





Mevagissey – A harbour to call home – Autumn 1 - Jellyfish





<p>History Mevagissey -A harbour to call home Intent</p> <p>Children will explore and discover the history of Mevagissey harbour and the importance of fishing to the lives of Mevagissey families long ago and today. They will compare the harbour then and now and how fishing has adapted and changed over time.</p>	<p>Art and Design – Prehistoric Art Intent</p> <p>This topic is ideal for exploring a different style of art or techniques. Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p>	<p>Science Animals, including humans (teeth) PZAZ Intent</p> <p>Children will be introduced to the main body parts associated with the digestive system; such as mouth, tongue, teeth, oesophagus, stomach and intestine. They will find out about the different type of teeth and how they work and how to look after their teeth.</p>	<p>RE Buddha’s Teaching’s - Is it possible for everyone to be happy? Intent</p> <p>Children will learn about the life of the Buddha and explore how he tried to be happy and stay happy.</p> <p>Discovery RE</p>
<p>National curriculum links</p> <ul style="list-style-type: none"> Local history study Knowledge and understanding of British, local and world history. 	<p>National curriculum links</p> <ul style="list-style-type: none"> Create sketchbooks to record their observations and use them to review and revisit ideas. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture [for example, pencil, charcoal, paint, clay]. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. About great artists, architects and designers in history. 	<p>National curriculum links</p> <p>Animals including humans (Y4)</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>National curriculum links (Areas of Enquiry) Discovery RE</p> <ul style="list-style-type: none"> Beliefs, teaching and sources Meaning, purpose and truth Values and commitment
<p>Key knowledge components (taken from KO’s) History of Mevagissey Harbour</p> <ul style="list-style-type: none"> Mevagissey is the second largest harbour in Cornwall. The inner harbour was built in 1774. The fishermen own the harbour seabed which was bought from the Duchy. This is unique to Mevagissey. Harbour Trust rules were agreed by an Act of Parliament in 1774 in The Ship Inn in the village centre. The special document was bound in skin from the Ling fish rather than leather. Smuggling is a part of Mevagissey’s history story. Fishing facts The word most associated with Mevagissey’s fishing history is ‘pilchard’. Over 23 fish species are targeted out of Mevagissey, also crustaceans like lobster and spider crab. Pilchards were sought after by Europeans in past history as well as the oil was used in street lamps in London. This brought wealth and industry to the harbour village. Modern day Mevagissey Boat tours and fishing trips as well as tourism create many opportunities for local businesses including fishing to thrive and families to continue to survive in the village and surrounding area. There are many local families that are a part of the Mevagissey School community that have family members still today running fishing boats and businesses, having fish as the main part of their lives. 	<p>Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> Charcoal is made from thin, peeled willow twigs which are heated without oxygen. Crushed charcoal can be used to create different textures. Charcoal smudges easily. Fixing spray can be used to stop it smudging further. Large wild animals such as bison, horses, aurochs and deer were important to people in prehistory. The earth colours which prehistoric people painted with were red, yellow and amber pigments, black charcoal from the fire, burnt bones (bone black) and white. The process of making art in prehistory was to tell stories and record history. Early man created art to communicate. 	<p>Key knowledge components (taken from KO’s)</p> <p>Digestion</p> <ul style="list-style-type: none"> The smell of food triggers saliva . The digestive system begins with the mouth and teeth where food is ingested and chewed. Saliva is mixed with food to break it up. When the food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach. Food is mixed more in the stomach which goes to the small intestine where it absorbs nutrients from the food. Any leftover, broken down food then moves to the large intestine. The food minus the nutrients moves to the rectum where muscles turn it into faeces. It is stored here until it is pushed out by the anus. This is called excretion. <p>Teeth</p> <ul style="list-style-type: none"> Teeth are used for cutting and chewing food. They start the digestive process which gives us the energy we need to live. Humans look after their teeth by brushing and flossing and ensuring they do not eat foods high in sugar. Not looking after teeth can lead to an increase in plaque and tooth decay. Canines are pointed for tearing and ripping food – these are usually used when chewing meat. Incisors are shovel shaped and help bite lumps out of and cutting food. Premolars and molars are flat and they grind and crush food. 	<p>Key knowledge components (taken from KO’s)</p> <ul style="list-style-type: none"> I can start to show an understanding of why people think it’s difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why that didn’t work for him. I can begin to show an understanding of what being happy means to Buddhists.
<p>Key progression skills</p> <p>I can describe changes that have taken place within and across historical periods. I can compare and analyse the factors that caused change in the past.</p>	<p>Key progression skills</p> <p>Drawing: Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media.</p>	<p>Key progression skills (WS)</p> <p>PZAZ focus areas for whole school KS2 (Y3/4 focus)</p> <p>Can define the 3 Types of Variable (1-week Y3/4)</p>	<p>Key progression skills</p> <ul style="list-style-type: none"> I can make links between sources, practices, beliefs, ideas, feelings and experiences.



<p>Can I compare and contrast the way of life for people from different time periods? I can talk about the impact of change on past societies. I can identify different ways in which people have represented and interpreted the past. I can describe and analyse the impact of change within and between periods in the past.</p>	<p>Painting: Increase skill and control when painting. Apply greater expression and creativity to own paintings. Creating original artwork: Create personal artwork using the artwork of others to stimulate them. Colour: Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Artists, craftspeople and designers: Prehistoric Artists</p>	<p>Can name at least 3 Independent Variables (1-week Y3) Can name at least 3 Independent, 1 Dependent Variable and 1 Control Variable (1-week Y3) Can name 3 each of Independent, Dependent and Control Variables (1-week Y3/4) Can construct questions from chosen variables (1-week Y3/4) Can identify variables in/ from questions (1-week Y3/4) Can make a prediction (1-week Y3/4) Can justify a prediction (1-week Y3/4) Can list the equipment needed to carry out an investigation (1-week Y3/4) Can write a method for an investigation (1-week Y3/4) Can identify risks and mitigation procedures associated with an investigation (1 week Y4)</p>	<ul style="list-style-type: none"> - I can describe in detail the impact of religion on people's lives. - I can express meanings for a range of forms of religious expression.
<p style="text-align: center;">Implementation</p> <ul style="list-style-type: none"> • Where is Mevagissey? • What can you find out about Mevagissey? • Where can we find information about Mevagissey and its history? • Can I describe changes that have happened within the time timeline of Mevagissey being built to present day? • Can you use pictures and written sources to build a picture about the past of Mevagissey harbour? • What was life like for a fisherman 200 years ago? • How does a fisherman's life compare now to 500 years ago? • Visit to Mevagissey harbour and museum. • End composite Poster: 'Mevagissey –Then and Now' 	<p style="text-align: center;">Implementation</p> <ul style="list-style-type: none"> • 1: Exploring prehistoric Art • 2: Charcoal Animals • 3: Prehistoric Palette • 4: Painting on the Cave Wall • 5: Hands on a Cave Wall 	<p style="text-align: center;">Implementation</p> <ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans (PZAZ 4.1 Anatomy class activity) • To describe the simple functions of the basic parts of the digestive system in humans (PZAZ 4.1 How long is the intestine? activity) • To describe the simple functions of the basic parts of the digestive system in humans (PZAZ 4.1 Model digestive system activity) • To identify the different types of teeth in humans and their simple functions (PZAZ 4.2 Types of teeth activity) • To identify the different types of teeth in humans and their simple functions (PZAZ 4.2 The most affective toothpaste activity) • To identify the different types of teeth in humans and their simple functions (PZAZ 4.2 Why we brush our teeth part 2 activity) • To construct and interpret a variety of food chains, identifying producers, predators and prey (PZAZ 4.3 Predator, prey or producer activity) 	<p style="text-align: center;">Implementation</p> <p style="text-align: center;">Discovery RE</p> <ul style="list-style-type: none"> • What makes you happy? • If someone gave you a million pounds, what would you do? • Would being rich always make you happy? • What did the Buddha realise under the Bodhi tree? • Is it possible for everyone to be happy? • How can we help other people to be happy?
<p style="text-align: center;">End composite</p> <p>Children to produce a poster with their chosen focus that describes an aspect of: 'Mevagissey Then and Now'</p>	<p style="text-align: center;">End composite</p> <p>Successful completion of pieces of work for each lesson, building on skills. Resulting in a collaborative piece to display.</p>	<p style="text-align: center;">End composite</p>	<p style="text-align: center;">End composite</p> <p>To complete an activity sheet enquiring if it is possible for everyone to be happy.</p>
<p style="text-align: center;">Impact</p> <p>Children to be able to discuss the history and importance of Mevagissey harbour and how the village, harbour and fishing has changed over time in history.</p>	<p style="text-align: center;">Impact</p> <p>Children to recognise the skills and knowledge that they have gained and understand that different materials and resources from nature can be used to create art pieces.</p>	<p style="text-align: center;">Impact</p>	<p style="text-align: center;">Impact</p> <p>Children to have a better understanding of Buddhism and what it means to be happy</p>

 <p style="text-align: center;">Music Bringing us together Intent</p> <p>Learners will find the pulse as they listen, dance, clap, sway and march to disco music. They will listen to instruments and voices they can hear such as keyboard, drums, bass and female singers. They will be able to answer questions like: Does the music create a story in their imagination and if so what story?</p>	<p style="text-align: center;">Computing The Internet (Yr4) Purple Mash Unit 3.2 Online Safety Purple Mash Unit 3.5 Email</p> <p style="text-align: center;">Intent</p> <p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p>	<p style="text-align: center;">PE Intent Ball Skills</p> <p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives.</p> <p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands.</p>	 <p style="text-align: center;">MFL (French) Intent</p> <p>Children will learn to introduce themselves and to give basic information about themselves</p>
<p style="text-align: center;"><u>National curriculum links</u></p> <p>By the end of KS2 pupils should:</p> <ul style="list-style-type: none"> -play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -improvise and compose music for a range of purposes using the inter-related dimensions of music. -Listen with attention to detail and recall sounds with increasing aural memory. -use and understand staff and other musical notations. -appreciate a d understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. -develop an understanding of the history of music. 	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • I can explain what is meant by fake news, e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. • I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, or influencers). • I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful. 	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p style="text-align: center;"><u>National curriculum links</u></p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
<p style="text-align: center;"><u>Key person of interest</u></p>	<p style="text-align: center;"><u>Key person of interest</u></p>	<p style="text-align: center;"><u>Key person of interest</u></p>	<p style="text-align: center;"><u>Key person of interest</u></p>
<p style="text-align: center;"><u>Key knowledge components (taken from KO')</u></p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about it: • Know how to find and demonstrate the pulse. • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. • To know that a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> • I can describe the internet as a network of networks • I can recognise that the World Wide Web contains websites and web pages • I can describe how to access websites on the WWW • I can explain that websites and their content are created by people • I can explain why some information I find online may not be honest, accurate, or legal • I can explain why I need to think carefully before I share or reshare content 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Yr 3: Catch different sized objects with increasing consistency with two hands.</p> <p>Dribble a ball with control.</p> <p>Throw with accuracy and increasing consistency to a target.</p> <p>Yr 4: Use a range of throwing techniques to throw to a target.</p>	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <ul style="list-style-type: none"> • Introduce yourself • Give basic information about yourself • Greet and have a basic conversation • Count from one to ten • Give your age and ask others their age • Describe which family members you have • Describe your nationality and which languages you speak

<ul style="list-style-type: none"> You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 		<p>Catch different sized objects with increasing consistency with one and two hands.</p> <p>Dribble a ball with increasing control and co-ordination</p>	
<p style="text-align: center;"><u>Key progression skills</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Technology in our lives</p> <p>Year 3:</p> <ul style="list-style-type: none"> Talk about the owner of information online. Use simple search tools and find appropriate websites. <p>Year 4:</p> <ul style="list-style-type: none"> Talk about the school network & the different resources they can access, including the Internet. Frame questions & identify key words to search for information on the Internet. Consider reliability of information & ways it may influence you. Check who the owner is before copying photos, clipart or text. 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Yr 3:</p> <ul style="list-style-type: none"> Catch different sized objects with increasing consistency with two hands. Dribble a ball with control. Persevere when learning a new skill. Provide feedback using key words. Show a variety of throwing techniques. Throw with accuracy and increasing consistency to a target. Track the path of a ball that is not sent directly to me <p>Yr 4:</p> <ul style="list-style-type: none"> Use a range of throwing techniques to throw to a target. Catch different sized objects with increasing consistency with one and two hands. Consistently track the path of a ball that is not sent directly to me. Dribble a ball with increasing control and co-ordination. Persevere when learning a new skill. Provide feedback using key terminology and understand what I need to do to improve. 	<p style="text-align: center;"><u>Key progression skills</u></p> <ul style="list-style-type: none"> Understand spoken words and phrases that I have been learning, including classroom language and praise words. Understand some familiar written words and short phrases. Write some single words from memory, with plausible spelling. Use indefinite articles in the singular with masculine and feminine nouns
<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. To know and be able to talk about the instruments used in class (a Glockenspiel, a recorder) 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> Me Greetings Numbers 0-10 How old are you Languages Family Members
<p style="text-align: center;"><u>End composite</u></p> <p>Perform and share this song. Decide how they will perform it. The performance will include one or more of the following: improvisations, instrumental performance, compositions.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Learners will complete a practical activity, demonstrating how quickly information can spread beyond their control.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Participate in small group ball games, working both individually and with others.</p>	<p style="text-align: center;"><u>End composite</u></p> <p>Family tree / Poster about themselves</p>
<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will be able to decide how to perform their song and tell the audience how they learnt it and why. They will be able to record it and talk about it afterwards, saying how it made them feel, what they liked and disliked about it.</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Learners will develop their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will understand that online content isn't always honest,</p>	<p style="text-align: center;"><u>Impact</u></p> <p>Pupils will develop their accuracy and consistency when tracking a ball. They will perfect a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with</p>	<p style="text-align: center;"><u>Impact</u></p>

	accurate, or reliable it is, and understand the consequences of false information.	one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.	Children will be able to independently introduce themselves in French and to discuss basic information about themselves and their families.
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 <p style="text-align: center;">Year 3 - PSHE Intent</p> <p>In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	 <p style="text-align: center;">Year 4 - PSHE Intent</p> <p>In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>
<p style="text-align: center;"><u>National curriculum links</u></p> <p>By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings 	<p style="text-align: center;"><u>National curriculum links</u></p> <p>By the end of Primary pupils should know:</p> <ul style="list-style-type: none"> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
<p style="text-align: center;"><u>Key person of interest</u></p>	<p style="text-align: center;"><u>Key person of interest</u></p>
<p style="text-align: center;"><u>Key knowledge components (taken from KO')</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know that the school has a shared set of values Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively 	<p style="text-align: center;"><u>Key knowledge components (taken from KO's)</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions
<p style="text-align: center;"><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of Values <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<p style="text-align: center;"><u>Key progression skills</u></p> <p>Knowledge:</p> <ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community <p>Social and Emotional Skills:</p> <ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed

<ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively 	<ul style="list-style-type: none"> • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions
<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • 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 can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view 	<p style="text-align: center;"><u>Implementation</u></p> <ul style="list-style-type: none"> • I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play and how I fit in • I understand how democracy works through the School Council • 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 groups come together to make decisions • I understand how democracy and having a voice benefits the school community 
<p style="text-align: center;"><u>End composite</u></p> <p style="text-align: center;">The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.</p>	<p style="text-align: center;"><u>End composite</u></p> <p style="text-align: center;">The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.</p>
<p style="text-align: center;"><u>Impact</u></p> <p style="text-align: center;">Pupils will be able to explain how their behaviour can affect how others feel and behave and explain why it is important to have rules and how that helps them and others in their class learn.</p>	<p style="text-align: center;"><u>Impact</u></p> <p style="text-align: center;">Pupils will be able to explain why being listened to and listening to others is important in their school community and explain why being democratic is important and can help them and others feel valued.</p>