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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 DreamBlue 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 CouncilMental Health Day-Speaking to people for support. Harvest – healthy foodOnline Safety | Anti-BullyingChildren in NeedMental Health DayDiversityRespect others/neighbour | Resilience when goals are not metSafety Internet Day FebMental 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 responsibilitiesOnline SafetyPersonal Hygiene – toilet/ teeth / sleeping in own bedRoad 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 yourselfSpecial times we spend with families- celebrations – birthday, Christening, Marriage sharing lifeAccept 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 DangerImportance 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- CelebrationSun 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 CharterOnline 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 meNSPCC – 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 BodySeason Changes | MaterialsSeason Changes | Planting Animals | Caring for the PlanetSeasonal Changes /Planting | Plants Planting | Growing & CookingSeasonal 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 charterOnline 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 | -FamiliesKeeping safe-exploring physical contact-Friends and conflicts-Secrets-Trust and appreciation-Celebrating my special relationshipsTrailblazer 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 AheadNSPCC – Pants |
| **School Nurse** |  | Dental Hygiene |  |
| **Computing**  | Safety Online | Computer Science | Digital Literacy and ICT |
| **Science** | Animal’s needs for survival Humans | MaterialsPlastic | PlantingLight & Dark | Living things and their habitats | Light & Dark | Plants (Bulbs & Seeds)Growing up | Plants (Bulbs & Seeds)Growing upWildlife |
| **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 it3. 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 charterOnline 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 healthyWhat do I know about drugs?-Being safe-Safe and unsafe-My amazing bodySafety 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 & DietFood WasteRocks  | FossilsSoils | Light | Plants | Forces Magnets / PlantsBiodiversity |
| 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 charterOnline 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 thingsData collection | States of Matter | Sound Data collection | Electricity Energy | Data collectionHabitatsDeforestation | The digestive systemFood 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 target3. 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 charterOnline 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 MeBASIC 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 AReversible and irreversible changes | Plastic PollutionReproduction 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 up3. 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 | ElectricityRenewable Energy | LightLight pollution | The circulatory systemDiet, drugs and life style | VariationAdaptations | FossilsThemed 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 graph3. 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.