

Jigsaw Overview for Northfields Infants and Nursery School

| | Being Me in my world (BM) | Celebrating difference (CD) | Dreams and Goals (DG) | Healthy Me (HM) | Relationships (R) | Changing Me (CM) |
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| <p>Nursery</p> <p>Ages 3-5</p> | <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><u>By the end of the unit the children will:</u></p> <p>Understand how it feels to belong and that we are similar and different Understand how feeling happy and sad can be expressed Be able to work together and consider other people’s feelings Use gentle hands and understand that it is good to be kind to people Begin to understand children’s rights and this means we should all be allowed to learn and play Learn what being responsible means</p> | <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p><u>By the end of the unit the children will:</u></p> <p>Know how it feels to be proud of something I am good at [BE able to tell you one way they are special and unique] Know that all families are different Know there are lots of different houses and homes Be able to tell you how they could make new friends Use words to stand up for themselves</p> | <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p><u>By the end of the unit the children will:</u></p> <p>Understand what a challenge means Keep trying until they can do something Be able to set a goal and work towards it Know some kind words to encourage people with Begin to think about the jobs they might like to do when they are older Feel proud when they achieve a goal</p> | <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p><u>By the end of the unit the children will:</u></p> <p>Know the names for some parts of my body and am starting to understand that they need to be active to be healthy Tell you some of the things they need to do to be healthy Know what the word ‘healthy’ means and that some foods are healthier than others Know how to help themselves go to sleep and that sleep is good for them Wash their hands and know it is important to do this before they eat and after they go to the toilet know who my safe adults are and how to stay safe if they are not close by me</p> | <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p><u>By the end of the unit the children will:</u></p> <p>Tell you about my family Understand how to make friends if they feel lonely Tell you some of the things they like about my friends Know what to say and do if somebody is mean to them Use the calm me time to manage their feelings Work together and enjoy being with their friends</p> | <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p><u>By the end of the unit the children will:</u></p> <p>Name parts of their body and show respect for themselves Can tell you some things they can do and some food they can eat to be healthy Understand that we all start as babies and grow into children and then adults Know that they grow and change Talk about how they feel moving to school from nursery Remember some fun things about nursery this year</p> |
| <p>Reception</p> | <p>Understand how it feels to belong and that we are similar and different Start to recognise and manage their feelings Enjoy working with others to make school a good place to be Understand why it is good to be kind and use gentle hands Begin to understand children’s rights and this means we should all be allowed to learn and play Learn what being responsible means</p> | <p>Identify something they are good at and understand everyone is good at different things Understand that being different makes us all special Know we are all different but the same in some ways Tell you why they think their home is special to them Tell you how to be a kind friend Know which words to use to stand up for themselves when someone says or does something unkind</p> | <p>Understand that if they persevere they can tackle challenges Tell you about a time they didn’t give up until they achieved my goal Be able to set a goal and work towards it Use kinds words to encourage people Understand the link between what they learn now and the job they might like to do when they’re older Say how they feel when they achieve a goal and know what it means to feel proud</p> | <p>Understand that they need to exercise to keep their body healthy Understand how moving and resting are good for their body Know which foods are healthy and not so healthy and can make healthy eating choices Know how to help themselves go to sleep and understand why sleep is good for them Wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet know who my safe adults are and how to stay safe if they are not close by me</p> | <p>Identify some of the jobs they do in their family and how they feel like they belong Know how to make friends to stop themselves from being lonely Think of ways to solve problems and stay friends Be starting to understand the impact of unkind words Use calm me time to manage their feelings Know how to be a good friend</p> | <p>Name parts of the body Tell you some things they can do and foods they can eat to be healthy Understand that we all grow from babies to adults Express how they feel about moving to year 1 Talk about their worries and/or the things they are looking forward to about being in year 1 Share their memories of the best bits of this year in Reception</p> |

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| <p>Year 1 Ages 5-6</p> | <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> | <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> | <p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p> | <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p> | <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> | <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p> |
| <p>PSHE learning intention</p> | <p><u>By the end of the unit the children will:</u></p> <p>Understand the rights and responsibilities as a member of their class Understand the rights and responsibilities for being a member of their class Know their views are valued and can contribute to the Learning Charter Recognise the choices they make and understand the consequences Understand their rights and responsibilities within the Learning Charter</p> | <p><u>By the end of the unit the children will:</u></p> <p>Identify similarities between people in their class Identify differences between people in their class Tell you what bullying is Know some people who they could talk to if they were feeling unhappy or being bullied Know how to make new friends Tell you some ways they are different from their friends</p> | <p><u>By the end of the unit the children will:</u></p> <p>Be able to set simple goals Be able to set a goal and work out how to achieve it Understand how to work well with a partner Be able to tackle a new challenge and understand this might stretch their learning Identify obstacles which make it more difficult to achieve their new challenge and can work out how to overcome them Tell you how they felt when they succeeded in a new challenge and how they celebrated it</p> | <p><u>By the end of the unit the children will:</u></p> <p>Understand the difference between being healthy and unhealthy, and know some ways to keep themselves healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy, and understand how germs cause disease/illness Know that all household products including medicines can be harmful if not used properly Understand that medicines can help them if they feel poorly and know how to use them safely Know how to keep safe when crossing the road, and about people who can help them to stay safe Tell you why they think their body is amazing and can identify some ways to keep it safe and healthy</p> | <p><u>By the end of the unit the children will:</u></p> <p>Identify the members of their family and understand that there are lots of different types of families Identify what being a good friend means to them Know appropriate ways of physical contact to greet their friends and know which ways they prefer Know who can help them in their school community Recognise their qualities as a person and a friend Tell you why they appreciate someone who is special to them</p> | <p><u>By the end of the unit the children will:</u></p> <p>Begin to understand the life cycles of animals and humans Tell you some things about them that have changed and some things about them that have stayed the same Tell you how their body has changed since they were a baby Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus Understand that every time they learn something new they change a little bit Tell you about changes that have happened in their life</p> |

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| <p>Year 2 Ages 6-7</p> | <p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> | <p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> | <p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing Success</p> | <p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food</p> | <p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> | <p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> |
| <p>PSHE learning intention</p> | <p><u>By the end of the unit the children will:</u></p> <p>Identify some of their hopes and fears for this year Understand the rights and responsibilities for being a member of their class and school Understand the rights and responsibilities for being a member of their class listen to other people and contribute their own ideas about rewards and consequences Understand how following the Learning Charter will help the, and others learn Recognise the choices they make and understand the consequences</p> | <p><u>By the end of the unit the children will:</u></p> <p>Be starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Be starting to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand that bullying is sometimes about difference Recognise what is right and wrong and know how to look after themselves Understand that it is OK to be different from other people and to be friends with them Tell you some ways they are different from their friends</p> | <p><u>By the end of the unit the children will:</u></p> <p>Choose a realistic goal and think about how to achieve it Carry on trying (persevering) even when they find things difficult Recognise who they work well with and who it is more difficult for them to work with Work well in a group Tell you some ways they worked well with their group Know how to share success with other people</p> | <p><u>By the end of the unit the children will:</u></p> <p>Know what they need to keep their body healthy Be able to show or tell you what relaxed means and know some things that make them feel relaxed and some that make them feel stressed Understand how medicines work in their body and how important it is to use them safely Sort foods into the correct food groups and know which foods their body needs every day to keep them healthy Make some healthy snacks and explain why they are good for their body Decide which foods to eat to give their body energy</p> | <p><u>By the end of the unit the children will:</u></p> <p>Identify the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not Identify some of the things that cause conflict with their friends Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret Recognise and appreciate people who can help them in their family, their school and their community Express my appreciation for the people in my special relationships</p> | <p><u>By the end of the unit the children will:</u></p> <p>Recognise cycles of life in nature Tell you about the natural process of growing from young to old and understand that this is not in their control Recognise how their body has changed since they were a baby and where they are on the continuum from young to old Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private Understand there are different types of touch and can tell you which ones they like and don't like Identify what they are looking forward to when they move to my next class</p> |