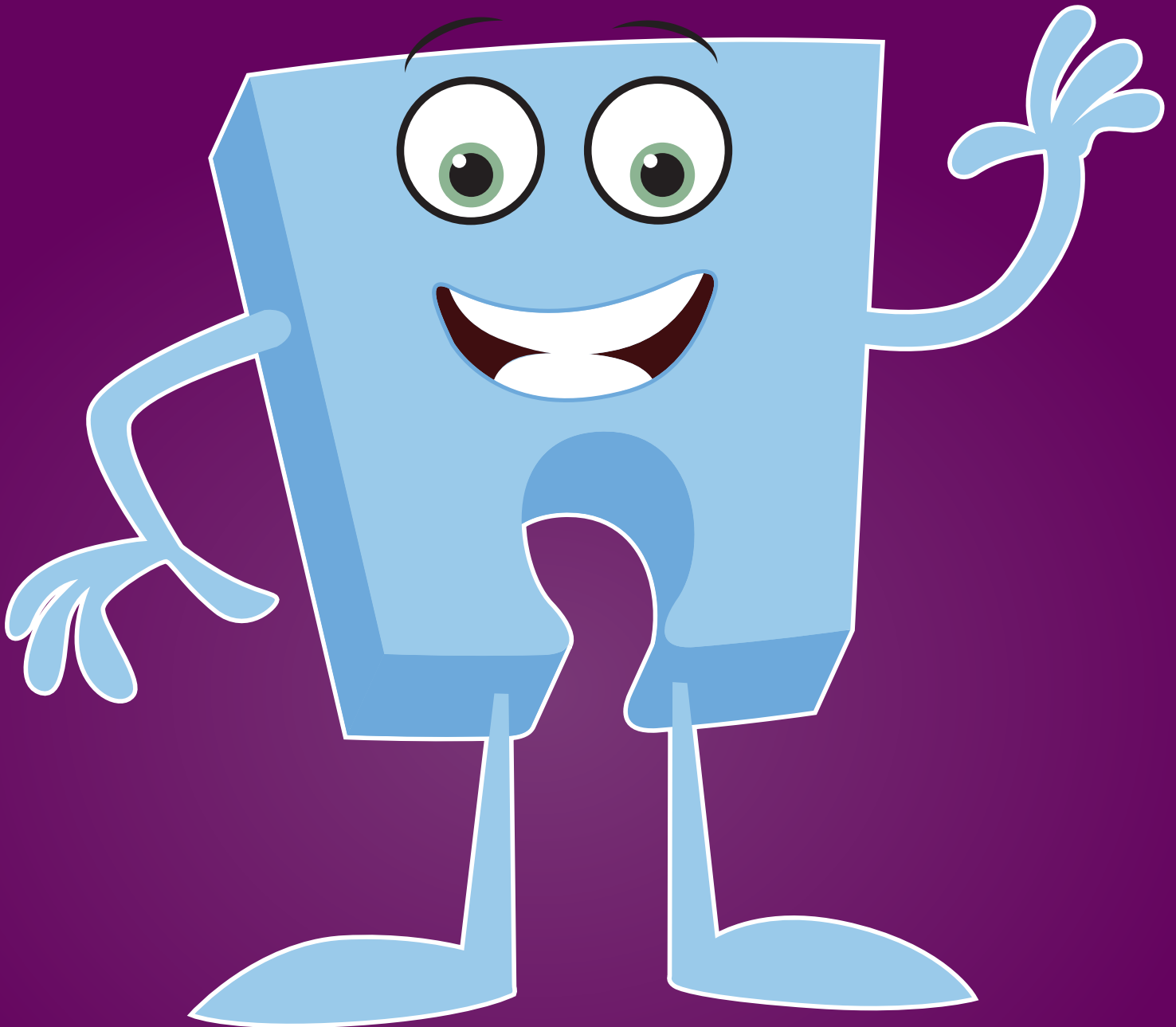


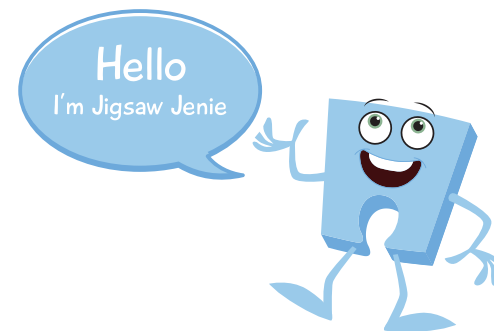
Jigsaw!

The mindful approach to PSHE



Changing Me - F1 (Nursery/Pre-school)

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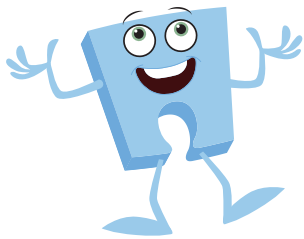
Changing Me

Puzzle Map - F1 (Nursery/Pre-school) - Ages 3-4

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change (see Piece 2)

Weekly Celebration	Pieces	Learning Intentions	Resources
Understand that everyone is unique and special	1. My Body	I can name parts of my body and show respect for myself	Bag/box Book: 'Look Inside Your Body', by Louie Stowell Labels naming all the different body parts Pictures of all the different body parts that will go together to form a whole body Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and some food I can eat to be healthy	Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/not so healthy activities/food Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all start as babies and grow into children and then adults	Jigsaw Song sheet: 'A New Day' Book: 'I wonder why kangaroos have pouches' by Jenny Wood Book: 'The Very Hungry Caterpillar' by Eric Carle Pictures ranging from a baby to a toddler, showing different stages of development, e.g. drinking milk, teething, crawling, toileting Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in other people	4. Growth and Change	I know that I grow and change	Jigsaw Song sheet: 'A New Day' Book: 'Huge Bag of Worries', by Virginia Ironside Seeds Pots Compost Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know who to ask for help if they are worried about change	5. Fun and Fears	I can talk about how I feel moving to School from Nursery	Music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Are looking forward to change	6. Celebration	I can remember some fun things about Nursery this year	Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle Assembly/Collective Worship: Changing Me

Title: Changing Me - Song: A New Day

Resources: PowerPoint slide show of different ages. Age cards. Activity cards. Jigsaw song for Changing Me: A New Day - lyrics on whiteboard/ mp3 track with children singing/ or backing track or played on piano as appropriate.

Stimulus (focus for reflection): As the children enter the assembly space display the Powerpoint slide show of different ages.

Calm me: Begin by inviting the children to listen to the Jigsaw Chime until the sound fades away. As the sound gets quieter can they begin to practise their 4/6 breathing? Take gentle breaths in through their nose on a count to 4 and then gently out through their mouths to a count of 6. As they do this can they think of something they are looking forward to doing when they are older? Maybe this is going to a senior school, getting a dream job, learning a new skill or trying a new hobby? Ask the children to keep this image in their heads for a few moments. Sound the Jigsaw Chime after a few moments and then invite everyone to bring their focus back to the room.

Help me think about: Invite the children to share some of their ideas from Calm me. Explain that this term their learning within Jigsaw is called Changing Me and they will be thinking about growing up and the changes that brings.

Puzzle Assembly Plan: Ask for some volunteers to come and hold the Age cards at the front of the assembly space and explain the numbers represent different ages.

Now read out each of the activity cards and ask the children which age matches the activity. The children may come up with stereotypical ages for some of the activities, so the Lead practitioner should point out that some of them might match with several ages.

After the exercise thank the volunteers. Explain that some things we can only do when we are older, like driving because there are age limits, but other things can be done at any age, like learning something new. We also have to be careful not to assume somebody can or can't do something because of their age. This is called stereotyping. For example, some children have gone to University when they are only 8 or 9 years of age. Getting older is exciting because we can look forward to being able to do new things when we reach certain ages and as we learn more and more.

Display the lyrics for the Jigsaw song for Changing Me : A New Day and play the track (or ask the children to sing , if they know the song).

After the song invite the children to explain what they think the song means and share some of their ideas.

Help me reflect: In this moment of quiet invite everyone to think about the type of person they want to be when they are older. What do they hope to achieve? What are they looking forward to about growing up?

(Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point).

Closing the assembly

Play 'A New Day' as the children leave the assembly space.

Changing Me Assembly (PowerPoint Slides)

A New Day
(Changing Me)

<p>Look around and tell me what you see, Changing faces, that's all right with me. It's a part of growing up, let's embrace and feel free.</p> <p>CHORUS: It's a new day, And I'm feeling great! New choices, New chances, It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great! It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great!</p>	<p>Let's all agree that it's good to change, Personalities will change with age, We're becoming the people we're going to be.</p> <p>CHORUS: It's a new day, And I'm feeling great! New choices, New chances, It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great! It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great!</p>	<p>It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great!</p>
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Changing Me Assembly (PowerPoint Slides)



A New Day
(Changing Me)

<p>Look around and tell me what you see, Changing faces, that's all right with me. It's a part of growing up, let's embrace and feel free.</p> <p>CHORUS: It's a new day, And I'm feeling great! New choices, New chances. It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great! It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great!</p>	<p>Let's all agree that it's good to change, Personalities will change with age We're becoming the people we're going to be.</p> <p>CHORUS: It's a new day, And I'm feeling great! New choices, New chances. It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great! It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great!</p>	<p>It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great!</p>
--	--	--



Changing Me
Assembly (Number cards)

1



Changing Me
Assembly (Number cards)





Changing Me
Assembly (Number cards)

12



Changing Me
Assembly (Number cards)

18



Changing Me
Assembly (Number cards)

40



Changing Me
Assembly (Number cards)

70



Changing Me
Assembly (Activity cards)

Reading

Having a job

Playing sport

Looking after a pet

Having a girlfriend or boyfriend

Driving a car



Changing Me
Assembly (Activity cards)

Owning a mobile phone

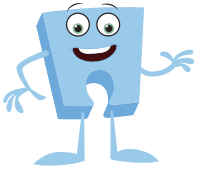
Playing computer games

Going to university or college

Getting taller

Choosing your own clothes

Getting married



A New Day
(Changing Me)

VERSE:

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and feel free.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

VERSE:

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to be.



A New Day **(Changing Me)**

CHORUS:

**It's a new day,
And I'm feeling great!**

**New choices,
New chances.**

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

Today's gunna' be great!

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

**It's a new day,
And I just can't wait,
Just can't wait...**

Today's gunna' be great!

Today's gunna' be great!

Today's gunna' be great!

A New Day (Changing Me)

6

Look ar-ound and tell me



The first system of music is in 4/4 time and B-flat major. It consists of a vocal line and a piano accompaniment. The piano part features a steady eighth-note accompaniment in the right hand and a simple bass line in the left hand. The lyrics 'Look ar-ound and tell me' are positioned below the vocal line.

6

what you see, chang-ing fac-es that's al - right with me.



The second system continues the melody and accompaniment. The lyrics 'what you see, chang-ing fac-es that's al - right with me.' are placed under the vocal line. The piano accompaniment remains consistent with the first system.

9

It's a part of growing up, let's embrace and feel free!



The third system concludes the piece. The lyrics 'It's a part of growing up, let's embrace and feel free!' are under the vocal line. The piano accompaniment changes in the final measures, with the left hand playing a simple bass line and the right hand playing chords. The lyrics 'F', 'Am', and 'Gm' are written below the piano part to indicate the chords.

13

It's a new day and I'm feel - ing great. New choi - ces,

F Am Bb C F Am

16

new chan - ces. It's a new day and I just can't wait,

Bb C F Am Bb C

19

just can't wait... To-day's gun-na be great!

Bb C C F Am

22

To-day's gun-na be great!

Bb C F Am Bb C

25

It's a new day and I just can't wait, just can't wait...

F Am Bb C Bb C

28

To day's gunna be great! Let's all agree that it's

C F C F C F C

32

good to change, Per-son-al-ities will change with age,

F C F C F C

35

We're be-com-ing the peo-ple we're go-ing to be.

F Am Gm

39

It's a new day and I'm feel - ing great. New choi - ces,

F Am Bb C F Am

42

new chan - ces. It's a new day and I just can't wait,

Bb C F Am Bb C

45

just can't wait... To-day's gun-na be great!

Bb C C F Am

48

To-day's gun-na be great!

Bb C F Am Bb C

51

It's a new day and I just can't wait, just can't wait...

Chords: F, Am, Bb, C, Bb, C

54

Today's gunna be great! Today's gun-na be

Chords: C, F, C, F, C, C

58

great! To-day's gun-na be great!

Chords: F, Am, Bb, C, C, F

Puzzle 6

Weekly Celebration 1

This week we are celebrating people who:
Understand that everyone is unique and special



Puzzle 6

Weekly Celebration 2

This week we are celebrating people who:
**Can express how they feel when
change happens**



Puzzle 6

Weekly Celebration 3

This week we are celebrating people who:
**Understand and respect the changes that
they see in themselves**



Puzzle 6

Weekly Celebration 4

This week we are celebrating people who:
**Understand and respect the changes that
they see in others**



Puzzle 6

Weekly Celebration 5

This week we are celebrating people who:
**Know who to ask for help if they are
worried about change**

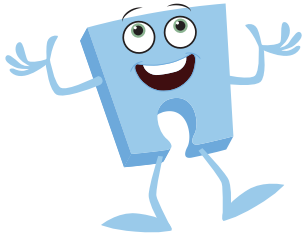


Puzzle 6

Weekly Celebration 6

This week we are celebrating people who:
Are looking forward to change






Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 1 - My Body

Learning Intention/s: I can name parts of my body and show respect for myself.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the song, 'Head, shoulders, knees and toes' doing the actions, or 'Jenie says' naming body parts and doing something with it e.g. 'Jenie says nod your head, Jenie says wiggle your fingers'.
	Help Me Learn	<p>This can be done as a whole class or small groups. Using the labels and pictures of the different parts of the body, play a matching game. Children pick a label from the box and adult reads it. Can they find the matching body parts from the pictures? Begin to build up the pictures to create a whole body.</p> <p>Questions: Can you name different parts of the body? What do they do/why are they important?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and stretch as tall as you can.</p>
	Let's Think	Ask the children about what the different parts of the body do or help you do (e.g. legs help you run around, fingers help you solve jigsaw puzzles).

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Outlines of a body for children to colour/decorate	Bubble-up what children say Communication and Language - understanding Communication and Language - speaking Physical Development Understanding the world - the world Expressive arts and design - exploring and using media and materials	Talk about the senses can they find things that taste, smell, touch, look, hear nice/horrible and talk about why. Draw pictures/take photos	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Help me learn activity Support during child-initiated: scribe any observations the children make	Bag/box Labels naming all the different body parts Pictures of all the different body parts that will go together to form a whole body Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Put up children's pictures from child-initiated Large posters of the body naming parts Display of home learning work	Lots of physical play



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 1 - My Body

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)		D4(a)	
D4(b)		D4(b)		D5(b)	✓	D4(b)	
D5(a)	✓	D4(c)		D5(c)		D4(c)	
D5(b)		D4(d)		D5(d)		D4(d)	
D5(c)		D4(e)		D6(a)		D5(a)	
D5(d)		D4(f)		D6(b)		D5(b)	
D5(e)		D4(g)		D6(c)		D5(c)	
D5(f)		D4(h)				D5(d)	✓
D6(a)						D6(a)	✓
D6(b)						D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)		D5(a)	
D4(d)	✓	D5(b)	
D5(a)		D5(c)	
D5(b)		D5(d)	✓
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)	✓		
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		
2	2	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		
	4	

Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 1

Changing Me

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.

By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.

Let's get ready for Calm Me time.

Does Jigsaw Jenie want to be part of our Calm Me time circle?

Script

Sit up in your chair with a lovely straight back. Feel proud.

Smile.

Gently clasp your hands together so your fingers are entwined and then squeeze your fingers tightly.

Then relax your fingers, stop squeezing them and wiggle them instead.

Put your hands in your lap gently.

Feel calm.

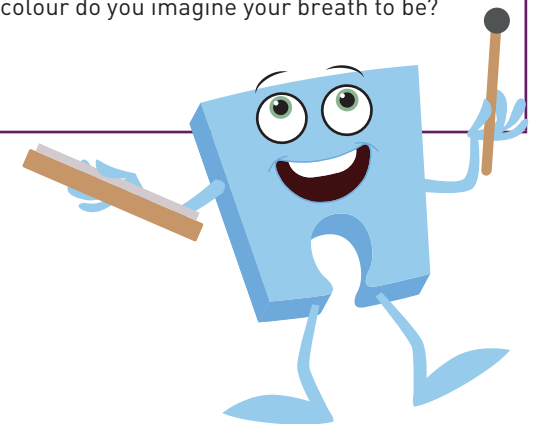
Close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or what colour do you imagine your breath to be?

Is your breath warm or cold?

(Repeat)





Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 1 cont.

Changing Me

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Put your hands on your knees.

I love my knees and thank them for helping me have strong legs to run, jump and play.

Gently put your hands on your eyes.

I love my eyes and thank them for helping me see beautiful things in the world.

(You can repeat this with more parts of the body if children can manage to stay focused.)

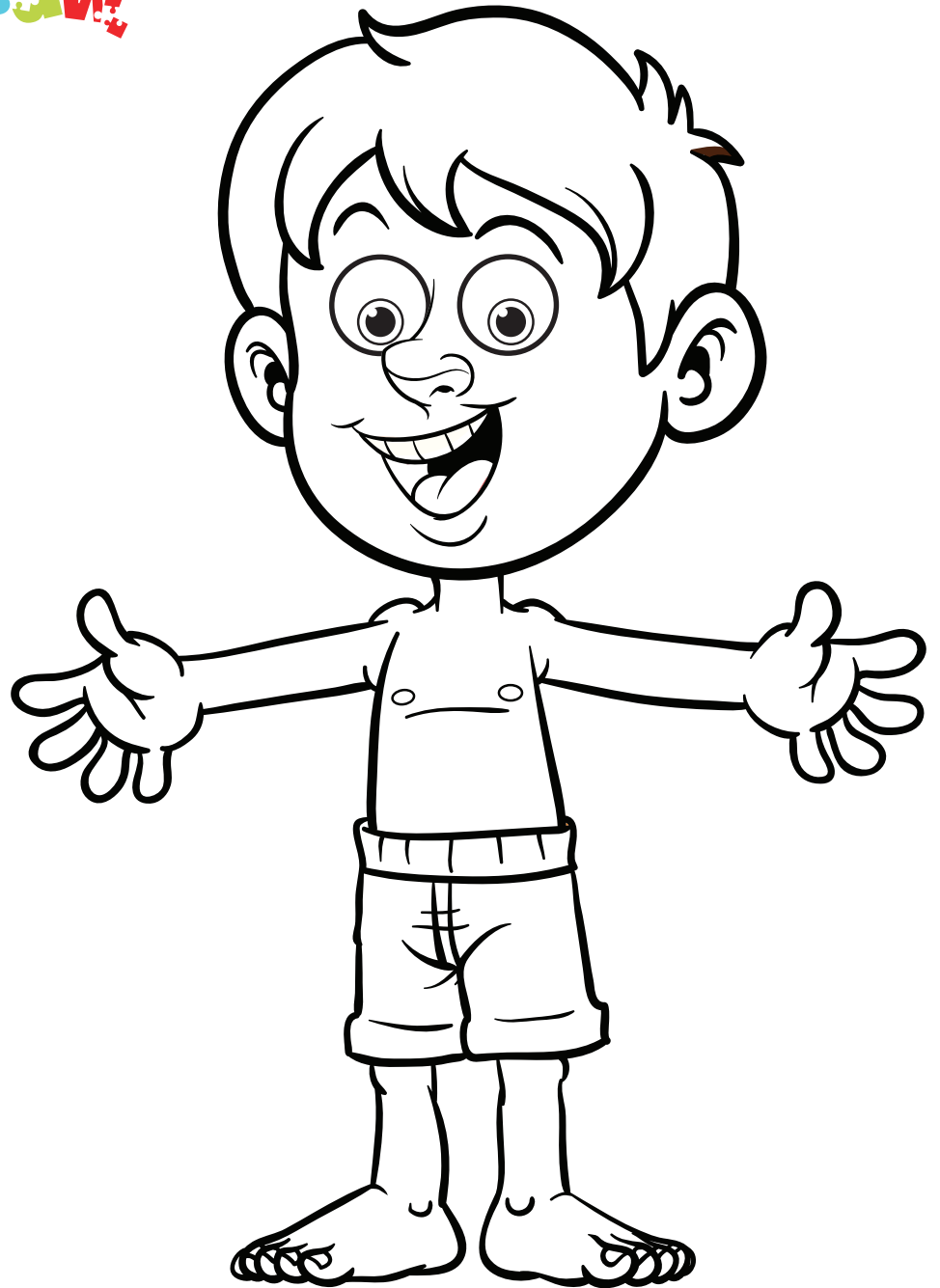
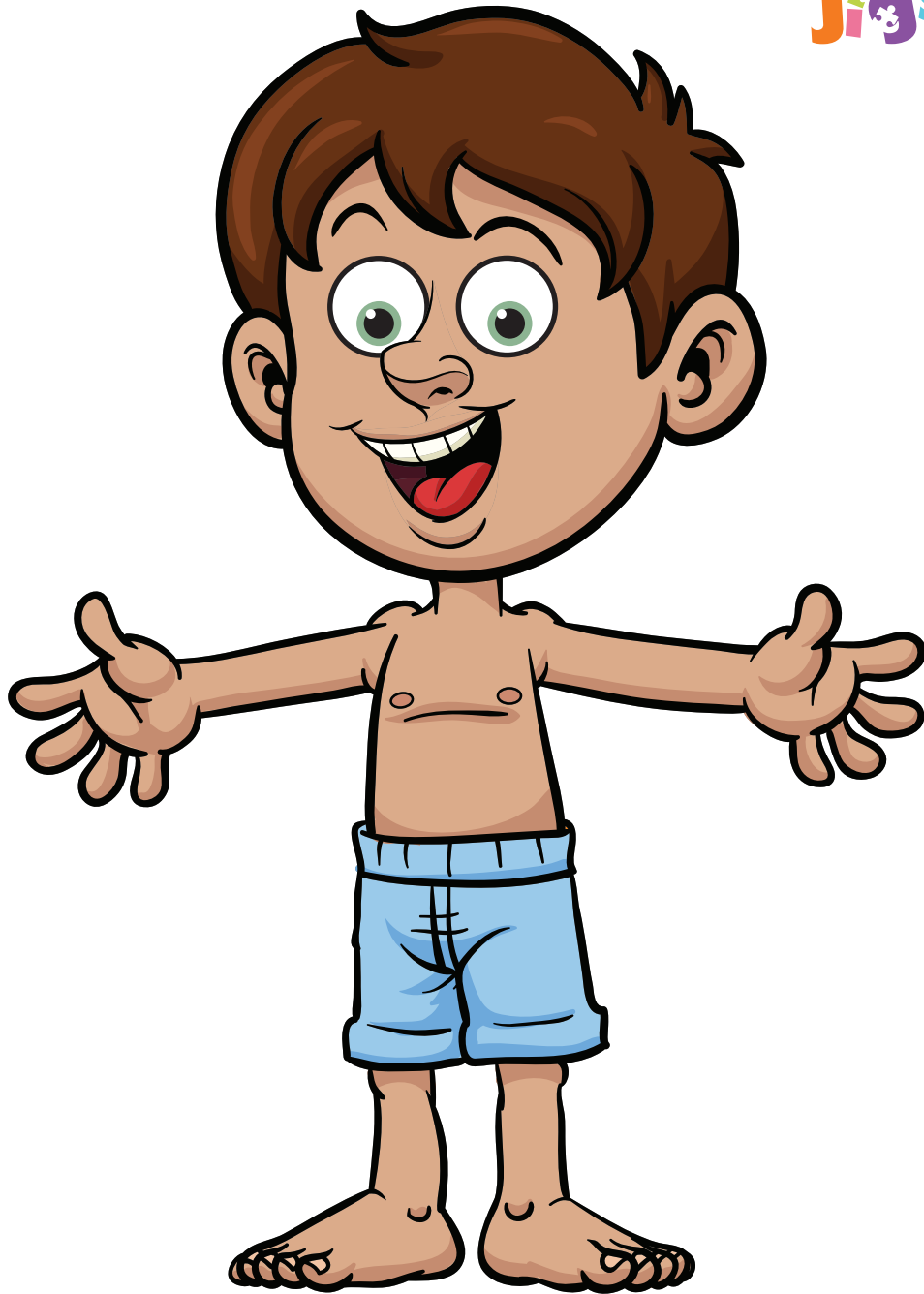
Concentrate again on taking lovely deep breaths... in... 1...2...3... and out 1...2...3...4...

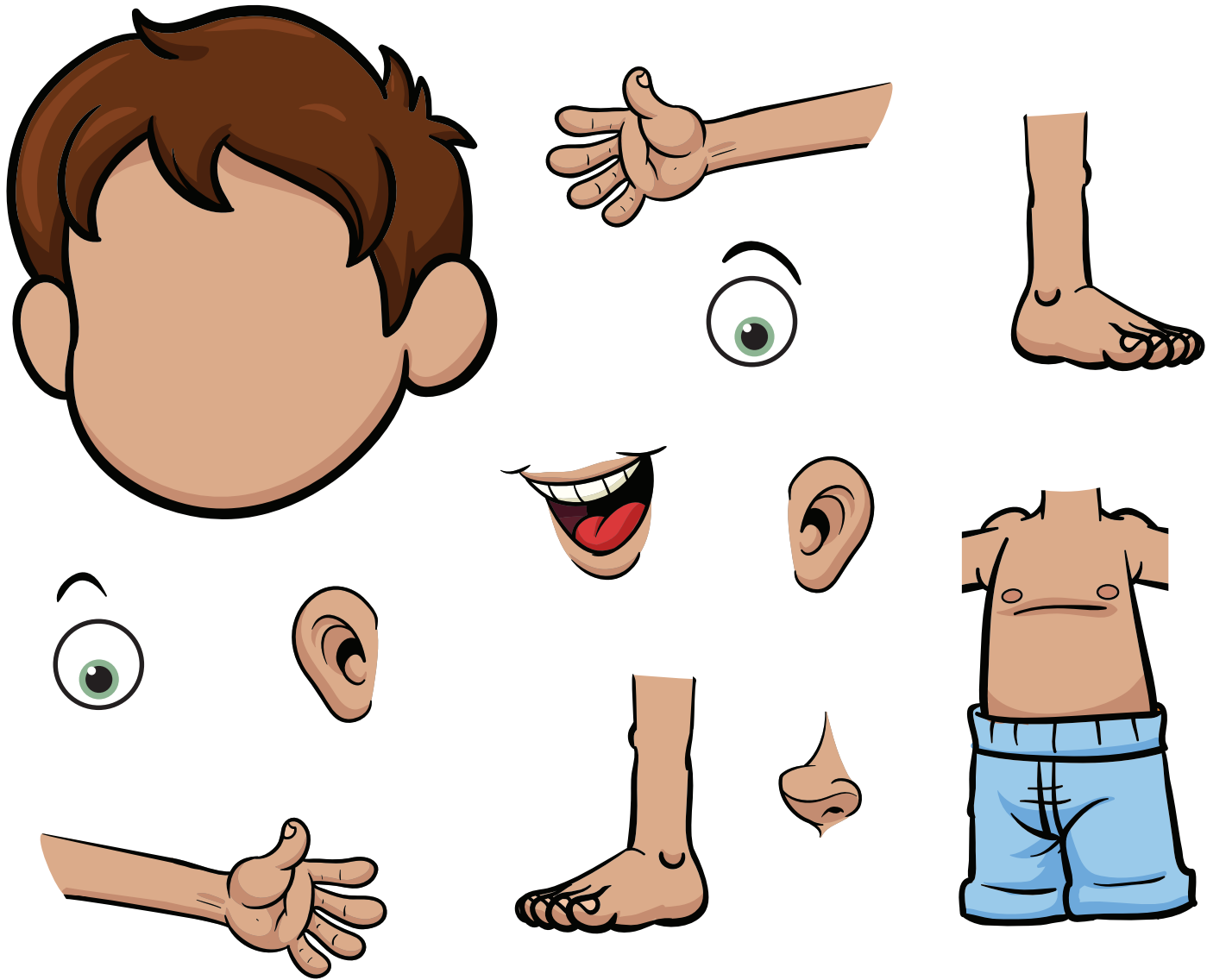
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.





eye

ear

knee

finger

foot

mouth

nose

stomach

eyebrow

arm

tongue

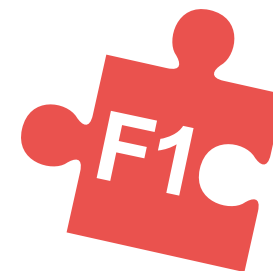
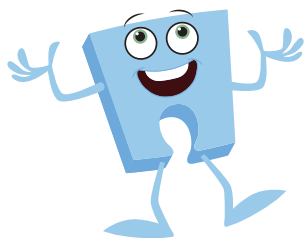
toe

forehead

chest

hand

leg



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 2 - Respecting My Body

Learning Intention/s: I can tell you some things I can do and some food I can eat to help me be healthy.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Get the group to take part in a short physical activity session. For example, put on some music and play musical statues or something similar to a PE warm up. Sing the Jigsaw Song: 'Make a Good Decision' (see Healthy Me Puzzle for lyrics).
	Help Me Learn	<p>Sit down in a circle. Put your hands on your chest and what do you notice? (After movement, children's hearts will be beating faster.) Is this good for your body? We have to do lots of things that are good for our bodies and make us feel good. Can you think of any? Children could mime different sporting activities for others to guess.</p> <p>Questions: What is good for your body? What makes you happy? What is Jigsaw Jenie's favourite activity to keep healthy? What is Jigsaw Jerrie Cat's favourite activity?</p>
	Let's Think	As children come up with ideas during Help Me Learn, expand on their understanding and question it so they begin to get an idea of all the things we need to do to keep a healthy, happy body. Show some pictures of different foods/activities to help create ideas.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Selection of pretend food in the role-play to promote discussions Pictures of healthy/not so healthy foods to promote discussions (Teachers to find more), children to sort them accordingly	Bubble-up responses Talk about effects of exercise on the body during physical activities Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development: health and self-care	Talk about your favourite meals, what you like to do that keeps your body healthy at home Draw/take pictures of your favourite things to do at home and bring them in to share with the class.	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Discussions during fruit/snack time of healthy foods that we eat/things we do to be happy. Cut out or draw pictures of fruit and make a mobile to add to the Tree of Change	Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/not so healthy activities/food Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Put up pictures of healthy/not so healthy foods and activities Work from home	Role-play having a picnic with different foods Play group/team games: racing, stuck in the mud



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 2 - Respecting My Body

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)		D5(a)	
D4(b)	✓	D4(b)		D5(b)	
D5(a)	✓	D4(c)		D5(c)	
D5(b)		D4(d)		D5(d)	
D5(c)		D4(e)		D6(a)	✓
D5(d)		D4(f)		D6(b)	✓
D5(e)	✓	D4(g)		D6(c)	
D5(f)		D4(h)		D5(d)	✓
D6(a)	✓			D6(a)	
D6(b)	✓			D6(b)	✓
				D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)	✓	D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	
D5(a)		D5(c)	✓
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D6(a)	
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	✓
D4(e)		D6(b)	
D4(f)		D6(c)	✓
D5(a)		D6(d)	
D5(b)	✓	D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
2	2	
3	3	3
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	1	
	4	



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 2

Changing Me

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.

By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.

Let's get ready for Calm Me time.

Does Jigsaw Jenie want to be part of our Calm Me time circle?

Script

Sit up in your chair with a lovely straight back. Feel proud.

Smile.

Gently clasp your hands together so your fingers are entwined and then squeeze your fingers tightly.

Then relax your fingers, stop squeezing them and wiggle them instead.

Put your hands in your lap gently.

Feel calm.

Close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or what colour do you imagine your breath to be?

Is your breath warm or cold?

(Repeat)



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 2 cont.

Changing Me

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Put your hands on your knees.

I love my knees and thank them for helping me have strong legs to run, jump and play.

Gently put your hands on your eyes.

I love my eyes and thank them for helping me see beautiful things in the world.

(You can repeat this with more parts of the body if children can manage to stay focused.)

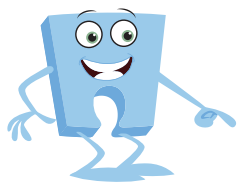
Concentrate again on taking lovely deep breaths... in... 1...2...3... and out 1...2...3...4...

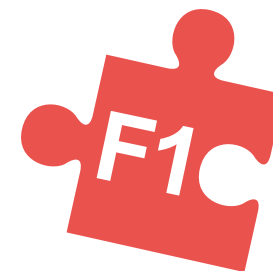
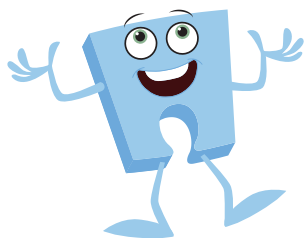
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.





Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 3 - Growing Up

Learning Intention/s: I understand that we all start as babies and grow into children and then adults.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'A New Day'. Read one of the suggested stories or one with a familiar theme of change over time.
	Help Me Learn	Talk about how the characters have changed in the stories as they have grown up. Show the children a picture of a baby. Questions: What can babies do? What do they need? How are we different from a baby? How have we changed? What can we do now that we couldn't as a baby?
	Let's Think	Show the children the picture cards. As a group, can they order them correctly? Ask the children: how do they think they will change as they grow up?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Pictures freely available to promote discussions	Communication and Language: listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care Understanding the world - the world	Parents to share pictures from when they were young with their child. Discuss how they have grown up. Invite parents in to talk about how they have changed and grown up	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a 'then and now' book using magazines, cut out pictures of things they needed as a baby and then things they like and can do now	Jigsaw Song sheet: 'A New Day' Book: 'I wonder why kangaroos have pouches' by Jenny Wood Book: 'The Very Hungry Caterpillar' by Eric Carle Pictures ranging from a baby to a toddler, showing different stages of development, e.g. drinking milk, teething, crawling, toileting Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	'Then and now' books A timeline using the pictures	Role-play opportunities. Normal good practice



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4 Piece 3 - Growing Up

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)		D4(a)	
D4(b)		D4(b)		D5(b)		D4(b)	✓
D5(a)		D4(c)		D5(c)		D4(c)	✓
D5(b)		D4(d)		D5(d)		D4(d)	
D5(c)		D4(e)		D6(a)		D5(a)	
D5(d)		D4(f)		D6(b)	✓	D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	
D5(f)		D4(h)				D5(d)	
D6(a)	✓					D6(a)	
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)		D5(a)	✓
D4(d)	✓	D5(b)	
D5(a)		D5(c)	
D5(b)	✓	D5(d)	✓
D5(c)		D5(e)	
D5(d)		D6(a)	✓
D5(e)	✓		
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		
3	3	3
	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		
3		
	4	



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 3

Changing Me

Jigsaw Jenie wonders which parts of the body are the most important. Can you help him understand this?

Which parts are important and why?

(Conclusion: all parts of our bodies are important as we need them all as they all do different jobs to keep us a live and healthy.)

If practical you might like to have children laying down on the floor for this Calm Me time.

Form a circle, feet towards the centre.

Script

Lay down nice and flat and let your body relax.

Put your hands on your tummy and close your eyes.

Smile.

Imagine you are safe and warm and looking up at a starry sky, twinkly stars... so many stars.

Feel calm

Listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance... up to the stars.

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or can you imagine it being glittery and floating up towards the stars?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 3 cont.

Changing Me

Put your hands on your tummy.

I love my tummy and thank it for helping me digest my food for energy.

Gently put your hands on your eyes.

I love my eyes and thank them for helping me see beautiful things in the world.

Think about your feet.

I love my feet and thank them for helping me walk and run.

(You can repeat this with more parts of the body if children can manage to stay focused, the idea being they are trying to direct their attention with and without touching parts of the body.)

Concentrate again on taking lovely deep breaths... in... 1...2...3... and out... 1...2...3...4...

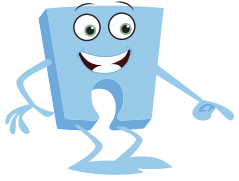
I appreciate my body and do my best to keep it healthy.

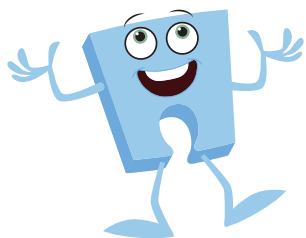
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.






Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 4 - Growth and Change

Learning Intention/s: I know that I grow and change.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sing the Jigsaw Song: 'A New Day'. Show the children a selection of seeds out of their packets. What do they think they are?
	Help Me Learn	<p>Jigsaw Jenie asks; What do seeds look like? Do they still look the same as they grow? What do we have to do to look after seeds and make them grow? Explain to children that as plants grow, they need to be looked after just like us. Talk about how the plants will also go through changes just like us as we grow.</p> <p>Questions: What do seeds look like? Do they still look the same as they grow? What do we have to do to look after seeds and make them grow?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and stretch tall like a seed growing.</p>
	Let's Think	Plant the seeds and look after them over the coming weeks. Look at how they change and grow and develop.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Get children to look after the seeds, put the seeds in a good location for children to observe changes Turn the role-play into a flower show	Bubble-ups Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Understanding the world - people and communities Understanding the world - the world	Go for a walk and look for signs of growth outside. Talk about the changes they can see and observe	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Provide opportunities for children to observe the growth of the plants over the coming weeks. Perhaps keep a diary of changes	Jigsaw Song sheet: 'A New Day' Book: 'The Huge Bag of Worries', by Virginia Ironside Seeds Pots Compost Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Timeline of how plants grow and change	Place plants outside for children to care for



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 4 - Growth and Change

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)		D5(a)		D4(a)	
D4(b)		D4(b)		D5(b)	✓	D4(b)	
D5(a)	✓	D4(c)		D5(c)	✓	D4(c)	
D5(b)		D4(d)		D5(d)		D4(d)	
D5(c)	✓	D4(e)		D6(a)		D5(a)	✓
D5(d)		D4(f)		D6(b)	✓	D5(b)	
D5(e)		D4(g)		D6(c)		D5(c)	
D5(f)		D4(h)				D5(d)	✓
D6(a)						D6(a)	✓
D6(b)						D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)	✓	D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	✓
D5(a)		D5(c)	
D5(b)		D5(d)	✓
D5(c)		D5(e)	
D5(d)		D6(a)	✓
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	1
2	2	
3	3	
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
2		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	1	1
3		
	4	



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 4

Changing Me

Jigsaw Jenie wonders which parts of the body are the most important. Can you help him understand this?

Which parts are important and why?

(Conclusion: all parts of our bodies are important as we need them all as they all do different jobs to keep us alive and healthy.)

Can you remember last time we practised focusing on different parts of our bodies and being grateful for how they help us?

If practical you might like to have children laying down on the floor for this Calm Me time.

Form a circle, feet towards the centre...

Script

Lay down nice and flat and let your body relax.

Put your hands on your tummy and close your eyes.

Smile.

Imagine you are safe and warm and looking up at a starry sky, twinkly stars... so many stars.

Feel calm.

Listen carefully to the Jigsaw Chime...listen until the sound has gone way into the distance... up to the stars.

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or can you imagine it being glittery and floating up towards the stars?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 4 cont.

Changing Me

Put your hands on your tummy.

I love my tummy and thank it for helping me digest my food for energy.

Gently put your hands on your eyes.

I love my eyes and thank them for helping me see beautiful things in the world.

Think about your feet.

I love my feet and thank them for helping me walk and run.

(You can repeat this with more parts of the body if children can manage to stay focused, the idea being they are trying to direct their attention with and without touching parts of the body.)

Concentrate again on taking lovely deep breaths... in... 1...2...3... and out 1...2...3...4...

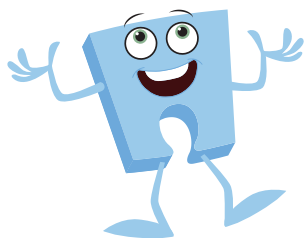
I appreciate my body and do my best to keep it healthy.

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?


This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 5 - Fun and Fears

Learning Intention/s: I can talk about how I feel about moving to School from Nursery.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Put on some music. Ask the children if they can move happily to the music. How could they move so it looks like they were sad? Can they move around looking excited/worried?
	Help Me Learn	<p>Sit the children in a circle and tell the children that Jigsaw Jenie is feeling a little scared as he is going to big school soon. Can the children help cheer Jenie up?</p> <p>Questions: Is there anything exciting about going to big school that they can tell him about? (Use whatever language for 'big school' is appropriate for your setting.)</p>
	Let's Think	<p>Ask the children to share some of the things they are excited about or worried about when they go to big school. Try to talk about some of the fears/worries they may have and how to overcome them.</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and feel calm.</p>

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Have pictures, uniform of big school available for children to explore, set the role-play area up as a school		Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - people and communities Understanding the world - the world	Ask parents to talk about the transition to big school in a positive way at home. Visit the website of the new school	
Adult-led/directed activities	Resources	Display ideas	Outside Learning	
Encourage children to talk openly about transition to big school, address any concerns raised	Music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Display with different emotions on and word cards	Role-play schools, provide resources to allow children to act out being teachers	



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 5 - Fun and Fears

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)	✓	D5(a)	✓	D4(a)	
D4(b)	✓	D4(b)	✓	D5(b)		D4(b)	
D5(a)		D4(c)		D5(c)		D4(c)	✓
D5(b)		D4(d)		D5(d)	✓	D4(d)	
D5(c)		D4(e)	✓	D6(a)		D5(a)	✓
D5(d)		D4(f)		D6(b)		D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	✓
D5(f)	✓	D4(h)				D5(d)	
D6(a)	✓					D6(a)	✓
D6(b)						D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	✓
D5(c)		D5(e)	
D5(d)		D6(a)	✓
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	✓
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		1
	3	
4	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1		



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 5

Changing Me

There are additional optional Calm Me scripts after the lesson plans for Pieces 5 and 6 should you wish to use them.

Jigsaw Jenie loves belonging to our class/nursery.

He is very nervous about moving up to the next class after the holiday.

Can we help him to be excited about this and not so nervous?

What can he do to help himself feel OK about this move?

Script

Let's sit in our circle, all together, and enjoy our Calm Me time.

Sit back in your chair with a nice straight back.

Let's hold hands in our circle.

Feel proud and safe.

Close your eyes if you feel comfortable to do so.

Smile.

Listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance... floating away on the clouds.

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth.

Can you feel your body move, your tummy go up and down as you breathe?

(Repeat)



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 5 cont.

Changing Me

Keep taking nice gentle breaths in through your nose 1...2...3... and out through your mouth 1...2...3...4...

Feel peaceful.

Very gently squeeze the hands you are holding to show we belong to our class/nursery.

Then let go and put your hands on your heart to feel it beating.

I am kind and happy.

I belong in my class/nursery.

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

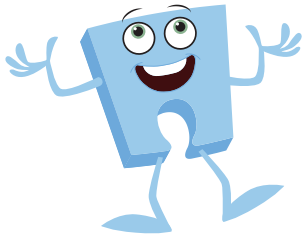
This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Calm Me time in Foundation 1 - Ages 3-4 - Extra

Changing Me

Ask the children to sit in a circle. Sound the Chime and ask the children to listen until they can no longer hear the sound, then send their breath to all of the muscles in their bodies. Slowly begin to grow taller and taller. Winter has been, Spring is here and you are a little shoot growing towards the sun. Your roots begin to grow beneath the ground, like a ship's anchor they keep you strong and safe. You soak in the sun above; the warm rays help you to grow taller and taller. Pitter patter raindrops begin to fall. The rain gently falls on to you. As the drops touch they help that part of you relax. They touch your feet and they relax, they touch your shoulders and they relax, they touch your cheeks and they relax, they touch your head and it relaxes. You stand tall in the forest, looking around you can see the other trees and plants; they too are reaching towards the sun, growing taller and taller. You give yourself a little smile. Take a deep breath in and breathe out into the forest. This is the end of Calm Me time.



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 6 - Celebration

Learning Intention/s: I can remember some fun things about Nursery this year.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Sit the children in a circle and tell the children that the Jigsaw Jenie is feeling sad because he is going to lose some of his friends as they go to big school.
	Help Me Learn	Ask the children how can we cheer Jigsaw Jenie up. Explain to children that perhaps if we reminded Jigsaw Jenie all about the fun things we have done this year, Jigsaw Jenie might feel better. Pass Jigsaw Jenie around the circle and encourage children to tell Jigsaw Jenie about something fun and exciting that they can remember doing in the last year at nursery. Questions: How can we cheer Jigsaw Jenie up? What fun things have we done this year?
	Let's Think	Explain to the children how even though they are moving on and might feel a little sad and excited, that they will always have their memories and be able to think about all the fun things they have done at nursery.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Leave Jigsaw Jenie somewhere special so that children can go and express their memories and feelings	Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - people and communities Understanding the world - the world	Ask parents to discuss all the things they are proud of that their child has achieved this year. Share happy memories of the year	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Encourage children to draw their happy memory from nursery and write/scribe on the picture	Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Children's pictures of favourite things/memories	Observe good practice. Get out a selection of children's favourite toys over the last year



Puzzle 6: Changing Me - Foundation 1 - Ages 3-4

Piece 6 - Celebration

ELG: Personal, social and emotional development							
06 Self confidence and self-awareness		07 Managing feelings and behaviour			08 Making relationships		
D4(a)		D4(a)	✓	D5(a)	✓	D4(a)	
D4(b)	✓	D4(b)	✓	D5(b)		D4(b)	✓
D5(a)		D4(c)		D5(c)		D4(c)	✓
D5(b)	✓	D4(d)		D5(d)		D4(d)	✓
D5(c)		D4(e)		D6(a)		D5(a)	
D5(d)	✓	D4(f)		D6(b)		D5(b)	
D5(e)	✓	D4(g)		D6(c)		D5(c)	
D5(f)	✓	D4(h)				D5(d)	✓
D6(a)	✓					D6(a)	✓
D6(b)	✓					D6(b)	✓
						D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	✓
D5(c)		D5(e)	
D5(d)		D6(a)	✓
D5(e)			
D6(a)			

ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)		D6(d)	✓
D5(b)		D6(e)	
D5(c)		D6(f)	

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		
	2	
		4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
		2

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
1	1	
2		
3		



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 6

Changing Me

There are additional optional Calm Me scripts after the lesson plans for Pieces 5 and 6 should you wish to use them.

Last time we helped Jigsaw Jenie feel more confident about going into the next class at school after the holiday.

Jigsaw Jenie was nervous but we helped him feel excited about growing up and moving to the next class.

How do you feel about moving to a new class?

Are you nervous, excited?

Script

Let's sit in our circle, all together, and enjoy our Calm Me time.

Sit back in your chair with a nice straight back.

Let's hold hands in our circle.

Feel proud and safe.

Close your eyes if you feel comfortable to do so.

Smile.

Listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance... floating away on the clouds.

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth.

Can you feel your body move, your tummy go up and down as you breathe?

(Repeat)



Calm Me Script - Year F1 (Nursery) - Ages 3-4 - Piece 6 cont.

Changing Me

Keep taking nice gentle breaths in through your nose 1...2...3... and out through your mouth 1...2...3...4...

Feel peaceful.

Very gently squeeze the hands you are holding to show we belong to our class/nursery.

Then let go and put your hands on your heart to feel it beating.

I am kind and happy.

I belong in my class/nursery.

Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Calm Me time in Foundation 1 - Ages 3-4 - Extra

Changing Me

Ask the children to sit in a circle. Sound the Chime and ask the children to listen until they can no longer hear the sound, then send their breath to all of the muscles in their bodies. Slowly begin to grow taller and taller. Winter has been, Spring is here and you are a little shoot growing towards the sun. Your roots begin to grow beneath the ground, like a ship's anchor they keep you strong and safe. You soak in the sun above; the warm rays help you to grow taller and taller. Pitter patter raindrops begin to fall. The rain gently falls on to you. As the drops touch they help that part of you relax. They touch your feet and they relax, they touch your shoulders and they relax, they touch your cheeks and they relax, they touch your head and it relaxes. You stand tall in the forest, looking around you can see the other trees and plants; they too are reaching towards the sun, growing taller and taller. You give yourself a little smile. Take a deep breathe in and breath out into the forest. This is the end of Calm Me time.



Jigsaw![®]

Congratulations

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Well done for your work in
The Changing Me Puzzle

I am proud that you

.....

Signed:..... Date:.....



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