

Jigsaw Learning – Summer Term 1st Half



Please find below, an overview of what your child will be learning and aiming for in our Jigsaw lessons up to the end of term.

Our next Jigsaw piece is: **Piece 5 ‘Relationships’**

Early Years

In Early Years, our Jigsaw lessons will feed into the learning around the Early Learning Goals of Personal, Social and Emotional development and Understanding of the World. This will be recorded in their Learning Journey books. Each week, the Early Years team will be looking to see that the children can do the following:

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Nursery	I can tell you about my family	I understand how to make friends if I feel lonely	I can tell you some of the things I like about my friends	I know what to say and do if somebody is mean to me	I can use Calm Me time to manage my feelings	I can work together and enjoy being with my friends
Reception	I can identify some of the jobs I do in my family and how I feel like I belong	I know how to make friends to stop myself from feeling lonely	I can think of ways to solve problems and stay friends	I am starting to understand the impact of unkind words	I can use Calm Me time to manage my feelings	I know how to be a good friend

Key Stage One and Two

By the end of the six weeks, the children should be able understand the following:	
Year One	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.
Year Two	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
Year Three	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.
Year Four	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.
Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus.	

To reach the end goals listed above, the children in Year 1, 2, 3 and 4 will work through the following steps each week:

	Year One	Year Two	Year Three	Year Four
Week One	I can identify the members of my family and understand that there are lots of different types of families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can recognise situations which can cause jealousy in relationships
	I know how it feels to belong to a family and care about the people who are important to me	I accept that everyone's family is different and understand that most people value their family	I can describe how taking some responsibility in my family makes me feel	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
Week Two	I can identify what being a good friend means to me	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I can identify someone I love and can express why they are special to me
	I know how to make a new friend	I know which types of physical contact I like and don't like and can talk about this	I know how to negotiate in conflict situations to try to find a win-win solution	I know how most people feel when they lose someone or something they love
Week Three	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can identify some of the things that cause conflict with my friends	I know and can use some strategies for keeping myself safe online	I can tell you about someone I know that I no longer see
	I can recognise which forms of physical contact are acceptable and unacceptable to me	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	I know who to ask for help if I am worried or concerned about anything online	I understand that we can remember people even if we no longer see them

Week Four	I know who can help me in my school community	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I can explain how some of the actions and work of people around the world help and influence my life	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
	I know when I need help and know how to ask for it	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this	I can show an awareness of how this could affect my choices	I know how to stand up for myself and how to negotiate and compromise
Week Five	I can recognise my qualities as person and a friend	I recognise and appreciate people who can help me in my family, my school and my community	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older
	I know ways to praise myself	I understand how it feels to trust someone	I can empathise with children whose lives are different to mine and appreciate what I may learn from them	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
Week Six	I can tell you why I appreciate someone who is special to me	I can express my appreciation for the people in my special relationships	I know how to express my appreciation to my friends and family	I know how to show love and appreciation to the people and animals who are special to me
	I can express how I feel about them	I am comfortable accepting appreciation from others	I enjoy being part of a family and friendship groups	I can love and be loved

Each week one child from each year group from Nursery to Year 4 will be recognised to demonstrating particular aspects of our Jigsaw learning:

This week we are celebrating people who:					
Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Know how to make friends	Try to solve friendship problems when they occur	Help others to feel part of a group	Show respect in how they treat others	Know how to help themselves and others when they feel upset and hurt	Know and show what makes a good relationship

You can help your child by talking through the steps and goals each week to see what they can do at home to show progress and explain what they understand about the steps and goals. Do let your child's Jigsaw lead know what they share with you.

Nursery and Reception – Miss Ingram

Year One – Miss Wilson

Year Two – Mrs Rozier

Year Three – Mrs Wittich

Year Four – Miss Riches

Links to our school values:

As you can see, there is a strong link to our value of **Respect** in this Jigsaw piece. We will make sure that we make the links between our Jigsaw lessons and our school day to day embedding of the value.