


Subject: PSHE Year 2 Term: Spring 1	<b>Theme: Friends and Family</b> <b>Preparing for Adulthood Thematic Overview: Relationships and People</b> <b>SEAL: Going for goals</b> <b>RSE: Ourselves</b>	
	<b>Link to Prior Learning:</b> <b>Year 1 Spring 1</b> <b>SEAL: Going for goals</b>	
<b>Context:</b>	<p>In this strand pupils will begin to explore effective learning and how they can influence their success. Through this unit pupils will be encouraged to reflect on how they prefer to learn and will be helped to realise that different learning tasks require different ways of learning. Pupils will be introduced to a problem solving process which involves thinking through problems that affect people and choosing the best solution. They will focus on how they might work out what they want to happen when there is a problem (set a goal). At the beginning the goals will be very simple with challenges that can be achieved instantly and often practically e.g. jump off a step, throw a beanbag, copy an action. As they progress, pupils will consider how they might set an aspirational goal and how they might start to work towards this goal. They will also explore how a goal can be broken down into small steps. Pupils will think about resisting distraction and overcoming boredom and frustration when working towards their goals. Opportunities will be given for pupils to plan to meet a self-selected goal and to put together the strategies that they have met so far during the theme.</p>	
<b>Knowledge</b> <i>(Includes exploration opportunities for early learners – based on the 5 lenses of engagement)</i>	<p><b>Knowing myself</b>          Pupils will know how they learn best e.g. self-regulatory strategies that help them be calm and ready for learning</p> <p><b>Setting a realistic goal</b>          Pupils will know what they need/want when there is a problem e.g. request a missing item to complete a task, request for help etc.</p> <p><b>Planning to reach a goal</b>          Pupils will know they can break down a goal into small steps e.g. first/next/then          Pupils will know how to set a realistic goal e.g. pupils will know that to complete a task small steps are needed e.g. to make a sandwich you need specific equipment and ingredients and to make it; a hierarchy of actions is necessary e.g. what do you need to make a sandwich?</p> <p><b>Persistence</b>          Pupils will know when they are bored or frustrated e.g. to indicate an activity is finished or they don't want to do it any more, or it's boring or making them upset.          Pupils will know some strategies to overcome boredom or frustration e.g. communicate they had enough of an activity, it's too hard for them to complete, they need a break, they need help, etc.</p> <p><b>Making choices</b>          Pupils will know to choose between their ideas and give reasons behind their choices</p> <p><b>Evaluation and review</b>          Pupils will learn from their successes e.g. good work leads to praise, reinforces, awards etc., so that pupils will be motivated to achieve goals</p>	

	<p>Pupils will know how to express what they have learned e.g. being proud of their work and presenting it to family and friends, refer to prior knowledge etc.</p> <p>Pupils will know how to say what they may have done differently to learn more effectively e.g. reflection time after lessons, ad at the end of the school day.</p> <p>Pupils will know how to say what has gone wrong with a plan and why e.g. reflection time and strategies offered to pupils with the support of OT, SALT IP teams.</p> <p>Pupils will know things that went well and things that they need to change, if they use the same plan again e.g., pupils will learn that mistakes are giving us opportunities to learn and provide us with the skills we need to make changes so that next time we are successful</p>
<p><b>Skills</b></p> <p><i>Please see subject specific skills ladders for further detail and personalized skills</i></p>	<p><b>All:</b> To be able to achieve simple goals (learning, play tasks, personal interests) with support</p> <p><b>Most:</b> To be able to request/reject help to achieve a simple goal</p> <p><b>Some:</b> To be able to plan their actions to achieve simple goals (learning, play tasks, personal interests, competitions) independently</p>
<p><b>New Vocabulary:</b></p>	<p>Goal, target, achievement, achieve, steps, succeed, proud, consequences, impulsive, distracted, distractions, persistent, persistence, frustrated, frustration, bored, boredom</p>
<p><b>Possible Adaptations:</b></p>	<p>Use of communication boards/books/ record buttons, AAC, etc. to support understanding and reinforce children’s voice, use of OT equipment to boost the levels of children’s engagement and ability to remain calm and focused, ICT equipment like the iPads will be embedded in children’s learning.</p> <p>Children’s learning will be adapted according to their levels and needs. PIPs and EHCP targets will be embedded in children’s learning.</p>
<p>Curriculum Links: e.g. National Curriculum /PfA/ Careers/ SMSC/ Financial Education/ Rights Respecting Schools</p>	<p>Link to</p> <p>PfA: Friends and Family theme</p> <p>RSE: Ourselves</p> <p>SMSC: Rights Respecting schools</p>