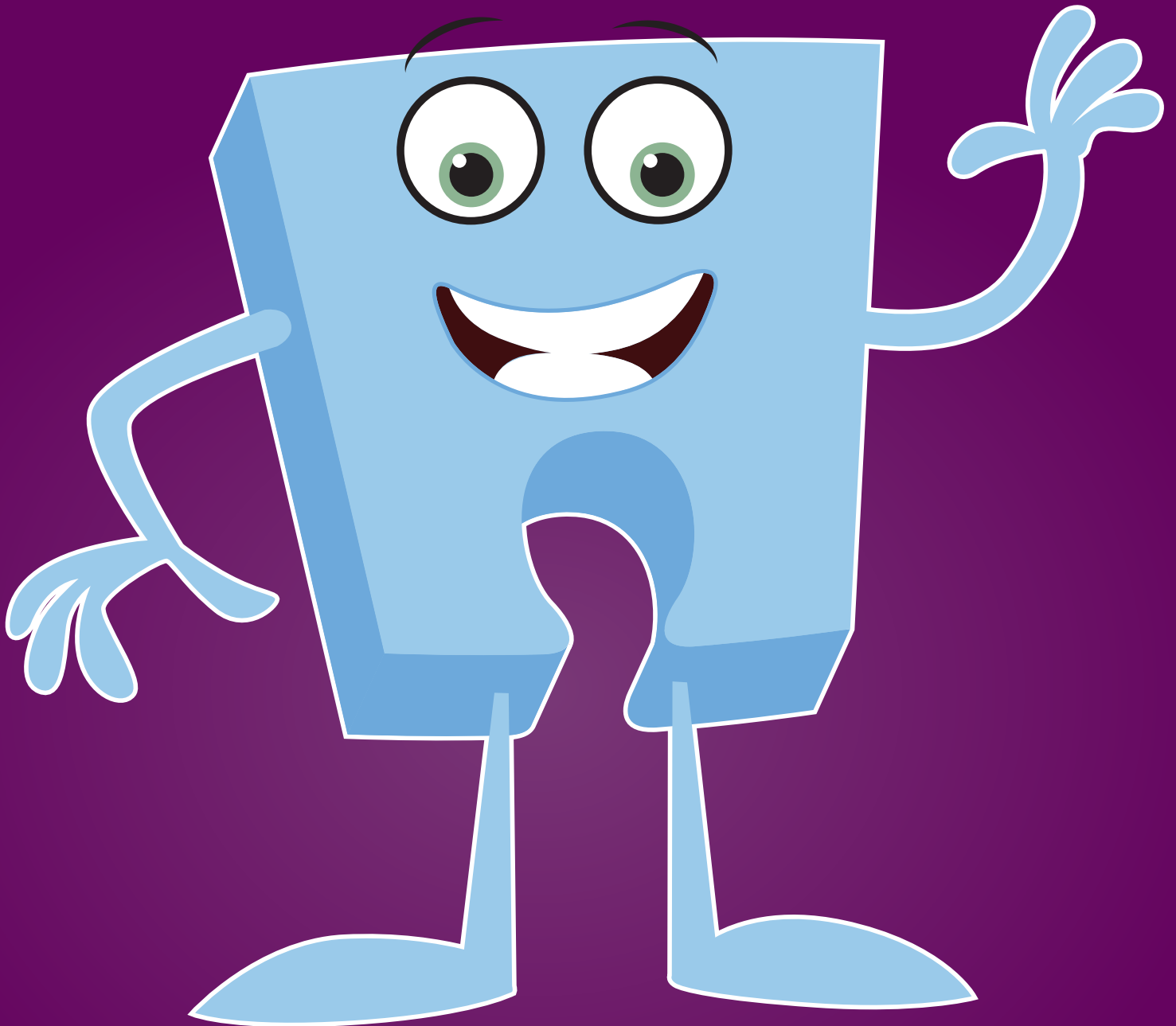


Jigsaw!

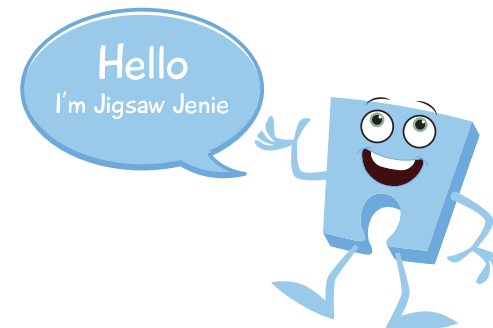
The mindful approach to PSHE



Healthy Me - F1 (Nursery/Pre-school)

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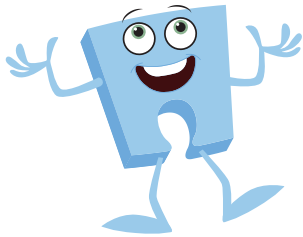
Healthy Me

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

Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create the Bedtime section of the Healthy Me Recipe Book (see Piece 4)

Weekly Celebration	Pieces	Learning Intentions	Resources
Have made a healthy choice	1. Everybody's Body	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy	Music Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I can tell you some of the things I need to do to be healthy	Superman song/'I am the music man' or 'I like to move it' (from the film 'Madagascar') Small apparatus e.g. balls, ropes, beanbags, cones, timers Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have been physically active	3. Food Glorious Food	I know what the word 'healthy' means and that some foods are healthier than others	Jigsaw Song sheet: 'Make a Good Decision' An assortment of healthy food and not so healthy food (preferably real) to make a sandwich 2 lunchboxes Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and that sleep is good for me	In The Night Garden clip (can be found online) Pyjamas Lullaby CD Teddy bear Hot water bottle Dressing gown Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands and know it is important to do this before I eat and after I go to the toilet	Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to keep calm and deal with difficult situations	6. Stranger Danger	I know what to do if I get lost and how to say NO to strangers	CBeebies: Red Riding Hood clip Book: 'Never Talk to Strangers' by Irma Joyce or similar If possible, ask your local PCSO to come by and chat to the children about Stranger Danger Book: 'Not Everyone is Nice', by Anne Tedesco Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle Assembly/Collective Worship: Healthy Me

Title: Healthy Me - Song: Make a Good Decision

Resources: PowerPoint slide show of people making healthy choices. PowerPoint slide of a car. Various pictures for the More often/Less often game. More often/Less often labels. Jigsaw song: Make A Good Decision backing track or played on piano/ or played with children singing from the MP3 file.

Stimulus (focus for reflection): Slides 1-6. Show the PowerPoint slideshow of people/children making healthy choices and play the Jigsaw song: Make a Good Decision.

Calm me: In today's assembly the Calm Me is part of the Reflection time at the end of the assembly.

Help me think about: Slide 7. Show the PowerPoint slide of the car and invite the children to think about what is needed to keep the car 'healthy' and make it go. Take some feedback. Summarise the children's answers by explaining that in order to keep the car in a 'healthy condition' it needs regular amounts of the right fuel, periods of rest, it needs to be used regularly to keep all the parts running, it needs cleaning and maintaining.

Puzzle Assembly Plan: Put up the More often and Less often signs on opposite sides of the room/space.

Explain that in the children's Jigsaw lessons this term they will be learning about making healthy choices. Can they see the link between what they said about the car and how that relates to our ways of staying healthy? Draw out the similarities? Can they think of extra things that we need that a car wouldn't? (e.g. importance of social life, friends and family, relaxation and doing things we enjoy).

Explain that everyone is now going to play a game. In the bag you will have various pictures. In the game the children have to try and guess what is on each picture from the Lead Practitioner's description. When a picture has been guessed the children need to decide if it should be placed on the More often or Less often side of the room. It maybe they feel the picture should be placed somewhere in-between. If so, this is OK because it emphasises moderation which is an important aspect in many of our healthy choices.

After the game have a look at how the pictures have been sorted. Stress to the children that Less often doesn't always mean NEVER. For example, it's OK to have treats every now and again.

Invite the children to look at the pictures and with a talk partner discuss how often they do these things. Is there something they could do more of, or perhaps they need to do less of something else? Can they think of a change they could make to be healthier?

Ask for some examples.

Slide 8. Sing the Jigsaw song: Make a Good Decision.

Help me reflect: Begin this section by doing a Calm me time by sounding the Jigsaw Chime and inviting everyone to listen as the sound fades away. Invite the children to use their 4/6 breathing, counting 4 on the in-breath and 6 on the out-breath. In this moment of stillness ask everyone to think of the healthy choice/change they would like to make. Can they see it as a picture in their heads?

After a few moments sound the Jigsaw Chime again and ask everyone to bring their attention back to the room when they can no longer hear the sound.

(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 the Jigsaw Song for Healthy Me: Make A Good Decision.

Healthy Me Assembly (PowerPoint Slides 1-6)

Slide 1



Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Healthy Me Assembly (PowerPoint Slides 7-8)

Slide 7



Slide 8

Make A Good Decision (Healthy Me)

I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong.
I will make sure,
I can tell the difference, see.
I will make sure,
I'm as healthy as can be.
As can be,
Be, be.

Chorus:
I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2
I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.















Make A Good Decision (Healthy Me)

**I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong.**

**I will make sure,
I can tell the difference, see.
I will make sure,
I'm as healthy as can be.
As can be,
Be, be.**

Chorus:

**I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.**

INSTRUMENTAL

Chorus x2

**I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.**

Make A Good Decision (Healthy Me)

6

I know what's right, and I know what's

10

wrong. When to say yes, and to say no, strong. Strong. I will make

13

sure, I can tell the difference, see. I will make sure, I'm as healthy as can

16

be. As can be. Be, be. I know what's wrong and what's right when it

21

comes to the bite, I know just what to say, It's my life. Let's be healthy, be

27

happy, be you, be the way that you want to be. Make sure that you make a good de-

33

cision_ .

39

I know what's wrong and what's right when it

45

comes to the bite, I know just what to say, It's my life. Let's be heal-thy, be

51

ha-ppy, be you, be the way that you want to be. Make sure that you make a good de-

57

Musical score for measure 57. The score consists of three staves. The top staff is a vocal line in treble clef, containing the lyrics "cis - ion" followed by a long horizontal line and a period. The middle and bottom staves are piano accompaniment, with the middle staff in treble clef and the bottom staff in bass clef. The piano part features a steady eighth-note accompaniment in both hands.

Puzzle 4

Weekly Celebration 1

This week we are celebrating people who:
Have made a healthy choice



Puzzle 4

Weekly Celebration 2

This week we are celebrating people who:
Have eaten a healthy, balanced diet



Puzzle 4

Weekly Celebration 3

This week we are celebrating people who:
Have been physically active



Puzzle 4

Weekly Celebration 4

This week we are celebrating people who:
Have tried to keep themselves and other safe



Puzzle 4

Weekly Celebration 5

This week we are celebrating people who:
**Know how to be a good friend and
enjoy healthy relationships**

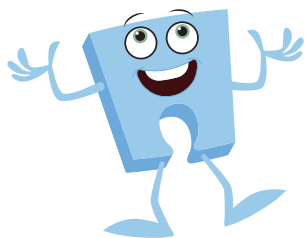


Puzzle 4

Weekly Celebration 6

This week we are celebrating people who:
**Know how to keep calm and deal with
difficult situations**





Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4

Piece 1 - Everybody's Body!

Learning Intention/s: I know the names for some parts of my body and am starting to understand that I need to be active to 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	Head, shoulders, knees and toes song - get all the words muddled up and point to the wrong parts of the body when singing the words.
	Help Me Learn	<p>Ask the children where their hearts are. Explain that the hearts beats slowly when we are relaxed and quickly when we do exercise. Play music, children to run/jump/skip, etc. and when the music stops adult to give them an instruction e.g. hands on head, fingers on knees. Observe to see if children are confident about the parts of their body and the correct names. Include trickier terms to extend the more able e.g. calf, thigh, etc. Afterwards ask how the children feel.</p> <p>Questions: Are you feeling warmer? How has your breathing changed? What is your heart doing?</p>
	Let's Think	Scatter the active play pictures on the floor; in talk partners, share which activity they like most and why.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Cutting activity - an assortment of shapes for children to practise their cutting skills	During activity write bubble-ups of what is said 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 Expressive arts and design	Ask families to keep an active play diary of exercise and physical activities they do over the course of a week. What do the children enjoy most and why? What do they find hard to do or want to get better at (e.g swimming, climbing, etc.)?	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
See outside learning	Music Assortment of pictures of active play/ sports (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Posters/pictures up of different forms of exercise/physical activity. Clear labels of what these sports/activities are to extend children vocabulary	Obstacle course: children to complete in teams. Adult to discuss how their bodies feel before and after the exercise



Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4 Piece 1 - Everybody's 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)			
D6(a)	✓				
D6(b)	✓				

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
	2	
3	3	3
4		

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

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



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

Healthy Me

Script

Can we see if we can show Jigsaw Jenie how we get ready for Calm Me time without saying a word?

(Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies)

What do we do in Calm Me time?

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations

Breathe in gently through our noses

Breathe out rainbow breath through our mouths

Feel strong, calm, kind, etc.



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

Healthy Me

Now we are thinking about how we can be healthy so our Calm Me time will help us with this because it helps us feel calm. If we feel angry/anxious, we can have a Calm Me time and use out breathing to calm down our emotions, can't we?

(Jigsaw Jenie may have an example of a time when he calmed his emotions down using his Calm Me breathing...)

Maybe try doing Calm Me time with your hands on your heart instead of on your tummy. Can you feel your heart beating? Why is your heart so important?

Maybe Jenie can 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 puff out your rainbow breath through your mouth. Imagine you are filling up your heart with kindness as you breathe in and smile as you breathe out.

Feel your chest go up and down as you breathe in and out.

Feel calm, peaceful and safe. Your heart is full of kindness.

(You may be able to repeat this if children can manage this.)

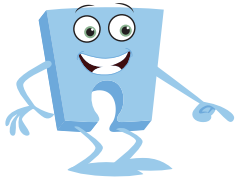
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

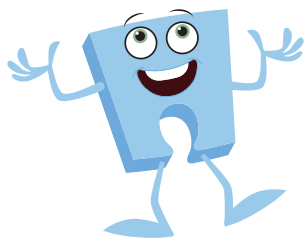
How do they feel?

Could they imagine their hearts filling up with kindness?

Can they use words like calm, peaceful, quiet, strong, gentle, kind, and proud?

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.






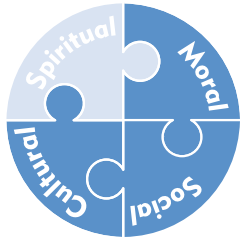
Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4

Piece 2 - We like to Move It, Move It!

Learning Intention/s: I can tell you some of the things I need to do to 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	Play one of the songs and do all the actions to it. How does moving make you feel? How does your body feel?
	Help Me Learn	<p>Go outside and do an obstacle course together. Plan what each stage is going to be. Cheer each other on and time how long it takes to get the whole team through. Can you beat your time?</p> <p>Questions: What does your heart do when you are moving and exercising?</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 say thank you to your body.</p>
	Let's Think	Cool down back inside, explain that you need energy to do everything that you do in a day. If you want to have lots of energy, what things do you need to do/eat/drink to help?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Normal good practice	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult directed/child-initiated activities Understanding the world Expressive art and design Physical development	Set a challenge similar to the adult directed activity to really promote length of a minute and physical skills	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Timers - what can you do in a minute? Jumping, threading beads, writing name, etc.	Superman song/'I am the music man' or 'I like to move it' (from the film 'Madagascar') Small apparatus e.g. balls, ropes, beanbags, cones, timers Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Anything that promotes a healthy lifestyle - add to last week's display	Small apparatus to be made available for independent play



Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4 Piece 2 - We like to Move It, Move It!

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)			
D6(a)	✓				
D6(b)					

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
	2	
3	3	3
4		

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

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



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

Healthy Me

Script

If it is practical, children could lie on the floor for this Calm Me time.

Can we see if we can show Jigsaw Jenie how we get ready for Calm Me time without saying a word?

(Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies)

Now we are in our circle, can we lay down with our feet in the middle of the circle but not touching anyone else's feet?

So put your hands on your tummies, 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.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make yourself as long as you can be.

Then let your whole body relax and go floppy.

Breathe in and imagine the air fills up your body.

Breathe out and go floppy.

Say a quiet thank you to your body for being fit and healthy. For letting you run and jump and play.

(Teacher note: be sensitive to needs and situations of children with disabilities, and maybe alter wording to be inclusive.)



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

Healthy Me

Feel calm, peaceful and safe. I love and respect my body.

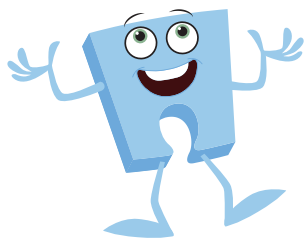
(You may be able to repeat this if children can manage this.)

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.

Sit up very gently and 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 4: Healthy Me - Foundation 1 - Ages 3-4

Piece 3 - Food, Glorious Food

Learning Intention/s: I know what the word 'healthy' means and that some foods are healthier than others.

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: 'Make a Good Decision'. (Small groups) 2 teddies/dolls with their lunchboxes. One box full of not so healthy food, the other full of healthy food. Children to talk about them (make notes of their comments).
	Help Me Learn	Jigsaw Jenie explains the terms healthy and not so healthy. What do they mean? Make a healthy sandwich together, talk about fillings and how they are good for you and the effect they have on your body. Questions: What does healthy food do to our bodies? If you ate less healthy food all the time, what would happen to your body? If something is less healthy does that mean you can never eat it?
	Let's Think	Share the sandwich (a little bit each) and share with each other what their favourite healthy snack is.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Pots, pans, etc. and a range of role play food and plates for children to prepare meals. Great opportunity for bubble-ups/photos and learning stories	Bubble-ups during 'Interest Me' and 'Help me Learn' and adult directed/child initiated activities Understanding the world Expressive art and design Physical development Maths	Next time they go shopping, talk to the children about the food that they are buying. Which food should be eaten all the time and which should only be eaten on occasion or as a treat? Parents/carers to make a note of anything that is said that shows the children have a good understanding of this	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Assortment of fruit on the table for children to talk about and paint pictures of	Jigsaw Song sheet: 'Make a Good Decision' An assortment of healthy food and not so healthy food (preferably real) to make a sandwich 2 lunchboxes Jigsaw Jeni Jigsaw Chime	Opportunity to display the fruit paintings	Normal active play



Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4

Piece 3 - Food, Glorious Food

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)			
D6(a)	✓				
D6(b)					

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	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	1
	4	



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

Healthy Me

Script

If it is practical, children could lie on the floor for this Calm Me time.

Can we see if we can show Jigsaw Jenie how we get ready for Calm Me time without saying a word?

(Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies)

Now we are in our circle, can we lay down with our feet in the middle of the circle but not touching anyone else's feet?

So put your hands on your tummies, 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.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make yourself as long as you can be.

Then let your whole body relax and go floppy.

Breathe in and imagine the air fills up your body.

Breathe out and go floppy.

Say a quiet thank you to your body for being fit and healthy. For letting you run and jump and play.

(Teacher note: be sensitive to needs and situations of children with disabilities, and maybe alter wording to be inclusive.)



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

Healthy Me

Feel calm, peaceful and safe. I love and respect my body.

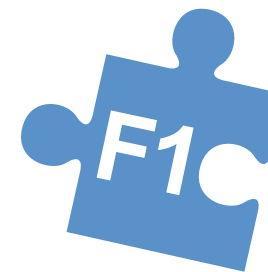
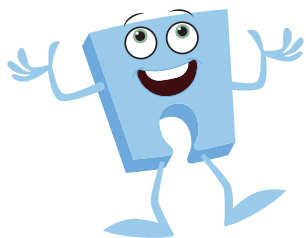
(You may be able to repeat this if children can manage this)

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.

Sit up very gently and 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 4: Healthy Me - Foundation 1 - Ages 3-4

Piece 4 - Sweet Dreams

Learning Intention/s: I know what the word 'healthy' means and that some foods are healthier than others.

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	Show the children the beginning and end part of In the Night Garden (can be found online) where the child is falling asleep and where all the characters are saying good night (or similar).
	Help Me Learn	Jigsaw Jenie and Jigsaw Jerrie Cat are tucked up in bed. Play some lullabies. How do they make you feel? Do you ever have dreams? Share their ideas with each other. Adult to show some pyjamas, a teddy, hot water bottle, dressing gown to promote discussion. Pass Jigsaw Jenie around. Questions: What do they do before they go to sleep? What do they wear? Do they cuddle anything? Do they say prayers before sleep?
	Let's Think	Children to find a comfy place to lie. Play a lullaby. Encourage children to close their eyes and take slow, deep breaths. Explain how important it is to get good night's sleep, that's when we grow and our bodies repair themselves. At the end of the song, children to pretend to wake up, yawn, stretch and start the day!

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Bears, dolls, blankets, pillows. Opportunity for children to act out bed time routines		Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult directed/child-initiated activities Understanding the World Expressive art and design Physical development Maths	Invite parents/carers to comment on their child's bedtime routines and how much sleep they get	
Adult-led/directed activities	Resources	Display ideas		Outside Learning
Paint what they cuddle at night or paint what they dream about	In The Night Garden clip (can be found online) Pyjamas Lullaby CD Teddy bear Hot water bottle Dressing gown Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Display paintings from adult-directed activity		Normal good practice



Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4 Piece 4 - Sweet Dreams

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	
3	3	
	4	

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
3		

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 4

Healthy Me

Script

If it is practical, can children lie on the floor for this Calm Me time?

Before starting the Calm Me time, can they pretend they are in bed and just about to go to sleep? Do they curl up to go to sleep, or stretch out to go to sleep? Can they show Jigsaw Jenie how they go to sleep?

Maybe show them Jigsaw Jenie all snuggled into his blanket ready to have a nap?

Ask children why it is important for our bodies to get plenty of sleep.

Then start Calm Me time...

Can we see if we can show Jigsaw Jenie how we get ready for Calm Me time without saying a word?

Now we are in our circle, can we lay down with our feet in the middle of the circle but not touching anyone else's feet?

So put your hands on your tummies, 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.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make yourself as long as you can be.

Then let your whole body relax and go floppy.

Breathe in and imagine the air fills up your body.

Breathe out and go floppy.

Imagine you are in the cosiest bed in the world and give a big yawn.

Relax.

Feel calm, peaceful and safe.

I can give my body plenty of sleep and rest.



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

Healthy Me

Very gently stretch your body and make it as long as it can be.

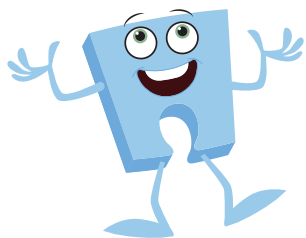
Slowly open your eyes but stay laying down.

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.

Sit up very gently and 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 4: Healthy Me - Foundation 1 - Ages 3-4

Piece 5 - Keeping Clean

Learning Intention/s: I can wash my hands and know it is important to do this before I eat and after I go to the toilet.

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	Adult to come in with FILTHY hands (make it obvious!) and sit down with group of children at fruit time and go to eat the fruit. Give it time to see if any of the children notice anything. If not, get Jigsaw Jenie to ask: Is it OK for _____ to eat this fruit right now? Can anyone see anything wrong? Quick chat about what should be done to make things better.
	Help Me Learn	Children to give instructions how to wash hands. What do you need to do first? Once adult has successfully washed hands, children to take it in turns to wash their own hands. Sing 'This is the way we wash our hands'; make up your own words to suit actions, e.g. This is the way we rub them clean, etc. Bubble-up opportunity - recording comments that children say. Chat about other times that we wash ourselves. Questions: Why do you need to wash hands? What could happen if you don't?
	Let's Think	We have found out in the last few weeks that we need to make sure we eat healthy foods and exercise, but keeping ourselves clean is just as important. Washing hands after you have been to the toilet is especially important.  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 proud to be clean and healthy.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Bubble painting	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult directed/child-initiated activities Understanding the world Expressive art and design Physical development	Encourage children to use flannel and soap and wash themselves from top to toe next time they are in the bath; talk about why we wash, etc.	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Babies in the water tray with an array of washing resources, soap, sponges, nail brushes, tooth brushes, towels, etc.	Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Photos of bubble blowing, bubble painting pictures, washing bikes, etc. clearly on display	Blowing bubbles outside Water play - washing bikes, scooters, etc.



Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4 Piece 5 - Keeping Clean

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)			
D6(a)					
D6(b)					✓

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		

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



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

Healthy Me

There are additional optional Calm Me Scripts after Pieces 5 and 6 to further develop children's visualisation skills, if you want to use them.

Script

Children can lie down or return to sitting for this Calm Me time.

Let's get ready for Calm Me time.

So put your hands on your tummies, 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.

Imagine you are gently blowing a feather off your hand into the breeze.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make your legs as long as they can be.

Then let your whole body relax.

Breathe in and imagine the air fills up your body and helps you feel peaceful and happy.

Breathe out and go floppy.

Imagine your toes are paddling in lovely clean blue water on the beach as you walk along and swish the water with each step.

Swish, swish... the water feels refreshing and clean.

It feels good to be clean.

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.



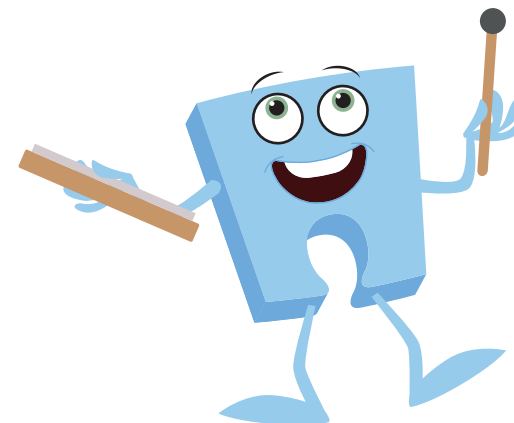
Calm Me Time in Foundation 1 - Ages 3-4 - Extra

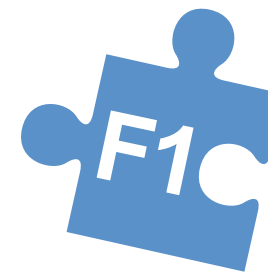
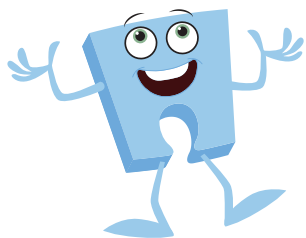
Healthy Me

(Weather depending, this exercise would work very well in an outside environment.)

Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Breathe in and send your breathe to the muscles in your legs, send your breath to the muscles in your arms. Send your breath to the muscles in your tummy and the muscles in your back. This helps them to relax, one muscle at a time.

Think about your favourite Super Hero. Imagine the Super Hero in your mind. Think of the magical powers you have. Can you fly? Can you climb? Are you invisible? Do you wear a cape? Super heroes are amazing at listening and they can hear things far away. They can even hear noises close by. Turn on your Super Hero listening power. Listen to the sounds far away from you. Listen to the sounds closer. Tell yourself in your mind what you can hear. Allow time for the children to discuss the sounds they could hear to signify the end of the Calm Me time.





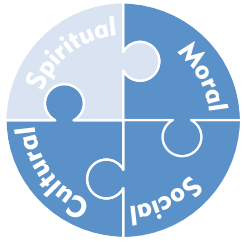
Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4

Piece 6 - Stranger Danger

Learning Intention/s: I know what to do if I get lost and how to say NO to strangers.

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	Read Red Riding Hood. Did RRH know the wolf? He was a stranger. Should she have talked to him?
	Help Me Learn	Read 'Never Talk to Strangers' (or similar). Talk through scenarios; if possible, act it out with another member of staff. First go with the stranger and the children to suggest ways that they could keep safe and what they need to do. Questions: What do strangers look like? What should you do if you get lost? How can you get help, who could you go to?
	Let's Think	Jigsaw Jenie helps the children to plan things you can do and say if you are ever approached by a stranger. Things to remember - grown-ups who need help would ALWAYS ask another grown-up for help, so if they are asking you for help, say NO and DON'T GO.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Normal good practice	Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult directed/child-initiated activities Understanding the world Expressive art and design Physical development	YouTube: Safety Now - Stranger Danger Google Stranger Danger - lots of quizzes, colouring pages to promote conversation at home	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Use posters as a talking point, encourage conversation and make note of any particular comments that are made	Red Riding Hood story Book: 'Never Talk to Strangers' by Irma Joyce or similar Book: 'Not Everyone is Nice', by Anne Terdesco If possible, ask your local PCSO to come by and talk to the children about Stranger Danger Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Ask your PCSO for some posters and leaflets that can be displayed and shared with children and parents/carers	Normal good practice



Puzzle 4: Healthy Me - Foundation 1 - Ages 3-4 Piece 6 - Stranger Danger

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)			
D6(a)	✓				
D6(b)					✓

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		

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		1



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

Healthy Me

There are additional optional Calm Me Scripts after Pieces 5 and 6 to further develop children's visualisation skills, if you want to use them.

Script

Children can lie down or return to sitting for this Calm Me time.

Let's get ready for Calm Me time.

So put your hands on your tummies, 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.

Imagine you are gently blowing a feather off your hand into the breeze.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make your legs as long as they can be.

Then let your whole body relax.

Breathe in and imagine the air fills up your body and helps you feel peaceful and happy.

Breathe out and go floppy.

Help your mind to create a picture of somewhere you feel safe and happy.

Can Jigsaw Jenie come to your safe and happy place with you?

Feel safe and happy.

I know where to be safe.

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

Healthy Me

(Weather depending, this exercise would work very well in an outside environment.)

Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Breathe in and send your breathe to the muscles in your legs, send your breath to the muscles in your arms. Send your breath to the muscles in your tummy and the muscles in your back. This helps them to relax, one muscle at a time.

Think about your favourite Super Hero. Imagine the Super Hero in your mind. Think of the magical powers you have. Can you fly? Can you climb? Are you invisible? Do you wear a cape? Super heroes are amazing at listening and they can hear things far away. They can even hear noises close by. Turn on your Super Hero listening power. Listen to the sounds far away from you. Listen to the sounds closer. Tell yourself in your mind what you can hear. Allow time for the children to discuss the sounds they could hear to signify the end of the Calm Me time.



Congratulations

Well done for your work in
The Healthy Me Puzzle

I am proud that you

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



Congratulations

Well done for your work in
The Healthy Me Puzzle

I am proud that you

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