

# Autumn 1

## 'Being Me in My World'



### Puzzle 1: Being Me in My World - Autumn 1 Development Matters 2012 Early Years Curriculum 2013

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
1. Who... Me?!	<p><b>Making relationships</b></p> <p>D4 - To be interested in others' play and starting to join in</p> <p>D4 - To form a special relationship with another child</p> <p>D5 - To be able to initiate play, offering cues to peers to join them</p> <p><b>Self-confidence and self-awareness</b></p> <p>D5 - To be confident to talk to other children when playing and will communicate freely about home and community</p> <p>D6 - Can select and use resources with help</p> <p>ELG - Children are confident to try new activities</p>	Help others to feel welcome	Social Spiritual Cultural	Jigsaw Song sheet: 'The Colours of Friendship' Decorated box and an assortment of toys (from inside and outside learning environments) Jigsaw Jenie
2. How Am I Feeling Today?	<p><b>Making relationships</b></p> <p>D4 - To be able to express their own feelings</p> <p>D4 - To respond to the feelings and wishes of others</p> <p>D4 - Begin to show an increasing ability to distract themselves when upset</p> <p>D5 - To usually be able to adapt behaviour to different events, social situations and changes to routine</p> <p><b>Self-confidence and self-awareness</b></p> <p>D6 - To be confident to talk to others about own needs, wants, interests and opinions</p> <p>ELG - They adjust their behaviour to different situations, and take changes of routine in their stride</p>	Try to make our school community a better place	Social Spiritual Moral	Jigsaw Song sheet: 'The Colours of Friendship' Mirrors Emotion cards Emotion photos Hoops Jigsaw Jenie
3. Being at Nursery/ Pre-school	<p><b>Managing feelings and behaviour</b></p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D5 - To usually be able to adapt behaviour to different events, social situations and changes to routine</p> <p>D5 - Begin to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>ELG - They work as part of a group or class, and understand and follow the rules</p> <p><b>Self-confidence and self-awareness</b></p> <p>D5 - To enjoy responsibility of carrying out small tasks</p> <p>D5 - Welcome and value praise for what they have done</p>	Think about everyone's right to learn	Social Spiritual Moral	Assortment of toys Paper General mess Aprons Clipboards Timers Bell Police hats

Pieces	Development Levels	Weekly Celebration	SMSC	Resources
4. Gentle Hands	<p><b>Managing feelings and behaviour</b></p> <p>D4 - To respond to the feelings and wishes of others</p> <p>D4 - To be aware that some actions can hurt or harm others</p> <p>D4 - To be able to inhibit their own actions/behaviours</p> <p>D6 - To understand that own actions affect other people</p> <p>ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	Care about other people's feelings	Social Moral Cultural	Book - 'Hands are not for hitting', by Martine Agassi or similar themed book Jigsaw Jenie Jigsaw Song sheet - 'Choices'
5. Our Rights (Nursery/Pre-school Charter)	<p><b>Managing feelings and behaviour</b></p> <p>D4 - To be able to inhibit their own actions/behaviours</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	Work well with others	Social Moral Spiritual Cultural	Rights picture pack Start up Citizenship - Making Choices book
6. Our Responsibilities (Nursery/Pre-school Charter)	<p><b>Managing feelings and behaviour</b></p> <p>D4 - To be able to inhibit their own actions/behaviours</p> <p>D4 - To be able to understand and co-operate with some boundaries and routines</p> <p>D6 - To understand that own actions affect other people</p> <p>D6 - Be aware of the boundaries set, and of behavioural expectations in the setting</p> <p>ELG - Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules</p>	Choose to follow the Learning Charter	Social Moral Spiritual Cultural	Rights picture pack Teddy bears Book - 'Dogger', by Shirley Hughes Start up Citizenship - Making Choices book Cubes

# Being Me in My World

## Puzzle Map - Year 1

### Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Help others to feel welcome	1. Special and Safe	I know how to use my Jigsaw Journal	I feel special and safe in my class
Try to make our school community a better place	2. My Class	I understand the rights and responsibilities as a member of my class	I know that I belong to my class
Think about everyone's right to learn	3. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class	I know how to make my class a safe place for everybody to learn
Care about other people's feelings	4. Rewards and Feeling Proud	I know my views are valued and can contribute to the Learning Charter	I recognise how it feels to be proud of an achievement
Work well with others	5. Consequences	I can recognise the choices I make and understand the consequences	I recognise the range of feelings when I face certain consequences
Choose to follow the Learning Charter	6. Owing our Learning Charter	I understand my rights and responsibilities within our Learning Charter	I understand my choices in following the Learning Charter

# Being Me in My World

## Puzzle Map - Year 2

### Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Help others to feel welcome	1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help
Try to make our school community a better place	2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help
Think about everyone's right to learn	3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place
Care about other people's feelings	4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place
Work well with others	5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn	I can work cooperatively
Choose to follow the Learning Charter	6. Owing our Learning Charter	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter

## Being Me in My World

### Puzzle Map - Year 3

#### Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DFEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DFES 2004)
Help others to feel welcome	1. Getting to Know Each Other	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued
Try to make our school community a better place	2. Our Nightmare School	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
Think about everyone's right to learn	3. Our Dream School	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
Work well with others	5. Our Learning Charter	I can make responsible choices and take action	I can work cooperatively in a group
Choose to follow the Learning Charter	6. Owing our Learning Charter	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

## Being Me in My World

### Puzzle Map - Year 4

#### Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DFEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DFES 2004)
Help others to feel welcome	1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued
Try to make our school community a better place	2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome
Think about everyone's right to learn	3. Rights, Responsibilities and Democracy	I understand how democracy works through the school council	I can recognise my contribution to making a Learning Charter for the whole school
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour
Work well with others	5. Our Learning Charter	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome
Choose to follow the Learning Charter	6. Owing Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it

## Being Me in My World

### Puzzle Map - Year 5

#### Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Help others to feel welcome	1. My Year Ahead	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year
Try to make our school community a better place	2. Being Me in Britain	I understand my rights and responsibilities as a British citizen	I can empathise with people in this country whose lives are different to my own
Think about everyone's right to learn	3. Year 5 Responsibilities	I understand my rights and responsibilities as a British citizen and as a member of my school	I can empathise with people in this country whose lives are different to my own
Care about other people's feelings	4. Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
Work well with others	5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
Choose to follow the Learning Charter	6. Owing our Learning Charter	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it

## Being Me in My World

### Puzzle Map - Year 6

#### Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter

Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Help others to feel welcome	1. My Year Ahead	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
Try to make our school community a better place	2. Being a Global Citizen 1	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
Think about everyone's right to learn	3. Being a Global Citizen 2	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
Care about other people's feelings	4. The Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
Work well with others	5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
Choose to follow the Learning Charter	6. Owing our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself