



Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> • Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> • Can you say how you are different from a friend? • Can you say how you are the same as a friend? • What can you do to make a friend? • How can you tell when someone is feeling sad, angry or upset? • If someone is making you feel sad or upset what can you do about it? • Can you show me how to do Calm Me time?
	<p>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p>		
	<p>New key vocabulary that may be introduced: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations.</p>		

Jigsaw Jack's Journey

unique

Celebrating Difference

Why do we like to belong?

similarity

I will learn about...

- Similarities between myself and others in my class
- Differences between myself and people in my class
- Bullying and how it might feel
- Who to talk too if I need help
- Strategies to make friends

behaviour

celebrations

I will explore...

- How I am like my friends
- How I am different from my friends
- The ways I can support someone who is being bullied
- How it feels to make new friends
- What makes me special and unique

deliberate

on purpose

difference

included

special

unfair

bullying



Jigsaw Jack's Journey

Why do you think it is important for us to be different in some ways?

Why do you think people might bully or be unkind to other people?

What does it mean to be unique?

My Thinking Pad

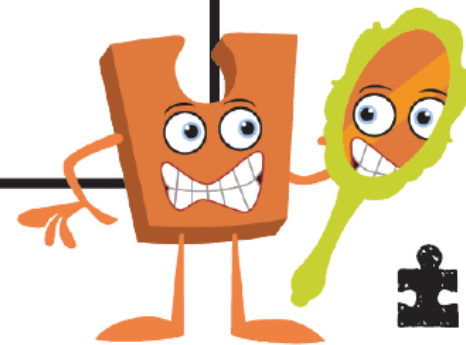
What have I learnt in this puzzle that helps me to celebrate difference?

I am similar/different to my peers because I...

Bullying is when...

Making a new friend might make me feel...

Celebrating Difference



Year 1 – Digital Painting

Key Vocabulary for the unit:

Brush – change the draw tool to a variety of different tools such as pencil, paintbrush and pen.

Colour – change the colour of the text, shapes, lines and other tools.

Lines – draw straight lines accurately.

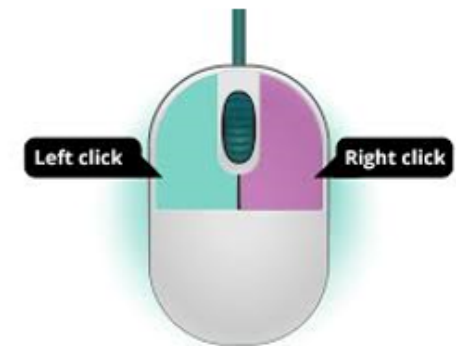
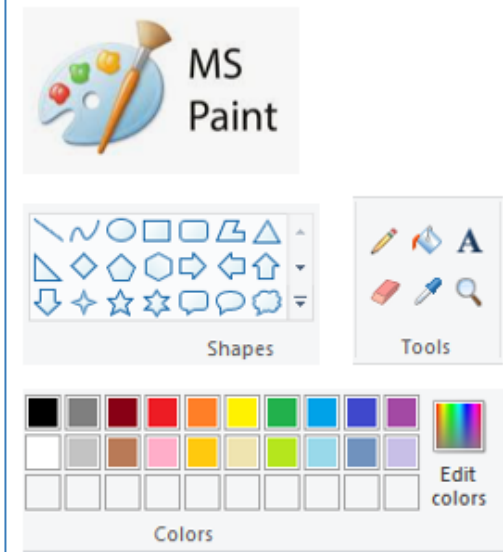
Shape – draw shapes easily from a square to a star.

Tools – used to create simple to detailed drawings. Tools include draw, erase, fill, eyedropper, text and magnifier.

Key Knowledge for the unit:

1. It is easier to create a painting using a mouse rather than the trackpad.
2. Mistakes are easy to undo – have a go.
3. The right mouse button needs to be pressed to select and drag for shapes and tools.
4. Use the 'edit colours' box to see more colours to use.

Useful diagrams for the unit:



Our School Grounds

Maps

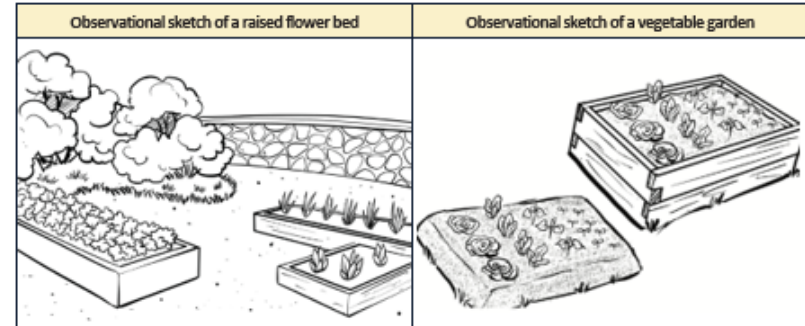
Most maps are **smaller drawings of a real place**. They don't always have space to include everything. To help us find **important places** on a map, we use **symbols**. This can help to make maps **clearer and easier to read**. It has symbols to represent different places.

A key is used on maps to help you understand the symbols.



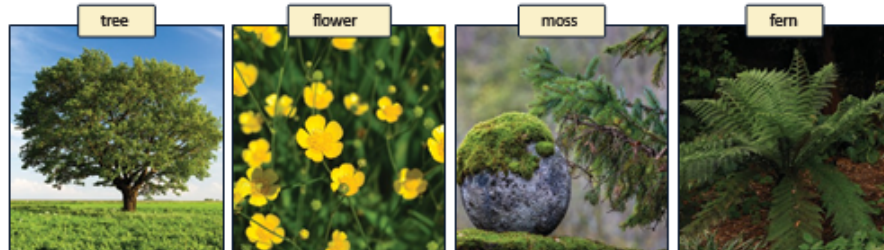
Observational sketches

Observational sketches can be used to **record features**. An architect might draw observational sketches when they are **redesigning a location**. A geographer might draw observational sketches when they are **carrying out fieldwork**.



Plant life

Plants are **living things that grow**, usually on the Earth. Plants differ from animals because they **cannot move from one place to another**.



Our Senses



sight



smell



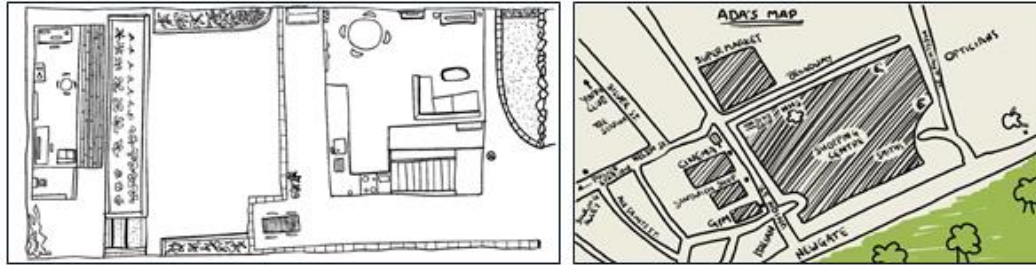
hearing



touch

Sketch maps

A **sketch map** is a drawing that shows the important things in a place, like a park or a classroom. It helps us remember **where things are located and how to find them**. We use **simple shapes and lines** to show different things when we draw a sketch map. For example, we can draw a **square to represent a building**, a **circle for a tree**, or a **line for a path**.



Fieldwork

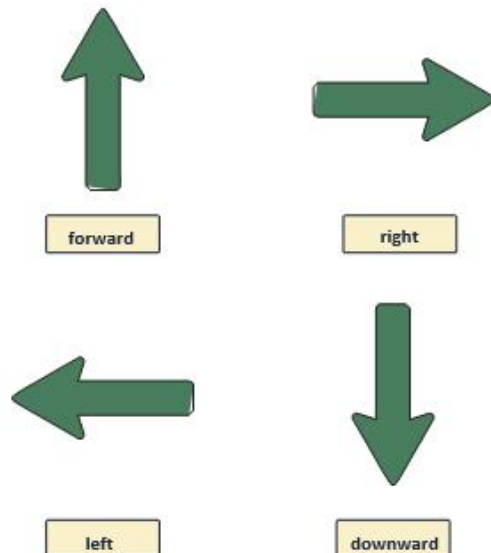
Fieldwork is when you go outside and discover things about a place. Fieldwork includes investigating both **human and physical features**.

When conducting fieldwork, we must **ask the following questions** before we carry it out:

- What is the fieldwork you will carry out?
- Where and how will you carry it out?
- Why will you be doing it?



Directional language



Compass



A compass is a tool used to help find **directions**. It has a **needle** that spins, and the needle **always points north**. The **four directions** on a compass are called **cardinal points**.

N – north
E – east
S – south
W – west

You can use this to help you remember!

Never
Eat Silly
Worms

Year 1 Religious Education Knowledge Organiser

Autumn 2 What do Christians believe God is like?

Religious Education explores big questions about life, to find out what people believe and what difference this makes to how they live.

Theological Vocabulary

- **Christian**-A person who follows and believes in the teachings of Jesus, God and the Holy Spirit.
- **The Bible** a religious/holy book for Christians
- **Jesus**-Christians believe that he was God in the flesh come to earth to save mankind
- **God**-Christians believe in one God who is both loving and forgiving
- **Parable** a story told by Jesus with a hidden meaning
- **Prodigal** spending money without thinking
- **forgiving** ready or willing to forgive
- **loving** feeling or showing love or great care
- **worship** feeling or expression of respect to a God
- **Father** the first person of the Trinity, Father God



What we will learn

Making sense of belief

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

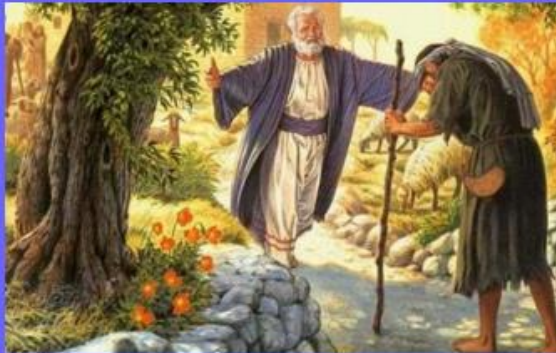
Making connections

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
- Give a reason for the ideas they have and the connections they make
- **Understanding Impact**
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others.)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

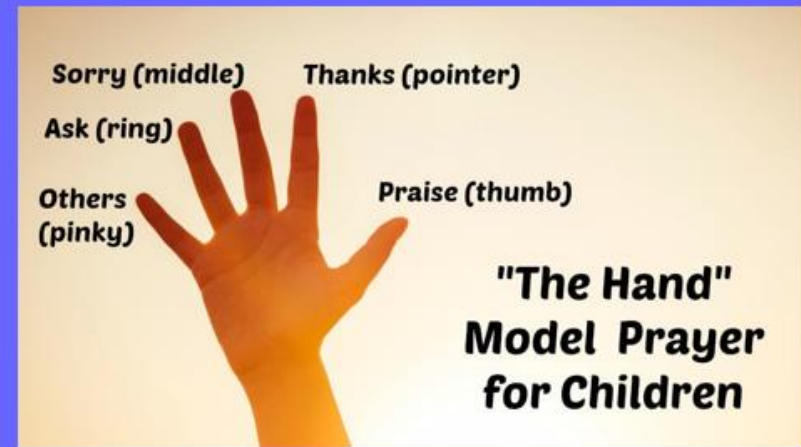


Forgiveness

- The Lost Son
- (Luke 15 v1,2,11-32)



- Christian prayer and praise



Key Vocabulary	
object	A thing that can be used. For example a door, chair, car, table are all objects .
material	Materials are what an object is made from.
hard	Not easily broken or bent.
soft	If something is soft , it is easy to cut, fold or change the shape of.
stretchy	Can be pulled to make it longer or wider without breaking.
shiny	Reflects light easily.
dull	Doesn't reflect light. Doesn't look bright or shiny .
rough	If something is rough , it feels and looks uneven or bumpy.

Key Vocabulary	
smooth	Smooth objects have no lumps or bumps.
bendy	Bendy things can be bent easily into a curved or folded shape.
not bendy	If something is not bendy , it can't be bent easily into a curved or folded shape.
waterproof	If something is waterproof , it keeps water out. It keeps things dry.
not waterproof	Not waterproof materials let water in.
absorbent	If something is absorbent , it soaks liquid up.
not absorbent	If something is not absorbent , it does not soak up liquid.
transparent	Transparent objects can be seen through.
opaque	Opaque objects can't be seen through.

Year 1 'Materials' Knowledge Organiser

Key Knowledge

Materials:



brick



fabric



plastic



wood



metal



paper



stone



water



glass

Key Skills (Working Scientifically)

Identifying and classifying materials and objects

Using observations to answer questions

Performing simple tests

Gather data in simple tests