong> Study sportspeople who illustrate the needs to focus, practise and overcome obstacles, etc e.g. David Beckham, Tanni Grey Thompson, Paula Radcliffe. Think about the Olympic Games motto – ‘The most important thing is not to win but to take part’ (i.e. to do your best) (see p22)</td>
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<td><strong>Follow-up assembly</strong> End theme with children presenting their best work (see p11 of TOB)</td>
<td><strong>Assessment</strong> Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2)</td>
<td><strong>Science</strong> QCA Unit 3C Can we change places? Consider a range of public sculptures that commemorate people and events and celebrate success. Consider what their own future achievements might be and to design maquettes or larger sculptures to celebrate these (see p22)</td>
<td><strong>Art and Design</strong> QCA Unit 3C Can we change places? Consider a range of public sculptures that commemorate people and events and celebrate success. Consider what their own future achievements might be and to design maquettes or larger sculptures to celebrate these (see p22)</td>
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<td><strong>Vocabulary</strong> Teacher to recognise the vocabulary for their class. Share with others in the key stage as appropriate (see p3)</td>
<td><strong>Key resources</strong> Assembly key points for follow-up discussion (see p3)</td>
<td><strong>RE</strong> Study the lives of famous people who overcame great odds, such as Guru Nanak, Buddha, Mohammed, Moses and David (see p22)</td>
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SEAL curriculum links/follow up work
Years 5 and 6 Green set

**Mathematics**
- Problem solving

**Science**
- QCA Unit 5 Keeping Healthy Section 8
- Exercise and pulse rate

**PE**
- Collaborative/ team work-working together to achieve a goal

**Literacy**
- Y5 T2 T17 T20 T24
- Link to speaking and listening Y5 T2 GD
- See exemplar lesson plan P 23-24

**Geography**
- QCA Unit 8

**History and speaking and listening**
- QCA Unit 19 What were the effects of Tudor exploration?
- Y5 T 2 GD Link to speaking and listening
- To understand and use the processes and language of decision making
- See exemplar lesson plans p 26-27

**Art and Design**
- QCA Unit 3C Can we change places?

**Citizenship**
- Years 5 & 6
- QCA
- Unit 1B & 1C
- Unit 4A

**Speaking and listening**
- Y5 T2 53 To understand and use the processes and language of decision making
- Y6 T2 63 To consider examples of conflict and resolution, exploring the language used

SEBD Team – Children’s Services
Medium Term Plan: SEAL Theme 4 Going For Goals

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<td>Circle Games Through the hoop (see p12)</td>
<td>Ongoing Whole Class activities</td>
<td><strong>Literacy</strong> Use work on myths and legends to considers a characters personality and how they overcome problems (see p21)</td>
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<td>Rounds What helped me to do well just now was … If I find something hard I …(see p12)</td>
<td><strong>Mathematics</strong> Set angle measuring challenges linked to speed and accuracy. Solve problems considering strategies and identifying feelings such as frustration and identify what helped them reach the solution (see p21)</td>
<td><strong>Motivation</strong></td>
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<tr>
<td><strong>Week 1</strong> Taking responsibility – for our successes and when things go wrong</td>
<td>Focussed Class Learning Opportunities / Core Activities</td>
<td><strong>Science</strong> QCA Unit 5A Keeping healthy - measure heart rate and investigate goal setting. Study scientists who persisted with hypothesis to achieve remarkable results (see p21)</td>
<td><strong>Self awareness</strong></td>
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<td><strong>Week 2</strong> Waiting for what you want; persistence (keeping going)</td>
<td>Ladder to success Making a long-term plan and break it down into smaller, achievable goals and knowing getting things done starts with a first steps (see p12)</td>
<td><strong>History</strong> Study examples of people who persisted with a vision such as Shaftesbury, Barnardo and Isambard Kingdom Brunel who persisted with his goal of building an iron ship, despite everyone saying it was impossible. What kept him going? (see p21)</td>
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<td><strong>Week 3</strong> Resilience – bouncing back or maintaining effort through a difficult experience or after a mistake or failure</td>
<td>I would but… Knowing that if you don’t succeed the first time it is worth trying again even when you have been unsuccessful (see p13)</td>
<td><strong>Geography</strong> Debate ways of improving the environment and how they will achieve these goals. Investigate the goals of Fair Trade organisations, Comic Relief and UNICEF, and think how they go about trying to achieve them (see p21)</td>
<td><strong>School Issues:</strong></td>
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<td><strong>Week 4</strong> Setting and achieving goals</td>
<td>Excuses, excuses Recognising when I am using and excuse instead of finding a way around a problem and knowing that it is up to me to get things done by taking the first step (see p14)</td>
<td><strong>ICT</strong> Work in groups to make multi-media presentations – working towards a finished presentation to give chosen information. The goal and sub-steps necessary should be made explicit (see p22)</td>
<td>Class, group or individual issues:</td>
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<td><strong>Follow-up assembly</strong> End theme with children presenting their best work</td>
<td>Making wise choices Considering the consequences of possible solutions or reaching our goals on ourselves, others and on communities or groups (see p16)</td>
<td><strong>DT</strong> Plan to achieve the goal of finishing a task (see p22)</td>
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<td><strong>Assessment</strong> Teacher to think about the ‘I can’ statements. Identify how they will know when a child ‘can do’ (see p1 and p2)</td>
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SEAL curriculum links/follow up work
Years 5 and 6 Green set

**Mathematics**
- Problem solving

**Science**
- QCA Unit 5 Keeping Healthy Section 8
- Exercise and pulse rate

**PE**
- Collaborative/ team working together to achieve a goal

**Literacy**
- Y5 T2 T17 T20 T24
- Link to speaking and listening Y5 T2 GD
- See exemplar lesson plan P 23-24

**Geography**
- QCA Unit 8

**History and speaking and listening**
- QCA Unit 19 What were the effects of Tudor exploration?
- Y5 T 2 GD Link to speaking and listening To understand and use the processes and language of decision making
- See exemplar lesson plans p 26-27

**Citizenship**
- Years 5 & 6
- QCA Unit 1B & 1C
- Unit 4A

**Art and Design**
- QCA Unit 3C Can we change places?

**Speaking and listening**
- Y5 T2 53 To understand and use the processes and language of decision making
- Y6 T2 63 To consider examples of conflict and resolution, exploring the language used