



Knowledge Organiser Year 2. Being Me in My World



In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.

Knowledge (substantive)	Social and Emotional skills (disciplinary)	Vocabulary
<ul style="list-style-type: none">• Identifying hopes and fears for the year ahead• Understand the rights and responsibilities of class members• Know that it is important to listen to other people• Understand that their own views are valuable• Know about rewards and consequences and that these stem from choices• Know that positive choices impact positively on self-learning and the learning of others	<ul style="list-style-type: none">• Recognise own feelings and know when and where to get help• Know how to make their class a safe and fair place• Show good listening skills• Recognise the feeling of being worried• Be able to work cooperatively	Worries, hopes, fears, responsible, actions, praise, positive, negative, choices, co-operate, problem-solving.

Weeks and Vocabulary	PSHE learning intention	Social and emotional development learning intention
1. Hopes and Fears for the Year <ul style="list-style-type: none"> • <i>Worries</i> • <i>Worried</i> • <i>Hopes</i> • <i>Fears</i> 	<p>I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal</p>	<p>I can recognise when I feel worried and know who to ask for help</p>
2. Rights and Responsibilities <ul style="list-style-type: none"> • <i>Belong</i> • <i>Belonging</i> • <i>Rights</i> • <i>Responsibilities</i> • <i>Responsible</i> • <i>Actions</i> • <i>Contributions</i> 	<p>I understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions</p>	<p>I know how to help myself and others feel like we belong</p>
3. Rewards and Consequences <ul style="list-style-type: none"> • <i>Praise</i> • <i>Reward</i> • <i>Consequence</i> • <i>Positive</i> • <i>Negative</i> • <i>Choices</i> 	<p>I listen to other people and contribute my own ideas about rewards and consequences</p>	<p>I help make my class a safe and fair place</p>

<ul style="list-style-type: none"> • <i>Safe</i> • <i>Fair</i> 		
<p>4. Rewards and Consequences</p> <ul style="list-style-type: none"> • <i>Praise</i> • <i>Reward</i> • <i>Consequences</i> • <i>Positive</i> • <i>Negative</i> • <i>Safe</i> • <i>Fair</i> 	<p>I can listen to other people and contribute my own ideas about rewards and consequences</p>	<p>I can help make my class a safe and fair place</p>
<p>5. Our Learning Charter</p> <ul style="list-style-type: none"> • <i>Learning Charter</i> • <i>Learn co-operatively</i> • <i>Rights</i> • <i>Responsibilities</i> • <i>Rewards</i> • <i>Consequences</i> • <i>Problem-solving</i> 	<p>I understand how following the Learning Charter will help me and others learn</p>	<p>I work co-operatively</p>
<p>6. Owning our Learning Charter</p> <p><i>Learning Charter</i> <i>Responsibilities</i> <i>Rights</i></p>	<p>I recognise the choices I make and understand the consequences</p>	<p>I can follow the Learning Charter</p>

<i>Rewards</i> <i>Consequences</i> <i>Choices</i>		
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