



## Skills – Improving own Learning and Performance

This skill area is about setting targets and planning their achievement, seeking and using feedback, and reviewing and evaluating progress. Each teacher will have strategies for managing this in the classroom. However, we think that the Tesco Great School Run does provide ways of adding to these processes. In The Playground section of this site, you will find an interactive exercise that you can use to take children through the process of setting and evaluating goals - [www.greatschoolrun.org/play/ready.php](http://www.greatschoolrun.org/play/ready.php)

### What I think . . .

As a link with Health and Well-being, children talk about the way in which their learning about their health, and their taking part in the run, change the way they think about their bodies. They can explore their feelings and articulate them if not in words, then via illustrations or poetry for example. Children may identify that they want to change their behaviours in a healthy way. Activities in the Numeracy section in this programme suggest collecting data on the class in relation to how many children eat 5-a-day or exercise for at least 60 minutes per day and the results of these findings may also provide topics for discussion and reflection.

### Food and Activity Plans, Wallcharts and Diaries

These can be used to help children to set weekly targets and to record ways in which, for example, they will try to achieve the aim of running 2 kilometres on the day of the run. They can review their work and their progress, setting new targets for the coming week.

An eating plan for an aim of eating 5 portions of fruit and vegetables each day can work in the same way:

Aim – to eat at least 5 portions of fruit and vegetables each day

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Evening meal							
Snacks							

Stage 1 – children record what they eat and drink and subsequently identify their portions of fruit and vegetables

Stage 2 – children record their fruit and vegetable portions only and aim to increase them further

Aim – to do at least 60 minutes of active leisure each day

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Early morning							
Morning/ Morning break							
Lunch-time							
Afternoon/ Afternoon break							
After school/ Evening							

Stage 1 – children record what they do each day in their leisure time and subsequently identify 'active leisure'

Stage 2 – children record their active leisure pursuits (time and type) and aim to achieve a minimum of 60 minutes a day in total