ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: What strengths, skills and interests do I have?
TERM: Autumn 1 YEAR GROUP: 4

THE BIG QUESTION	
What strengths, skills and interests do we have?	
END OF UNIT OUTCOME	Write a CV for a special job at St Lawrence including their strengths, skills and interests.
OBJECTIVES	• How to recognise personal qualities and individuality • To develop self-worth by identifying positive things about • themselves and their achievements • How their personal attributes, strengths, skills and interests • contribute to their self-esteem • How to set goals for themselves • How to manage when there are set-backs, learn from mistakes • and reframe unhelpful thinking
CONCEPT: Achievement	Our strengths, skills and interests have helped us to achieve things outside of school and at school.
LESSON 1 QUESTION	**How do we recognise personal qualities and individuality in ourselves?**
KEY KNOWLEDGE	That everyone has skills, interests and strengths that are personal to them. <u>Skills include:</u> Patience Listening Flexibility Communication Determination Positivity Running Organisation Creativity Balance <u>Interests include:</u> Playing a musical instrument. Horse Riding Baking Swimming Riding a bike
RICH TASK	Introduce The Big Question – what do they already know? Create a class list of strengths, skills and interests that someone may have.

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	Give a group of hexagon skills and children come up with interests they might do with these skills. Create their own skill hexagons for each interest they have.		
SUPPORT AND CHALLENGE	S- Create a word bank for children to help understand what each skill means. C- Explain reasoning behind the choice of their skill hexagons.		
KEY VOCABULARY	skills strengths interests	**RESOURCES**	SOLO Hexagon Generator
LESSON 2 QUESTION	**How can you develop your self-worth?**		
KEY KNOWLEDGE	Self-worth means feeling good about who you are and knowing that you are valuable and deserving of love and respect, no matter what happens To help develop our self-worth we identify positive things about ourselves and our achievements. Our personal attributes, strengths, skills and interests contribute to our self-esteem.		
RICH TASK	Retrieval- Give one/ Get one- Identify skills and interests. Discuss what self-worth means and that someone will either have high self-worth or a low self- worth. Discuss how we have a high self-worth. Give children scenarios and in groups discuss how we could help these people increase their self-worth. Write these down on WW. Take part in conscious alley with someone walking down the alley. One side are trying to lower their self-worth and the other are trying to increase it. Children call out things that will help or hinder someone to increase their self-worth. Take photos for books- children complete a table of things that would help or hinder.		
SUPPORT AND CHALLENGE	S- Have a bank of ideas to support children for conscious alley activity. Written on widget. C-Write own scenario and come up with on helps and hinders.		
KEY VOCABULARY	Self worth Self esteem Achievements	**RESOURCES**	Widget

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LESSON 3 QUESTION	**How do we set goals for ourselves?**		
KEY KNOWLEDGE	A goal is an object of a person's ambition or effort. We set goals by identifying what they want to achieve and create a plan to make it happen. This process involves several steps, including setting specific, measurable, achievable, relevant, and time-bound (SMART) goals.		
RICH TASK	Retrieval- Retrieval relay- Your knowledge- Your neighbours knowledge etc. **Helping the hopeless**- Explain that you want to do something (goal) but you have no idea where to start. Research how to set goals using QR code. From the research- create a dummy guide.		
SUPPORT AND CHALLENGE	S- Have sentence openers. Have a widget sheet on goals. C- Set a goal for a particular scenario.		
KEY VOCABULARY	Goal Achieveable Specific Measurable Relevant Ambition Effort	**RESOURCES**	Setting realistic goals - BBC Bitesize
LESSON 4 QUESTION	**How do we manage when there are set-backs and learn from our mistakes?**		
KEY KNOWLEDGE	Set backs and mistakes can happen. Set backs can happen when we are going for our goals. Resilience is being able to cope with difficult situations and not giving up. Learning from our mistakes is the most important part of our learning journey.		
RICH TASK	Retrieval practice activity- Mind Map- How do we set goals for ourselves? Revise KO Define with children what resilience means. Sort statements into helpful/ unhelpful thinking. Give children scenarios and children explain if they have been resilient or not and explain why they know this. Give write one top tip for each of the children in the scenarios.		
SUPPORT AND CHALLENGE	S- Have sentence openers. Key words written on widget. Work in a small group to respond to scenarios. C- Write a letter to respond to one of the children from the scenarios.		
KEY VOCABULARY	Resilience Mistakes	**RESOURCES**	Scenarios Widget word bank

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	Helpful/ unhelpful thinking Growth mindset		
LESSON 5 QUESTION	**What strengths, skills and interests do we have?**		
KEY KNOWLEDGE	Everyone has different strengths, skills and interests. This makes us all unique. We are all valued human beings and our skills and strengths are valued.		
END OF UNIT OUTCOME	Revision of key knowledge- Retrieval placemat- What have we learnt in this unit? Outcome linked to The Big Question- Write a CV for a special job at St Lawrence including their strengths, skills and interests. What links to our concept have you found?		
SUPPORT AND CHALLENGE	S- Sentence openers. Use of model CV to read for support. Word bank to support writing. C-Explain why are their skills and strengths would be good for the role.		
KEY VOCABULARY	Strengths Skills Interests Unique	**RESOURCES**	Model text- CV Sentence openers Word bank