



# PSHE Medium Term Planning Sheet

## 2020/2021

Year 5	Term 4	Unit title - Going for goals	
<p><b>Brief description of main content of this unit:</b> 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. To challenge stereotypes and present the term equality and gender.</p>			
<p><b>Vocabulary:</b> brain, control, complicated, digestion, happiness, anxiety, surprise, joy, sadness, fear, anger excitement, motivation, self-awareness, strengths, reflect, learners, effectively, problem, learner, goal, consequence, realistic, distractions, satisfaction, bored, frustrated, boredom, solution, success, equality, gender, stereotypes, equal, fair, challenge, criteria, opportunities, rights, ambition, achievements, skills, jobs, careers, discrimination, law.</p>			
Lesson No.	Key Learning Intentions Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	<p><u>LI - To understand the skills and attributes of an effective learner.</u>  <u>explain</u>            Success criteria:            ALL must be able to retell the story.            MOST should be able to think of six skills the fourth son acquired to be successful.            SOME could explain the importance of the skills the fourth son acquired.</p>	<p>Circle time -            Explain that this lesson is focusing on being an effective learning. Pass the circle time object around the circle, asking the children to explain what they think an effective learner is.  <b>Starter:</b> Children sit in a circle with one person standing in the centre. The person in the centre has an everyday object which they use to mime a common activity (such as brushing the hair, ironing, speaking on the phone, etc.) The children have to guess the activity. When one of them guesses correctly, the person in the middle says 'Well done', swaps places with the child who got the correct answer and gives them the object. The new person in the centre thinks of a different mime. If someone gives a wrong answer, the person in the middle says 'Good try' and carries on until someone guesses correctly. 'When I guessed the action correctly I felt ... When I got the answer wrong I felt ... but when ... said 'Good try' I felt            Direct teaching: read the four sons page 10. Ask what happened in the story? Which son would you like to be best? Why? Which son had been given the most useful present from the spirit? Why? As a whole-class group, decide on the six most important skills involved in learning. There are no 'right' answers. The important thing is what you and the children <i>think</i> makes a good learner.  <b>Task:</b> Ask the children to consider what might be written on the six pebbles in the story. What did the fourth son do, and what skills did he use, as a good learner? Children to write the skills on the pebbles on the resource sheet/in books.  <b>Plenary:</b> self-evaluate. Gallery walk evaluate each other's skills to be a good learner.</p>	<p>Pebbles resource sheet page 11</p>



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2	<p><u>LI - To recognise and challenge stereotypes.</u>  <u>Success criteria:</u>          ALL must be able to explain what equality and a stereotype is,          MOST should be able to discuss how gender equality has improved since the war.          SOME could explain the negative impact of stereotypes.</p>	<p>Circle time -          Explain that this lesson is focusing on stereotypes. Pass the circle time object around the circle, asking the children to explain what they think the term stereotype means.</p> <p>Ask: Can some jobs only be done by men and some by women? Then show this video. (I may have shown them this before!)</p> <p><a href="https://www.youtube.com/watch?v=G3Aweo-74kY">https://www.youtube.com/watch?v=G3Aweo-74kY</a> Discuss. Show the Twinkl Power Point which challenges stereotypes. Show the profile sheets of 4 jobs.</p> <p><b>Task:</b> children complete the beauticians/ bricklayers sheet or create their own profiles of jobs which can be carried out by both men and women but have historically been stereotyped.</p> <p><b>Plenary:</b> self-evaluate. Share findings.</p>	
3	<p><u>LI - To understand how to set myself a goal or challenge.</u>  <u>Success criteria:</u>          ALL must be able to set themselves a goal.          MOST should be able to write qualities that they will need to achieve that goal.          SOME could explain the importance of having goals/aspirations.</p>	<p>Circle time -          Explain that this lesson is focusing on setting goals. Pass the circle time object around the circle, asking the children to identify a time when they have set themselves a goal and achieved it.</p> <p>Present the saying: 'Success is one percent inspiration and ninety-nine percent perspiration!'</p> <p>On the IWB have images of people you admire and explain to the children briefly why. Show another slide with pictures of celebrities they may admire. Ask the children to work in pairs. They should each think of someone famous who they admire or alternatively you could give them pictures for pairs or table groups to discuss. They should use the following questions to share what they know about the person they admire.</p> <ul style="list-style-type: none"> <li>• What has the person achieved?</li> <li>• Why do you respect the person for this?</li> <li>• What obstacles were in his or her way?</li> <li>• How did he or she overcome them?</li> <li>• Who helped the person achieve their goal?</li> <li>• What do you think the person said/did when they felt like giving up?</li> <li>• Is there anything that the person has done in achieving their goals that you think they should not have done? In table groups children stick a picture of famous name on flip chart paper and answer the questions around the picture for example: Harry Kane: play for Tottenham and England, they are talented/skilful at scoring goals/striker, only 26 years old, initially loaned out from Tottenham, hamstring injury, supportive family etc.</li> </ul> <p><b>Task:</b> Children write down what goal would they like to achieve in the middle of their page and then</p>	



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		<p>surround the statement with the qualities that they will need, for example, perseverance, hard work, determination etc.</p> <p><b>Plenary:</b> Self assess and Peer evaluate.</p>	
4	<p><u>LI - To understand how to be an effective learner</u></p> <p><u>Success criteria:</u></p> <p>ALL must be able to choose an activity for the role of teacher/learner.</p> <p>MOST should be able to teach their partner.</p> <p>SOME could evaluate how hard/easy it was teaching the activity.</p>	<p>Circle time -</p> <p>Recap about the previous lesson about goals. Pass the circle time object around the circle, asking the children to explain what their goal was and how they will achieve it.</p> <p>Ask the children to get into pairs. Explain to the children that one will be the teacher and the other the pupil/learner. Each teacher will teach their partner. It needs to be something that can be done in school time, with resources that are available in school. Discuss what this might be:</p> <ul style="list-style-type: none"> <li>• counting to 10 in a different language</li> <li>• using fingers to learn the 9-times table</li> <li>• communicating through sign language</li> <li>• hula-hooping</li> </ul> <p><b>Task:</b> children to choose from the activities above (or other) and then teach their partner. If time swap so each can teach an activity. Photograph pairs for evidence.</p> <p><b>Plenary:</b> self-assess. Discuss the children's findings.</p>	
5	<p><u>LI - To recognise and celebrate my own achievements.</u></p> <p><u>Success criteria:</u></p> <p>ALL must be able to understand my strengths and achievements.</p> <p>MOST should be able to recognise what some of my peers like or admire about me.</p> <p>SOME could explain what they would like to have achieved by the time they are 50.</p>	<p>Circle time -</p> <p>Explain that this lesson is focusing on achievements. Pass the circle time object around the circle, asking the children to identify an achievement of their own.</p> <p>Introduction: Talk to the children about the idea of creating a class Hall of Fame. Discuss your own entry. Model what you want the children to do by providing three or four achievements you are proud of. Choose one that is a personal or work achievement, one about learning, and one that is to do with your family or friends.</p> <p><b>Task:</b> Group children in table groups/rows. Give each child a piece of lined paper with a photo of each child at the top. Make sure that each picture is one along from their place. The person with their picture must write one something that they like or admire about that person. Then fold the paper and pass it to the next person who does the same and so on. Continue in this way until each person in each group has written a positive comment under each name. The page then ends up at the owners place.</p> <p>Each child should add something that they are proud of to the page, and decorate it for display in the Hall of Fame.</p> <p><b>Plenary:</b> Self-assess. The door shuts and you can hear the time machine shaking and rolling as it begins to move. You are going forward in time. The machine stops shaking. When you open the door and step out you realise you are back in this classroom but things are different. It is the future, when you are 50 years old. You notice a display on the board. It is of all the children in your class. You see your</p>	



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		<p>photograph there. Underneath there is a list of some of your achievements in your life. Spend a little time thinking about some of the achievements you would like to have under your name by the time you are 50. Share these as a class.</p>	
6	<p><u>LI - To be able to apply what I have learned.</u></p> <p><u>Success criteria:</u></p> <p>ALL must be able to support younger children with skills they are accomplished at.</p> <p>MOST should know how to support with praise and encouragement.</p> <p>SOME could offer extension activities to some children.</p>	<p>Circle time -</p> <p>Explain that this lesson is focusing on teaching others. Pass the circle time object around the circle, asking the children to identify what makes a good teacher.</p> <p><b>Task:</b></p> <p>Explain to the children that their task is to go and teach skills to others in the school community - for example, helping younger classes with their hand writing, cutting, reading or teaching activities within the class.</p> <p>Year R: 8</p> <p>Year 1: 8</p> <p>Year 2: 6</p> <p>Year 3: 6</p> <p>Year 4: 2</p> <p>Photograph evidence of children working together supporting younger children.</p> <p><b>Plenary:</b> self-assess.</p>	