



## Jigsaw knowledge and skills progression: Dreams & Goals - Ages 7-8

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Dreams and Goals Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

| DG                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Social and Emotional Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Questions for Family Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Ages 7-8</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Know about specific people who have overcome difficult challenges to achieve success</li> <li>Know what dreams and ambitions are important to them</li> <li>Know how they can best overcome learning challenges</li> <li>Know that they are responsible for their own learning</li> <li>Know what their own strengths are as a learner</li> <li>Know what an obstacle is and how they can hinder achievement</li> <li>Know how to take steps to overcome obstacles</li> <li>Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul> | <ul style="list-style-type: none"> <li>Recognise other people's achievements in overcoming difficulties</li> <li>Imagine how it will feel when they achieve their dream / ambition</li> <li>Can break down a goal into small steps</li> <li>Recognise how other people can help them to achieve their goals</li> <li>Can manage feelings of frustration linked to facing obstacles</li> <li>Can share their success with others</li> <li>Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul> | <ul style="list-style-type: none"> <li>Can you tell me about someone who overcame an obstacle to achieve their goal.</li> <li>What ambition is important to you?</li> <li>What can you do if something is difficult?</li> <li>How does it feel to be stuck?</li> <li>How can I help you to achieve your goal?</li> <li>What might it feel like when you achieve your goal?</li> <li>Describe how it felt when you achieved your goal?</li> <li>How can you use this feeling the next time you are stuck?</li> <li>How does Jigsaw Jino help your Jigsaw work?</li> <li>Do you enjoy Calm Me time?</li> </ul> |
| <p>In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Key Vocabulary</b></p> <p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |