

SEAL Information Leaflet - Going for Goals

The theme for this half-term's work will be Going for goals!

We will be exploring how children can motivate themselves in their learning and across the school. As part of the theme they will be asked to set their own goals, planning how to reach them and working towards them. Children will be helped to recognize and value their abilities, qualities and strengths. The children will think about their strengths as learners, how they learn best and consider how they might make wise choices.

Key Vocabulary used:

Goal, consequences, achieve, achievement, steps, impulsive, distracted, distractions, persistent, persistence, frustrated, frustration, bored, boredom.

The parent booklets is available from Simene Ares of the school as well as all sorts of other useful information.

The Seal Getting on and Falling out Parent booklet for this half term contains lots of top tips on encouraging your child to take responsibility, motivate themselves, as well as ways to help them develop resilience (the ability to keep going and persist).

The SEAL homework will be sent home this half term. It is an activity to share with your child.

Below is an outline of how the theme is explored by each year group in both topics

Reception: Learn that we are all good at doing different things. They identify what they like doing and learning and practice trying new things. They practice focusing and sustaining their attention on a task.

Year 1: Look at different ways in which we learn and what is helpful to support their learning. They identify problems that can occur and think of ways to manage them so that they can continue to work on their goal.

Year 2: Identify how they learn best as individuals focusing on whether they prefer hearing, seeing or doing. They look at how to choose realistic goals and how to break their goal down into small steps. They also look at what to do when boredom or frustration sets in. Towards the end of the topic they evaluate how successful they have been and whether they would do anything differently next time.

Year 3: Identify what type of learner they are. They discuss how they are responsible for their own learning and behaviour. They break their chosen goal down into small steps and set success criteria to help them make each step, learning that you have to wait for results. They try to foresee obstacle and plan to overcome them, particularly frustration. An important part of their work also looks at identifying the impact/consequences their choices of goal may have on others.

Year 4: Identify their strengths as learners. They look at barriers to learning, how feelings can influence them and ways to overcome these issues. They identify a goal, break it into steps, plan for obstacles and think about how others can help them with their learning.

Year 5: Identify the skills and attributes of an effective learner, and look at the concept of a 'critical friend'. They evaluate what they have learnt and think about how they can apply that to other learning.

Year 6: Make a long-term plan and break it down into smaller, achievable goals in their personal life or behaviour. They think about how it is up to them to get things done by taking the first step and that when things go wrong they can try again. They further explore the idea of persistence by recognising when they are using an excuse instead of finding a way around a problem. As in year 5 they also explore the how their choices affect others.

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