


At Winton Primary we want to include you as parents in your child's development and learning. Please find below some activities that you can do with your child that link with the work that they are doing in school on "Going for goals!"

- ☉ Our dreams- Spend a bit of time thinking about dreams- not the dreams you have at night but the dreams you have for the future. Talk about your dreams.
When I grow up I want to be...
When I was little I wanted to be...
Draw a think bubble and draw your dreams.
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- ☉ Miracle time- this term's work is about trying to achieve goals. Have you got a time of day that isn't working well as it might for your family? It might be first thing in the morning, bedtime or mealtimes.
The first step is to think what you would like it to be like. Just imagine that in the night your "family godmother" came to see you. She waved her magic wand and that time of the day became perfect. Talk together about these questions-
What would you see that was different?
What would you hear that was different?
How would you feel that was different?
- ☉ Learning something new- It is your challenge to teach each other something. It could be anything you like, but if you can't think of anything here are some ideas-
A poem or a song.
How to make something
How to cook something
How to count up to 10 in French or any other language
How to play a game
- ☉ Learning together- learning together can be fun. Is there anything you both would like to learn? It might be anything but here are a few ideas-
Learning to play a new card game or board game
Learning to play a new computer game
Learning a new language
Learning about a new country
Learning the words of a new poem or song
Learning how to fly a kite
Learning how to swim
When are you going to learn? How are you going to help each other? What will help when you feel like giving up. What will be your reward when you finish?
- ☉ Consequences- play the consequences game on the separate sheet.
- ☉ How we learn best- what sort of learner are you? Some people have tried to classify our strengths as learners in different ways. See separate sheet.
- ☉ Making a wise choice- read the story *The Watch* (see separate sheet). Think about Paramjeet's choices-
Have you thought of as many ideas as possible?
Choose 3 that you think are most practical.
Think about the consequences of these ideas.
Have you thought about it from everyone's viewpoint? Paramjeet's parents, Mrs Brown, Pauline, Paramjeet.
Have you talked and thought it through- what would you do if you were Paramjeet?

Going for goals!



Yr 3 and 4

Social and emotional aspects of learning Spring 1 topic.

This half term the children will be looking at "Going for goals".

This theme focuses primarily on the key aspect of motivation, it also focuses on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.

The children will be encouraged to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

Below are the objectives that the children will be working towards in Years 3 and 4.

We will be doing various activities in class and during assemblies to develop our children's understanding of themselves.

	Year 3 and 4
Knowing myself	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.
Setting a realistic goal	I can foresee obstacles and plan to overcome them when I am setting goals.
Planning to reach a goal	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.
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.

Key words

goal target obstacle barrier
 responsibility responsible perseverance boredom
 frustration respect encouragement

