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|  | **Jigsaw Plan 2023 2024 with curriculum links**  School – Love thy neighbour- respect each other -Jigsaw is the main thread with links Thrive, PACE, Action for Happiness, The Great Dream  Blue additional whole school Yellow- Additional topics specific for Year Group | | | | | | | | | | | |
|  | Term 1:1 | | Term 1:2 | | Term 2:1 | | | Term 2:2 | | | Term 3:1 | Term 3:2 |
| Events and Worship | Democracy – Sch Council  Mental Health Day-Speaking to people for support. Harvest – healthy food  Online Safety | | Anti-Bullying  Children in Need  Mental Health Day  Diversity  Respect others/neighbour | | Resilience when goals are not met  Safety Internet Day Feb  Mental Health Week - Feb | | | Healthy Day | | |  |  |
| GREAT DREAM | Relating / Trying out / Direction / Meaning Emotions | | Giving / Acceptance / Emotions Resilience | | Giving/ Trying out /Direction / Resilience / Emotions/ Accept | | | Exercising / trying out / Emotion / Resilience | | | Relating, Trying out, Emotions / Resilience | Relating / Awareness / Direction /Acceptance |
| Jigsaw | **Being Me In My World** | | **Celebrating Difference** | | **Dreams and Goals** | | | **Healthy Me** | | | **Relationships** | **Changing Me (Key facts in changing adolescent body fr 9-11 emotional & Physical. Menstrual cycle)** |
| F1 | -Who me?  - How am I feeling today?  - Being at Nursery/School  -Gentle hands  -Our rights  -Our responsibilities  Online Safety  Personal Hygiene – toilet/ teeth / sleeping in own bed  Road safety – balance bikes Naming emotions, Healthy food- Harvest | | - What I am good at?  -I’m Special, I’m Me.  - Families  -Houses and homes  - Making Friends  - Standing up for yourself  Special times we spend with families- celebrations – birthday, Christening, Marriage sharing life  Accept differences | | - Challenge  -Never giving up  -Setting a goal  - Obstacles and support  -Flight to the future  -Awards ceremony  Safety internet Day | | | -Everybody’s body  -We like to Move it, move it  - Food Glorious food  - Sweet dreams  -Keeping clean  - Stranger Danger  Importance of exercise | | | - My Family and Me!  -Make friend, Make friends, never ever break friends! (p1)  - Make friend, Make friends, never ever break friends!  - Falling out and bullying  - Falling out and bullying  Being the best friend you can be | -My body  -Respecting my body  -Growing up  -Growth and change (F1)  -Fun and Fears (F2)  -Fun and fears  - Celebration  Sun safety / water safety |
| F2 |
|  | Safety Online | | | | Computer Science | | | | | | Digital Literacy and ICT | |
| Y1 | -Special and safe  -My class  -Rights and responsibilities-  -Rewards and feeling proud  -Consequences  -Owning our Learning Charter  Online Safety | | -The same as…  -Different from…  -What is bullying?  -What do I do about bullying?  -Making new friends  -Celebrating difference; celebrating me | | -My treasure chest of success  -Steps to goals  -Achieving together  -Stretchy learning  -Overcoming obstacles  -Celebrating my success | | | -Being healthy  -Healthy choices  -Clean and healthy  -Medicine safety  -Road safety  -Happy, healthy me  NSPCC – Pants | | | -Families  -Making friends  -Greetings  -People who help us  -Being my own best friend  -Celebrating my special relationships | -Life cycles  -Changing me  -My changing body  -Boys’ and Girls’ bodies- name parts of body  -Learning and growing  -Coping with changes |
| **School Nurse** | Hand Hygiene | | | | Clever Never Goes - Strangers | | | | | | Poisons | |
| **Computing** | Safety Online | | | | Computer Science | | | | | | Digital Literacy and ICT | |
| **Science** | The Human Body  Season Changes | | Materials  Season Changes | | Planting  Animals | | | Caring for the Planet  Seasonal Changes /Planting | | | Plants  Planting | Growing & Cooking  Seasonal Changes |
| **PE** | 1. I can set myself a target in PE (e.g. to run a certain distance faster, to throw further) with support and (2)achieve it.  3. I can name my main body parts 4. I can tell you what it means to be active 5. I can name 3 healthy and 3 unhealthy foods | | | | | | | | | | | |
| **DT** | Food Awareness | | | | | | | | | | | |
| Y2 | -Hopes and fears for the year  -Rights and responsibilities  -Rewards and consequences  - Rewards and consequences  -Our Learning charter  -Owning our learning charter  Online Safety | | -Boys and Girls  -Boys andGirls(stereotypes)  -Why does bullying happen?  -Standing up for myself and others  -Gender diversity  -Celebrating difference and still being friends  Discuss playing in the local park and expectations | | -Goals to success  -My Learning strengths  -Learning with others  -A group challenge  -Continuing our group challenge  -Celebrating our achievement | | | -Being healthy  -Being Relaxed  -Medicine safety  -Healthy Eating  -Healthy Eating  -Happy, healthy me | | | -Families  Keeping safe-exploring physical contact  -Friends and conflicts  -Secrets  -Trust and appreciation  -Celebrating my special relationships  Trailblazer Emotional Awareness / We Eat Elephants – | -Life cycles in nature  -Growing from young to old  -The changing me  -Boys’ and Girls’ bodies- name private parts  -Assertiveness  -Looking Ahead  NSPCC – Pants |
| **School Nurse** |  | | | | Dental Hygiene | | | | | |  | |
| **Computing** | Safety Online | | | | Computer Science | | | | | | Digital Literacy and ICT | |
| **Science** | Animal’s needs for survival  Humans | | Materials  Plastic | | Planting  Light & Dark | Living things and their habitats | | | | Light & Dark | Plants (Bulbs & Seeds)  Growing up | Plants (Bulbs & Seeds)  Growing up  Wildlife |
| **PE** | 1. I can set myself a target in PE (throw further, run faster, jump higher) 2. I can achieve my target and explain how I did it  3. I can name the parts of my body I use in different areas of PE 4. I can explain what being active means 5. I know what a balanced diet is | | | | | | | | | | | |
| **DT** | Food Awareness | | | | | | | | | | | |
| Y3 | -Getting to know each other  -Our nightmare school  -Our dream school  -Rewards and Consequences  -Our Learning Charter  -Owning our own charter  Online Safety | | -Families  -Family Conflict  -Witness and feelings  -Witness and solutions  -Words that Harm  -Celebrating differences: compliments | | -Dreams and Goals  -My dreams and ambitions  -A new challenge  -Our new challenge  -Our new challenge – overcoming obstacles  -Celebrating my learning | | | -Being fit and healthy  -Being fit and healthy  What do I know about drugs?  -Being safe  -Safe and unsafe  -My amazing body  Safety in the local area – park and amusement arcades | | | -Family roles and responsibilities  -Friendship  -Keeping myself safe online  -Being a global citizen 1  --Being a global citizen 2  -Celebrating my web of relationships | (Changes in this topic)  Changes what you can do now but could do when younger  -Outside body changes  -Stereotypes for gender  -Family stereotypes  -Looking ahead |
| **School Nurse** | Healthy Eating and Exercise | | | |  | | | | | |  | |
| **Computing** | Safety Online | | | | Computer Science | | | | | | Digital Literacy and ICT | |
| **Science** | Skeletons  Movement | | Nutrition & Diet  Food Waste  Rocks | | Fossils  Soils | | | Light | | | Plants | Forces  Magnets / Plants  Biodiversity |
| Scientists/inventors/inventions | | | | | | | | | | | |
| **PE** | 1. I can identify an area of PE that I need to improve in 2. I can show that I have improved in this area (timed event/jump distance/throw length)  3. I can name at least 3 muscles 4. I can explain what could happen to me if I’m not active and healthy 5. I know I need to keep myself hydrated and know what this word means | | | | | | | | | | | |
| **DT** | Food Awareness | | | | | | | | | | | |
| Y4 | -Becoming a class ‘team’  -Being a school citizen  -Rights, responsibilities and democracy  - Rewards and consequences  -Our learning charter  -Owning our learning charter  Online Safety | | -Judging by appearances  -Understanding influences  -Understanding bullying  -Problem-solving  -Special me  -Celebrating difference: how we look | | -Hopes and dreams  -Broken dreams  -Overcoming disappointment  -Creating new dreams  -Achieving goals  -We did it! | | | -My friends and me  -Group dynamics  -Smoking  -Alcohol  -Healthy friendships  -Celebrating my inner strength and assertiveness  Safety in local area | | | -Jealousy  -Love and loss  -Memories  -Getting on and falling out  -Girlfriends and boyfriends  -Celebrating my relationships with people and animals | -Unique me  -Having a baby  -Girls and puberty  -Circles of change  -Accepting change- Environment – refer to local area change- seaside  -Looking ahead |
| **School Nurse** |  | | | |  | | | | | | Puberty and Personal Hygiene | |
| **Computing** | Safety Online | | | | Computer Science | | | | | | Digital Literacy and ICT | |
| **Science** | Group and classify living things  Data collection | | States of Matter | | Sound  Data collection | | | Electricity  Energy | | | Data collection  Habitats  Deforestation | The digestive system  Food chains |
| **PE** | 1. I can set myself a target in PE (throw further, run faster, jump higher) and measure my success 2. I can explain how I achieved my target  3. I can explain how my body changes during PE 4. I can explain the benefits of being healthy and active 5. I can identify the main food groups and which are good for me | | | | | | | | | | | |
| **DT** | Camping – Includes food budget | | | | | | | | | | | |
| Y5 | -My year ahead  -Being a citizen in my country  -Year 5 Responsibilities  -Rewards and consequences  -Our Learning Charter  -Owning our Learning charter  Online Safety | | - Different cultures  - Racism -??British National Party??  - Rumours and name-calling  -Types of bullying  -Does money matter?  -Celebrating differences across the World | | -When I grow up (My dream lifestyle)  -Investigate jobs and careers  -My dream job. Why I want it and the steps to get there?  -Dreams and goals of young people in other cultures  -How we can support each other?  -Rallying support | | | -Smoking  -Alcohol  -Emergency Aid  -Body Image  -My relationship with food  -Healthy Me  BASIC FIRST AID | | | -Recognising me  -Safety with online communities  -Being in an online community  -Online gaming  -My Relationship with Online technology –screen time  - Relationships and technology | -Self and body image  -Puberty for girls  - Puberty for boys  -Conception- sexual  -Looking ahead  -Looking ahead |
| **School Nurse** |  | | | | Smoking and Vaping (they received this last yr)  Drug and Alcohol Awareness | | | | | | Puberty and Personal Hygiene this yr but this is moving to yr 4. | |
| **Computing** | Safety Online | | | | Computer Science | | | | | | Digital Literacy and ICT | |
| **Science** | Forces | Spaces | | Global Warming | Properties of materials | | Animals including humans | | Life cycles | | Reproduction A  Reversible and irreversible changes | Plastic Pollution  Reproduction B |
| Scientists/inventors/inventions | | | | | | | | | | | |
| **PE** | 1. I can set and achieve my own target in PE, taking measurements or times 2. I can carry out my own warm up  3. I can explain to others how to lead a healthy, active lifestyle 4. I can name at least 4 muscles 5. I can explain what 3 food groups do in the body | | | | | | | | | | | |
| **DT** | Food Awareness  Include budget | | | | | | | | | | | |
| Y6 | -My year ahead  -Being a Global citizen 1  -Bing a global citizen 2  -The Learning charter  -Consequences  -Owning our learning charter | | -Am I normal?  -Understanding disability  -Power Struggle  -Why bully?  -Celebrating difference  -Celebrating difference | | -Personal learning goals  -Steps to success  -My dream for the world- flags bunting  -Helping to make a difference- fundraising (local /world?)  -Helping to make a difference  -Recognising our achievements | | | -Taking Responsibility for health and well being  -Drugs  -Exploitation  -Gangs  -Emotional and Mental Health  -Managing stress and Pressure | | | -What is mental health  -My Mental Health  -Love and Loss  -Power and control  -Being online – real or fake? safe or unsafe?  -Using technology responsibly | -My self image  -Puberty  -Babies: Conception to birth  -Boyfriends and girlfriends  -Real self Ideal self  -The Year Ahead |
| **School Nurse** |  | | | | Emotional Wellbeing and Transition | | | | | | Puberty Refresher | |
| **Computing** | Safety Online | | | | Computer Science | | | | | | Digital Literacy and ICT | |
| **Science** | Living things and their habitats | | Electricity  Renewable Energy | | Light  Light pollution | | | The circulatory system  Diet, drugs and life style | | | Variation  Adaptations | Fossils  Themed projects (Ready for Year 7) |
| Scientists/inventors/inventions | | | | | | | | | | | |
| **PE** | 1. I can show perseverance to achieve a target I set for myself in PE 2. I can record results and display them in a graph  3. I know why I go red and my pulse rate rises when I exercise 4. I can evaluate my own lifestyle 5. I can name at least 5 muscles | | | | | | | | | | | |
| **DT** | Food Awareness  Include budget | | | | | | | | | | | |

Blue additional whole school Yellow- Additional topics specific for Year Group

Assessment

Each puzzle has a built in assessment task, except puzzle 1. Each puzzle has a set of 3 learning descriptors for each year group: working towards, working at, working beyond.