

PSHE Year Four

Autumn Term two - Being me in my World

Jigsaw curriculum Resources:

PowerPoints and unit resources



UK 8-9 1-BM Pieces
1-6.pdf



UK 8-9 1-BM Piece
1.pptx



UK 8-9 1-BM Piece
2.pptx



UK 8-9 1-BM Piece
3.pptx



UK 8-9 1-BM Piece
4.pptx



UK 8-9 1-BM Piece
5.pptx



UK 8-9 1-BM Piece
6.pptx

Key Vocabulary

Lesson 1) Included Excluded Welcome Valued Team Charter

Lesson 2) Role Job description School Community Responsibility

Lesson 3) Rights Responsibilities Democracy

Lesson 4) Reward Consequence Democratic

Lesson 5) Decisions Rights Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer

Lesson 6) Decisions Choices Democracy UN Convention on Rights of Child Learning Charter

Prior Unit:

Year 3 Jigsaw - Being me in my World

Future Unit:

Year 5 Jigsaw- Being me in my World

Sticky knowledge:

- 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

Learning intention

- 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.
- I can take on a role in a group and contribute to the overall outcome.
- I can recognise my contribution to making a Learning Charter for the whole school.
- I understand how rewards and consequences motivate people's behaviour.
- I can take on a role in a group and contribute to the overall outcome.
- I understand why our school community benefits from a Learning Charter and can help others to follow it.

Key Questions

Lesson 1) How well do you know the people in your class?

Lesson 2) Who makes up the school community? Who is important in our school community? How do people in our school community help us to learn? Is one member of the school community more important than anyone else? How can you be responsible for your own and other's learning?

Lesson 3) N/A

Lesson 4) Why did you make that decision about Bob? What does it tell you about what you think is right or wrong?

Lesson 5) Can you identify the different ways decisions can be made? Who made the decisions? Was there a leader in your groups? Did everyone feel their ideas were listened to? Which decision-making system worked the best?

Lesson 6) How do you think the Learning Charter will help you learn? How does being involved in the Learning Charter help you follow it? How can you encourage others to follow it?

	Learning Target	Lesson Outline
Lesson 1	<p>LO To explain 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.</p> <p>SK I know my attitudes and actions make a difference to the class</p>	<p>Jigsaw Charter Connect us- Meet and Greet Bingo game Calm me Open my mind- Slides 3-4: Included/excluded pictures. Show pupils the 'included' picture. Discuss the prompt questions below the picture. Take some feedback from around the circle. On their whiteboard or paper, each pair writes three words to sum up how the children in the picture are feeling. Around the circle, children complete the stem sentence: 'I feel included when...' Show the children the 'excluded' picture and repeat previous activity. Discuss how they can make sure that everyone in the class 'team' feels included and valued. Tell me/Show me- Play pass the High Five. With the children sitting in their places or in rows, start a High Five and see how long it takes to get passed along until everyone has had a turn. Repeat until the task is achieved in a quicker time. Briefly ask students why they are getting better at the task- team work? Let me learn- Diamond 9 activity. In groups decide on nine words which describe teamwork and how it feels to be part of a team. Write each one on a post-it and arrange in a diamond 9.</p>

	team I know how to use my Jigsaw Journal.	Floor book : stick a photo of their diamond 9
What do the children in my class need in order to learn more and remember more?		
Lesson 2	<p>LO To be able to act upon a role in a group and contribute to the overall outcome.</p> <p>SK I understand who is in my school community, the roles they play and how I fit in.</p>	<p>Jigsaw Charter Connect us- Play 'Pass the Ball' game Calm me- Open my mind- Job charades Tell me/Show me- Role cards. Pair children and give them one role card and a blank job description card. Decide the three most important jobs that the person does in the school community and work out how that person helps them learn. Read out the description and others have to guess the person. Reinforce that all of these people are important members of the school community; they all have responsibilities and rights and everybody works as part of a big team to help children learn. Put the roles in order from most to least important as a class. Is it possible to rank them? What would happen if ...wasn't there? Let me learn- Then the teacher models the activity by saying, "In our school community, I take responsibility for planning good lessons so that everyone can learn". They then walk across the circle, chooses a child, gives him a high five and sits down in his chair. The child then says, "In our school community, I take responsibility for ... so that everyone can learn". That child walks across the circle giving a high five to another child and this continues until everyone has had a turn. Floor book: brainstorm as a class and photograph the chart of the importance of the school community and the role they play in it. Help me reflect- slide 3</p>
What do the children in my class need in order to learn more and remember more?		
Lesson 3	<p>LO To understand a how to make a contribution to making a Learning Charter for the whole school.</p> <p>SK I know how democracy works through the School Council.</p>	<p>Jigsaw Charter Connect us- Play 'Pass the Handclap' or 'Pass the Squeeze' Calm me- Open my mind- Introduce 'United Nations' to the children. Explain countries that make up the United Nations. Now introduce UNCRC to children. Ask the children if they know what this is. United Nations Convention on the Rights of the Child. Talk to your partner. Do you know what that is? Explain that, in 1989, all countries in the UN except Somalia and USA signed up to the convention. They all agreed that it was important that all children under 18 years of age had rights. Tell me/Show me- Spot the difference in groups and work through the questions. Discuss as a class. Show them/tell them about Articles 12 and 28 and ask them if these rights are being upheld in the pictures they have just been working on. Let me learn- Give each group a UNCRC Resource sheet and ask them to list their top three responsibilities for each Article that would help children have a voice and learn in a 'disciplined' environment in their classroom. Add ideas to flipchart and vote on the top 3 for each article. Floor book : Children to write down three responsibilities that they think will most help create a positive learning environment in their classroom and give some reasons why. Help me reflect- slide 1</p>
What do the children in my class need in order to learn more and remember more?		
Lesson 4	<p>LO To explain why rewards and consequences motivate people's behaviour.</p> <p>SK I know that my actions affect myself and others</p>	<p>Jigsaw Charter Connect us- Children pass a sponge ball or orange to each other in the circle without using hands, trying to get it around the circle without dropping. Calm me Open my mind- Reinforce that every action has a consequence Patti has brought her favourite board game into school to play during wet playtimes with her friends. Ori asks to borrow it one day but when he packs it away he realises that some of the pieces are missing. Another child tells Ori that Patti won't notice so to just give it back without telling. He knows that Patti will be upset if he tells the truth and if he doesn't tell she might think she lost the pieces herself. Should he say something to Patti? Ask the children to imagine a continuum line across the front of the classroom and to stand at one end of it if they think that Ori should say something to Patti, to stand at the other end if they think he</p>

		<p>shouldn't tell and in the middle if they aren't sure- why did they make that decision? Draws out ideas about rewards and consequences.</p> <p>Tell me/Show me- Divide the class into 5 or 6 groups and give each group a scenario card- freeze frame. Each group shows their scenario- rest of the class guess what it shows and what the consequences might be.</p> <p>Let me learn- use the list of responsibilities the class voted on last lesson. Decide on rewards and consequences for them in groups.</p> <p>Floor book write the three rewards they would most like to receive and why.</p> <p>Help me reflect- slide 1.</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 5</p>	<p>LO To participate as a role in a group and contribute to the overall outcome.</p> <p>SK I know how groups come together to make decisions.</p>	<p>Jigsaw Charter</p> <p>Connect us- Alphabet Game</p> <p>Calm me-</p> <p>Open my mind- Slides 1-4: Decision pictures. At their tables working in Talking Partners show the children PowerPoint slide 1 'Courtroom' and ask them to discuss the job the person in the picture has. 1. What decisions need to be made? 2. Who makes the decisions? 3. How do you think they make the decision? Go through the same process with the other photographs:</p> <p>Tell me/Show me- 'What a mess!' scenario. what went wrong in the scenario? Can they think of ideas that would help the children in the scenario work as a better team?</p> <p>Let me learn- work in groups to create a poster that could be used to remind the children in the scenario about how to be an effective team. In books: write down ideas that would help the children in the scenario work better as a team. They could stick in a copy of the scenario if it isn't too long.</p> <p>Help me reflect- slide 6</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		
<p>Lesson 6</p>	<p>LO To explain why our school community benefits from a Learning Charter and can help others to follow it.</p> <p>SK I know how democracy and having a voice benefits the school community.</p>	<p>Jigsaw Charter</p> <p>Connect us- Choices Bingo</p> <p>Calm me-</p> <p>Open my mind- children to bring their posters from the last lesson to the circles- others offer feedback and praise.</p> <p>Tell me/Show me- Refer back to UNCRC (particularly Article 12 and Article 28)- see Piece (lesson 3). Do their posters reflect these important rights? Invite the children to include these articles in their poster designs.</p> <p>Floor books - poster designs</p> <p>Help me reflect- slide 1</p>
<p>What do the children in my class need in order to learn more and remember more?</p>		