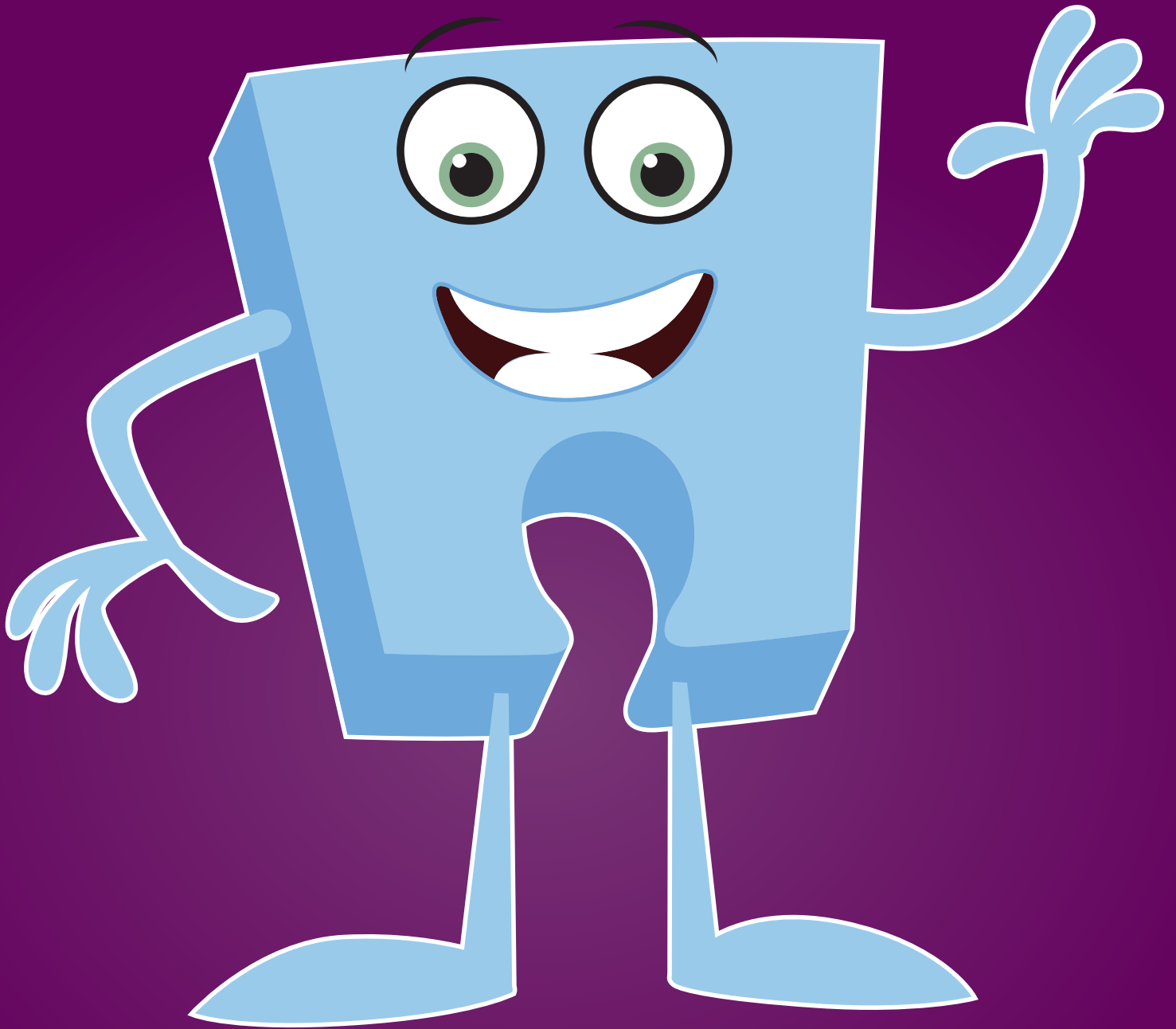


# Jigsaw!®

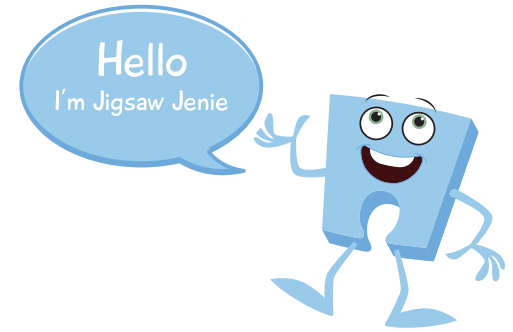
The mindful approach to PSHE



Dreams and Goals - F1 (Nursery/Pre-school)

[www.jigsawpshe.com](http://www.jigsawpshe.com)





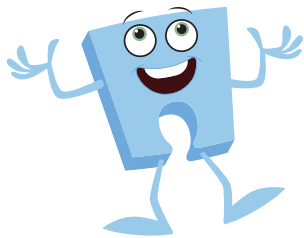
## Dreams and Goals

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

#### Puzzle Outcome

Help me fit together the six pieces of learning about Dreams and Goals to create the Garden of Dreams and Goals (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
<b>Stay motivated when doing something challenging</b>	1. Challenge	I understand what a challenge means	Jigsaw Song sheet: 'For Me' Resources for challenge in 'Interest Me' Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
<b>Keep trying even when it is difficult</b>	2. Never Giving Up	I can keep trying until I can do something	Jigsaw Song sheet: 'For Me' Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line) Book: 'The Jungle Run' by Tony Mitton Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
<b>Work well with a partner or in a group</b>	3. Setting a goal	I can set a goal and work towards it	Jigsaw Song sheet: 'For Me' Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime Wooden bricks
<b>Have a positive attitude</b>	4. Obstacles and Support	I know some kind words to encourage people with	2 teddies/puppets Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
<b>Help others to achieve their goals</b>	5. Flight to the Future	I can start to think about the jobs I might like to do when I'm older	Large variety of picture and word cards of different jobs done by adults (Teachers to make) Box or bag to hold picture cards Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
<b>Are working hard to achieve their own dreams and goals</b>	6. Footprint Awards	I can feel proud when I achieve a goal	Well done certificate A special box/bag Children's goals from Piece 3 Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



## Puzzle Assembly/Collective Worship: Dreams and Goals

### Title: Dreams and Goals - Song: For Me

**Resources:** PowerPoint slide show of people looking proud. Staff members prepped in advance. Empty balloons. PowerPoint slide of a rollercoaster ride. Jigsaw song: For Me backing track or played on piano/ or played with children singing from the MP3 file.

**Stimulus (focus for reflection):** PowerPoint of people/children who look proud.

**Calm me:** Begin Calm Me by sounding the Jigsaw Chime inviting everyone to listen as the sound fades away. Invite the children to use their 4/6 breathing, silently counting 4 on the in-breath and 6 on the out-breath. Ask them to repeat this, imagining they are very gently blowing up a balloon with their out-breaths and then tying it tight and seeing it float above them. Allow the children to settle for a few moments with this image and then sound the Jigsaw Chime again and ask everyone to bring their attention back to the room when they can no longer hear the sound.

**Help me think about:** Ask the children to whisper to the person next to them about something that they have done that makes them feel proud. Remind the children of the images they have seen on the screen, perhaps one of their achievements is something like these? Explain that today's assembly introduces our Jigsaw Dreams and Goals lessons for this term.

**Puzzle Assembly Plan:** Prepare members of staff before assembly and invite them up as a volunteer to 'share' a dream or goal that they have (these can be real or made up depending on what staff feel comfortable with). Once they have shared their dream/goal, they are to pretend that their balloon is their dream and try to blow it up. Each member of staff meets a difficulty e.g. gets distracted, likes someone else's balloon more, only blows a little, blows too much so that it pops (teacher judgement on this one) or it's just too hard to blow up. Will their dreams come true and will they ever meet their goal if they give up? Then have a member of staff to blow up a balloon and, although meeting lots of challenges, keeps going back to it until they reach their goal. Perhaps the teachers could work together to help one person blow their balloon up? Invite the children to explain what was going on and how the teacher that succeeded managed to achieve the task. Perhaps ask the children to do this in talk partners first before sharing some of their ideas.

Show the children the PowerPoint slide of the rollercoaster and ask them to guess why a rollercoaster is a bit like having a Dream or Goal? Draw out from their suggestion that there is an end destination but the way to get there is full of ups and downs and twists and turns, and may feel uncomfortable or exciting sometimes. Can they see this is a bit like a dream or goal? Not every dream is easy to achieve so we have to go through the ups and downs to get there.

**Help me reflect:** In this moment of stillness invite everyone to think of a dream or goal that is important to them. Perhaps it is a long term one, or it might be one to do with their learning in school, or even something they want to achieve today. Invite the children to imagine this dream is like one of the balloons the teachers were holding. Ask the children to imagine blowing up the balloon and succeeding in their dream. They can then imagine the balloon floating up into the air to celebrate their success.

(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

Either play or ask the children to sing the Jigsaw Song for Dreams and Goals: For Me.

## Dreams and Goals Assembly (PowerPoint Slides)

Slide 1

**For Me**  
(Dreams and Goals)

**VERSE 1:**  
I,  
I will be,  
Be the best that I can be,  
Yes you'll see,  
I will be,  
Be the best that I can be,  
Take your turn, you can do it too.

**BRIDGE:**  
Driving forward,  
Taste the passion,  
I can see it,  
I'm in pole position.

**CHORUS:**  
I know to reach the top that  
I must climb,  
I must climb way up high,  
I'm gonna' reach the sky.

I will, I can,  
I'm moving on with hope,  
Don't look back,

Don't look back,  
Don't look back, see,  
I'm doing this for me.

**VERSE 2:**  
I,  
I can be,  
Be the best that I can be,  
Yes you'll see,  
I can be,  
Be the best that I can be,  
Take your turn, you can do it too.

**BRIDGE 2:**  
Take that first step,  
Make it happen,  
Seize this moment,  
That's what dreams and goals  
are made of.

**CHORUS**  
BRIDGE 1+2

That's what dreams are

**CHORUS**  
Future doctors,  
Future actors,  
Future teachers,  
Let's all sing it together,  
Future pilots,  
And the writers,  
Future chefs,  
And future fire fighters,  
We're the laughers,  
We're the smilers,  
The future's bright,  
Now let's all sing this together.

Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



## Dreams and Goals Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



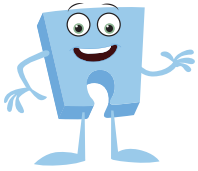
## Dreams and Goals Assembly (PowerPoint Slides)

Slide 13



Slide 14

<p><b>VERSE 1:</b> I I will be, I will be, Be the best that I can be. Yes you'll see, I will be, Be the best that I can be. Take your turn, you can do it too.</p> <p><b>BRIDGE:</b> Driving forward, Taste the passion. I can see it, I'm in pole position.</p> <p><b>CHORUS:</b> I know to reach the top that I must climb, I must climb way up high, I'm gunna' reach the sky.</p> <p>I will, I can, I'm moving on with hope. Don't look back,</p>	<p><b>For Me</b> <i>(Dreams and Goals)</i></p> <p>Don't look back, Don't look back, see, I'm doing this for me.</p> <p><b>VERSE 2:</b> I I can be, I can be, Be the best that I can be. Yes you'll see, I can be, Be the best that I can be. Take your turn, you can do it too.</p> <p><b>BRIDGE 2:</b> Take that first step, Make it happen. Seize this moment, That's what dreams and goals are made of.</p> <p><b>CHORUS</b> <b>BRIDGE 1+2</b></p>	<p>That's what dreams are</p> <p><b>CHORUS</b> Future doctors, Future actors, Future teachers, Let's all sing it together. Future pilots, And the writers, Future chiefs, And future fire fighters. We're the laughers, We're the simmers, The future's bright, Now let's all sing this together.</p> <p><b>CHORUS</b></p>
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**For Me**  
(Dreams and Goals)

**VERSE 1:**

I,  
I will be,  
I will be,  
Be the best that I can be.  
Yes you'll see,  
I will be,  
Be the best that I can be.  
Take your turn, you can do it too.

**BRIDGE:**

Driving forward,  
Taste the passion.  
I can see it,  
I'm in pole position.

**CHORUS:**

I know to reach the top that  
I must climb,  
I must climb way up high,  
I'm gunna' reach the sky.

I will, I can,  
I'm moving on with hope.  
Don't look back,  
Don't look back,  
Don't look back, see,  
I'm doing this for me.



## **For Me**

**(Dreams and Goals)**

### **VERSE 2:**

I,  
I can be,  
I can be,  
Be the best that I can be.  
Yes you'll see,  
I can be,  
Be the best that I can be.  
Take your turn, you can do it too.

### **BRIDGE 2:**

Take that first step,  
Make it happen.  
Seize this moment,  
That's what dreams and goals  
are made of.

### **CHORUS**

#### **BRIDGE 1+2**

That's what dreams are

### **CHORUS**

Future doctors,  
Future actors,  
Future teachers,  
Let's all sing it together.  
Future pilots,  
And the writers,  
Future chefs,  
And future fire fighters.  
We're the laughers,  
We're the smilers.  
The future's bright,  
Now let's all sing this together.

### **CHORUS**

## For Me (Dreams and Goals)

Musical notation for measures 1-8. The score is in 4/4 time and B-flat major. The right hand features a melody with triplet eighth notes. The left hand provides a bass line with a chord labeled 'F' at measure 5.

9

Musical notation for measures 9-13. The right hand continues the melody with triplet eighth notes. The left hand has a bass line with chords labeled 'Dm' and 'F'.

14

Musical notation for measures 14-17. The right hand continues the melody with triplet eighth notes. The left hand has a bass line with chords labeled 'Dm' and 'Bb'.

19

I, I will be, I will be, be the best that I can  
I I can be, I can be, be the best that I can

23

be, yes you'll see, I will be, be the best that I can be. Take your turn, you can  
be, yes you'll see, I can be, be the best that I can be. Take your turn, you can

27

2nd verse, higher pitch

do it too. Driv-ing for-ward, taste the pass-ion.  
do it too. Take that first step, make it happ-en.

31

I can see it, I'm in Po - le pos - it - ion.  
 Seize this mom - ent that's what Dreams and goals are made of.

Dm Em

2nd 1st

33

I know to reach the top that I must climb, I must climb way up high, I'm gun-na'

F F/Em Dm C Dm C

3 3

36

reach the sk - y. I will, I can, I'm mov-ing on with hope. Don't look back,

Bb F F/Em Dm C

3 3

39

don't look back, don't look back. See, I'm do-ing this for me \_\_\_\_\_

Bb F

43

Driv-ing for-ward,                      taste the pass-ion.                      I can see it, I'm in  
 Take that first step,                      make it happ-en.                      Seize this mom-ent that's what

Bb                      C                      Dm

46

1. Po-le-pos-it - ion.                      2. Dreams and goals are made of.                      That's what dreams—

Em                      Em

50

are.

G                      F#                      Em                      F#                      Em                      D                      C

54

I know to reach the top that I must climb,                      I must climb way up high,                      I'm gun-na'

G                      F#                      Em                      D                      Em                      D

57

reach the sk - y. I will, I can, I'm mov-ing on with hope. Don't look back,

C G F# Em Dm

60

don't look back, don't look back. See, I'm do - ing this for me—

C

62

— Fut - ure doct-ors, fut - ure act-or - s, fut-ure teach - ers let's all  
 Fut - ure pil-ots, and the writ-er - s, fut-ure-chefs, and fut-ure  
 We're the laughers, we're the smil-er - s, the fut-ure's bright, let's all

G F# Em Dm C

65

sing it to- geth - er. I know to reach the top that I must climb, I must climb  
 fi - re - fight - ers.  
 sing this to- geth - er.

D G F# Em D

68

way up high, I'm gun-na' reach the sk - y. I will, I can, I'm mov-ing

Em D C G F#

71

on with hope. Don't look back, don't look back, don't look back.

Em D C

73

See, I'm do - ing this for me \_\_\_\_\_

G G

The musical score consists of three staves. The top staff is a vocal line in treble clef with a key signature of one sharp (F#). The lyrics are "See, I'm do - ing this for me" followed by a long horizontal line. The middle staff is the piano accompaniment, split into two parts. The upper part is in treble clef and features a long, sustained chord in the first measure, with a fermata over it, and another chord in the final measure. The lower part is in bass clef and contains a rhythmic accompaniment of eighth and sixteenth notes. The key signature for the piano part is also one sharp (F#). The word "G" is written below the piano part in two locations, corresponding to the chords in the upper part of the piano accompaniment.

Puzzle 3

# Weekly Celebration 1

This week we are celebrating people who:  
**Stay motivated when doing  
something challenging**



Puzzle 3

# Weekly Celebration 2

This week we are celebrating people who:  
**Keep trying even when it is difficult**



Puzzle 3

# Weekly Celebration 3

This week we are celebrating people who:  
**Work well with a partner or in a group**



Puzzle 3

# Weekly Celebration 4

This week we are celebrating people who:  
**Have a positive attitude**



Puzzle 3

# Weekly Celebration 5

This week we are celebrating people who:  
**Help other to achieve their goals**

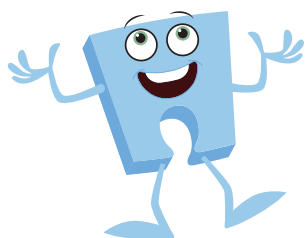


Puzzle 3

# Weekly Celebration 6

This week we are celebrating people who:  
**Are working hard to achieve their own  
dreams and goals**






## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 1 - Challenge

**Learning Intention/s: I understand what challenge means.**

<b>Foundation 1 Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Sing the Jigsaw Song: 'For Me'. Set the children a hard challenge like standing on one leg for 1 minute; build a tower from playing cards; put sequins and beads in a bowl and blindfold a child, can they only pick out the sequins?
	<b>Help Me Learn</b>	<p>Jigsaw Jenie asks how did you find that challenge? How did it make you feel? Was it easy? Read one of the suggested stories or one similar with the theme of not giving up when faced with a challenge.</p> <p><b>Questions:</b> How did you find that challenge? How did it make you feel? Was it easy?</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 proud of yourself.</p>
	<b>Let's Think</b>	<p>Talk about how sometimes we may come across things that are difficult. Discuss how we could overcome them, working together, not giving up, etc.</p> <p>If we were to do the challenges again, what could we do to help us achieve them? How do you sort out problems?</p>

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
	Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	Identify something that is tricky for children to do and set the challenge of overcoming it e.g. tying up shoelaces, making the bed	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Set up different challenges e.g. maths challenges, sorting shapes	Jigsaw Song sheet: 'For Me' Resources for challenge in 'Interest Me' Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Take pictures of children doing the challenges or overcoming problems when playing and put up on display	Put out physical challenges for children to attempt





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

### Dreams and Goals

#### Script

This is our first Calm Me time since we came back to school after the holiday.

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands in our laps or on our tummies

I am going to sound the Jigsaw Chime and I invite you to 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 and feel calm and peaceful.

So breathe in a big and gentle breath through your nose while I count to 3... 1...2...3... and gently breathe out your rainbow breath through your mouth 1...2...3...4...  
Can you imagine the colours of your rainbow breath?

Let's try that again and I will count while you breathe lovely gentle deep breaths in 1...2...3... and out through your mouth 1...2...3...4...

Now move your hands to your tummies and feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

When we breathe in, we feel strong and sit up straight and proud.

When we breathe out, we feel gentle and calm.

When we breathe in, we feel strong and sit up straight and proud.

When we breathe out, we feel gentle and calm.

We can face challenges.

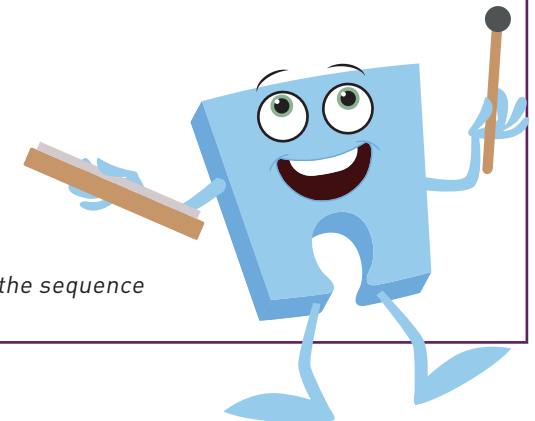
(You may be able to repeat this if children can manage this.)

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.

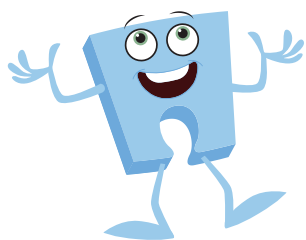
How do they feel?

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

*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 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 2 - Never Giving Up

**Learning Intention/s: I can keep trying until I can do something.**

<b>Foundation 1</b> <b>Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Sing the Jigsaw Song: 'For Me'. Read one of the suggested stories or one with the theme of never giving up until you have reached your goal.
	<b>Help Me Learn</b>	<p>Talk about how the characters never gave up until they had achieved what they wanted to do. Ask the children if they can think of any times when they have never given up until they got it right. Give some children some ideas to help, like learning to walk/ride a bike.</p> <p><b>Questions:</b> What have you done that you got better at with practice? What will you need to work on as you grow up to get better at?</p>
	<b>Let's Think</b>	Can the children think of things that they are going to have to try really hard at to get better at when they grow up?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Provide children with problems to overcome Good link to maths, construction	Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	Promote discussions at home where parents/grown-ups talk about what they have done and at which they persevered	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Support children with child-initiated activities	Jigsaw Song sheet: 'For Me' Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line) Book: 'The Jungle Run' by Tony Mitton Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Make a display linked to one of the stories. Put up pictures/thought bubbles of what children have persevered in doing until they could do it	Provide children with problems to overcome. Good link to maths, construction



## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 2 - Never Giving 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(b)	✓	D4(b)	✓	D5(b)	✓
D5(c)	✓	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(c)	
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
3	3	3
4	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1
	2	2
3	3	3

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



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

### Dreams and Goals

#### Script

Our Calm Me times with Jigsaw Jenie are going to help us face our Jigsaw challenges.

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations

I am going to sound the Jigsaw Chime and I invite you to 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 blowing the fluffy clouds along as they drift through the sky.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose while I count to 3... 1...2...3... and gently breathe out your rainbow breath through your mouth 1...2...3...4... Can you imagine the colours of your rainbow breath?

Let's try that again and I will count while you breathe lovely gentle deep breaths in 1...2...3... and out through your mouth 1...2...3...4...blow the clouds along gently.

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

When we breathe in, we feel strong and we don't give up.

When we breathe out, we feel gentle and calm.

When we breathe in, we feel strong and we don't give up.

When we breathe out, we feel gentle and calm.

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

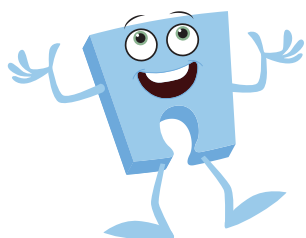
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

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

*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 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 3 - Setting a Goal

**Learning Intention/s: I can set a goal and work towards it.**

<b>Foundation 1</b> <b>Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Sing the Jigsaw Song: 'For Me'. Ask Jigsaw Jenie to try and build a tower but it collapses. Jigsaw Jenie gives up and leaves the bricks saying things like, 'I can't do it, it's too hard'.
	<b>Help Me Learn</b>	<p>Ask the children if this is what they would do. What should Jigsaw Jenie do? Explain to the children how we all find something tricky but we should never give up and keep trying until we can do it.</p> <p><b>Questions:</b> What would you do? How can you achieve your goal?</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 proud.</p>
	<b>Let's Think</b>	Ask the children to think of things that they find tricky. Explain to them that this is going to become their goal, and they will practise and keep trying to make it better. Write the children's ideas down to create a display. (Keep the children's goals for Piece 6.)

Child-initiated	Assessment opportunities/ Cross-curricular links		Home-learning/family links
Put out equipment/resources that will help children achieve their goal	During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking		Share children's goals with parents/carers so they can support and talk through how to achieve it at home too
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult support during child-initiated to help children achieve their goal	<b>Jigsaw Song sheet: 'For Me'</b> <b>Jigsaw Jenie</b> <b>Jigsaw Jerrie Cat</b> <b>Jigsaw Chime</b> <b>Wooden bricks</b>	All the things the children want to get better at, and make pictures of the children with their bubbles, or hand prints with their idea on, or footballs so they are inspired to achieve their goals	Put out equipment/resources that will help children achieve their goal



**Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4**  
**Piece 3 - Setting a Goal**

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(c)	✓	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(c)	
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	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	1	1
2		2
3		3
4		

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



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

### Dreams and Goals

#### Script

Our Calm Me times with Jigsaw Jenie are going to help us think about our Jigsaw goals.

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

OR

Maybe Jigsaw Jenie doesn't want to come to Calm Me time today... Can the children think of why it would be good for him to join in?

Two children could then hold his hands through the Calm Me time (one hand each).

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations



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

### Dreams and Goals

I am going to sound the Jigsaw Chime and I invite you to 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 blowing the fluffy clouds along as they drift through the sky.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose while I count to 3... 1...2...3... and gently breathe out your rainbow breath through your mouth 1...2...3...4... Can you imagine the colours of your rainbow breath?

Let's try that again and I will count while you breathe lovely gentle deep breaths in 1...2...3... and out through your mouth 1...2...3...4...blow the clouds along gently.

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

When we breathe in, we feel strong and kind.

When we breathe out, we feel gentle and calm.

When we breathe in, we feel strong and kind.

When we breathe out, we feel gentle and calm.

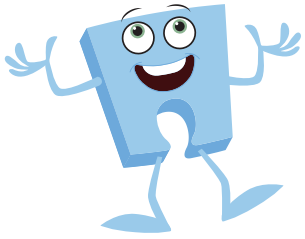
(You may be able to repeat this if children can manage this.)

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? How does Jigsaw Jenie feel now they helped him take part?

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

*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.*



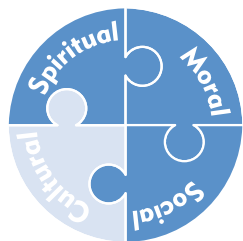
## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 4 - Obstacles and Support

**Learning Intention/s: I know some kind words to encourage people with.**

<b>Foundation 1</b> <b>Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Role-play with two grown-ups in the base (if this is not possible, use two teddies/puppets). One grown-up is busy doing something and the other grown-up begins to say negative things about how they are doing, putting their abilities down.
	<b>Help Me Learn</b>	Jigsaw Jenie asks the children how they think each grown-up is feeling now. Is it nice to say unkind things to our friends? How does it make you feel when someone says something nice to you? Pass Jigsaw Jenie around the circle: can children say something they are good at? <b>Questions:</b> How are they feeling? Is it nice to say unkind things? How do you feel when someone says something nice about you?
	<b>Let's Think</b>	Does it make you feel good when you talk about the good things you can do? Can you say something nice about your friends? Pass Jigsaw Jenie back round the circle for children to say something nice about a friend. Will having kind friends around you help you achieve your goal?

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Put out resources/toys/equipment that the children have identified as what they are good at to show of their skills	During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking	Share the theme of the lesson with parents/carers and get the family to sit down and all say something good about each other	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Children could create a poster of the things they are good at. Draw/label or cut out pictures	2 teddies/puppets Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Children's posters Photos of children doing things they are good at	Put out resources/toys/equipment that the children have identified as what they are good at to show off their skills



## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 4 - Obstacles and Support

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(c)	✓	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(c)	
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
3	3	3
4	4	

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

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

### Dreams and Goals

#### Script

Our Calm Me times with Jigsaw Jenie are going to help us think about our Jigsaw goals.

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

OR

Maybe Jigsaw Jenie doesn't want to come to Calm Me time today... Can the children think of why it would be good for him to join in?

Two children could then hold his hands through the Calm Me time (one hand each).

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations



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

### Dreams and Goals

I am going to sound the Jigsaw Chime and I invite you to 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 blowing little hearts of kindness out as you breathe out through your mouth. Little hearts of kindness float around our circle.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose and gently breathe out your rainbow breath and imagine lots of little rainbow-coloured hearts floating out on your breath, out through your mouth, spreading kindness as they float away.

Let's try that again.

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Imagine lots of rainbow-coloured hearts floating away spreading kindness around our circle.

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

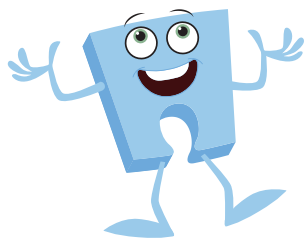
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they pretend they are catching the rainbow hearts as they float? Can they feel the kindness in the hearts as they catch them?

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


*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.*



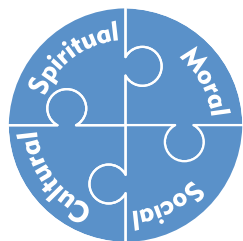
## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 5 - Flight to the Future

**Learning Intention/s: I can start to think about the jobs I might like to do when I'm older.**

<b>Foundation 1 Main session</b> (length 15 mins max)	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Get the children to close their eyes and lie down. Describe to the children that they are going on a journey into the future. Describe being on a rocket taking off and zooming through time.
	<b>Help Me Learn</b>	<p>Show children a box containing all the picture word cards of jobs done by adults. Explain that the children are now adults and that they need to have a job. Pick one child to select from the box. That child then has to try to act out the job on that card for the other children to guess.</p> <p><b>Question:</b> What would we need to learn to do that job?</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 think about the job you would like to do when you are a grown up.</p>
	<b>Let's Think</b>	What would we need to learn to do that job? E.g. if they picked out vets, we would need to learn about animals.

Child-initiated		Assessment opportunities/ Cross-curricular links		Home-learning/family links	
Role-play opportunities for different occupations		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		Talk to parents/carers or other family members about the jobs they do. What did they have to do to get there? What did they have to learn to do their job well?	
Adult-led/directed activities		Resources		Display ideas	
Adult to support children in the role play element of the lesson, suggesting possible ideas of how to act out the job		<b>Large variety of picture and word cards of different jobs done by adults (Teachers to make)</b> <b>Box or bag to hold picture cards</b> Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime		Take pictures of children dressed up in the role play acting out different occupations	
				Outside Learning	
				Role-play opportunities for different occupations	



## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 5 - Flight to the Future

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(c)	✓	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(c)	
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	4	

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

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 5

### Dreams and Goals

(There is an extra optional Calm Me Script after the regular one in Pieces 5 and 6 for you to use to help children develop their visualisation skills.)

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

OR

Maybe Jigsaw Jenie enjoyed holding children's hands last time and would like to hold different children's hands this time?

Two children could then hold his hands through the Calm Me time (one hand each).

#### Script

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

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



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

### Dreams and Goals

I am going to sound the Jigsaw Chime and I invite you to 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 blowing little hearts of kindness out as you breathe out through your mouth. Little hearts of kindness float around our circle.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose and gently breathe out your rainbow breath and imagine lots of little rainbow-coloured hearts floating out on your breath, out through your mouth, spreading kindness as they float away.

Let's try that again.

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Imagine lots of rainbow-coloured hearts floating around our circle and some of them very gently land on you making you feel loved and happy. Kindness makes you feel loved and happy.

(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?

Can they pretend they are catching the rainbow hearts as they land on them? Can they feel the kindness in the hearts as they land on them?

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

*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.*

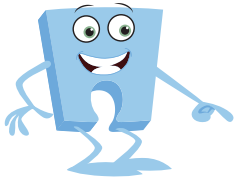


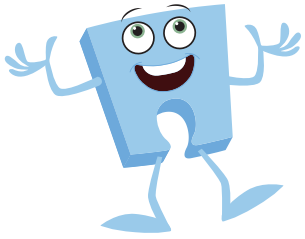
## Calm Me Time in Foundation 1 - Ages 3-4 - Extra

### Celebrating Difference

Ask the children to lie down on the floor, relax your body, let your feet fall to the sides, let your body become heavy. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Imagine you are lying in a field of soft, spongy grass looking up at the white fluffy clouds above. The sun warms your body as it shines on you. It makes your toes feel warm, it makes your tummy feel warm, it makes your nose feel warm. A beautiful, colourful rainbow appears. You can see all of the colours clearly, red, orange, yellow, green, blue, indigo and violet stretching across the blue sky. You begin to climb the rainbow. Taking big footsteps as you move, keep going you are nearly there. At the top of the glistening rainbow you look down and see the world below. You can see your house, your school, the shops, and the park. Take a deep breath in and say to yourself "I did it".

Slide down the rainbow all the way to the grass. Sink back into the squashy green bed and look up to the clouds and the rainbow. Take your arms and wrap them around your body. Give yourself a gentle hug. Invite the children to slowly sit up and take a deep breathe in through their noses, and out through their mouths.





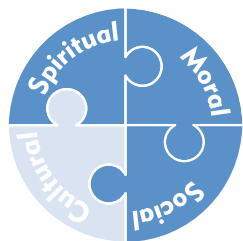
## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 6 - Award Ceremony

**Learning Intention/s: I can feel proud when I achieve a goal.**

<b>Foundation 1 Main session (length 15 mins max)</b>	<b>Calm Me</b>	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	<b>Interest Me</b>	Show children the special box/bag. Explain to the children that this is where our goals will go if we have achieved them.
	<b>Help Me Learn</b>	One child at a time to go through their goal from Piece 3. Do we think they have achieved their goal? As a class, talk through each one and say how we feel they have achieved it. Children then get to put their goal into the special box/bag. <b>Questions:</b> Have you achieved your goal? How did you achieve your goal? What would they like to aim for next?
	<b>Let's Think</b>	Present each child with a special Footprint Award Template They draw/design their Footprint Award to show one achievement they are proud of. Add to the whole school Hall of Fame. What would they like to aim for next? Have a mini award ceremony to celebrate children's achievements.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
N/A	Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	Invite parents/carers in for the session to praise the children for achieving their goal. If children's goal was for something at home, ask for a photo of it being achieved to be brought in	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
N/A	Well done certificate A special box/bag Children's goals from Piece 3 Jigsaw Jenie Jigsaw Chime	Photos/work that show evidence of children achieving their goals	N/A



## Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4

### Piece 6 - Award Ceremony

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(c)		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(c)	
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
		4

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

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



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

### Dreams and Goals

(There is an extra optional Calm Me Script after the regular one in Pieces 5 and 6 for you to use to help children develop their visualisation skills.)

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

OR

Maybe Jigsaw Jenie enjoyed holding children's hands last time and would like to hold different children's hands this time?

Two children could then hold his hands through the Calm Me time (one hand each).

#### 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 6 cont.

### Dreams and Goals

I am going to sound the Jigsaw Chime and I invite you to 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 blowing little hearts of kindness out as you breathe out through your mouth. Little hearts of kindness float around our circle.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose and gently breathe out your rainbow breath and imagine lots of little rainbow-coloured hearts floating out on your breath, out through your mouth, spreading kindness as they float away.

Sit up really straight and feel proud. We are achieving Jigsaw Dreams and Goals and feel proud we can DO things, proud we can be kind to each other.

(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?

What do they feel proud they have achieved?

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



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

### Celebrating Difference

Ask the children to lie down on the floor, relax your body, let your feet fall to the sides, let your body become heavy. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Imagine you are lying in a field of soft, spongy grass looking up at the white fluffy clouds above. The sun warms your body as it shines on you. It makes your toes feel warm, it makes your tummy feel warm, it makes your nose feel warm. A beautiful, colourful rainbow appears. You can see all of the colours clearly, red, orange, yellow, green, blue, indigo and violet stretching across the blue sky. You begin to climb the rainbow. Taking big footsteps as you move, keep going you are nearly there. At the top of the glistening rainbow you look down and see the world below. You can see your house, your school, the shops, and the park. Take a deep breath in and say to yourself "I did it".

Slide down the rainbow all the way to the grass. Sink back into the squashy green bed and look up to the clouds and the rainbow. Take your arms and wrap them around your body. Give yourself a gentle hug. Invite the children to slowly sit up and take a deep breathe in through their noses, and out through their mouths.





**Puzzle 3: Dreams and Goals - Foundation 1 - Ages 3-4**

**Piece 6 - Footprint Awards**



is proud to achieve



**Congratulations**

Well done for your work in  
The Dreams and Goals Puzzle

I am proud that you

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



**Congratulations**

Well done for your work in  
The Dreams and Goals Puzzle

I am proud that you

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