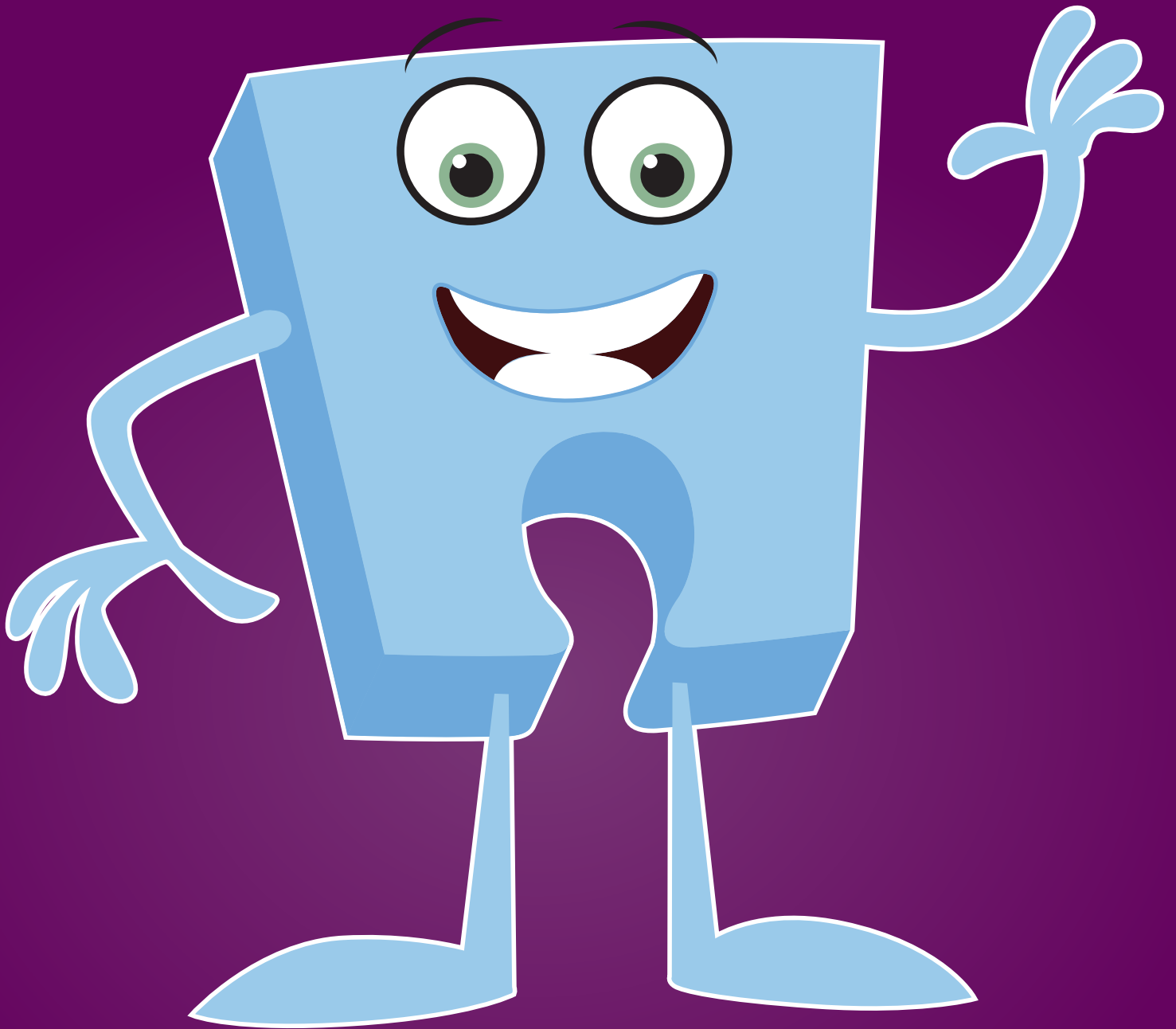


Jigsaw!

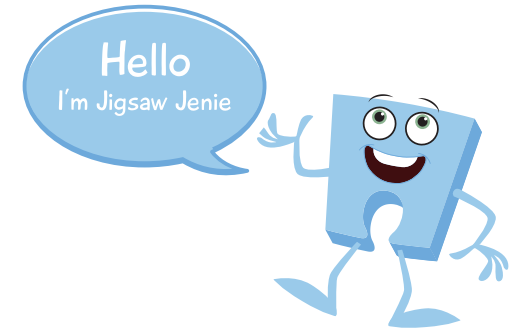
The mindful approach to PSHE



Celebrating Difference - F1 (Nursery/Pre-school)

www.jigsawpshe.com

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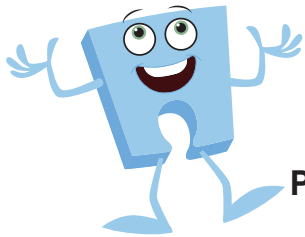
Celebrating Difference

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

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Learning Charter (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
Accept that everyone is different	1. What am I good at?	I know how it feels to be proud of something I am good at.	Jigsaw Song sheet: 'There's a Place' Jigsaw Jenie Everyday equipment available for selection
Include others when working and playing	2. I'm Special, I'm Me!	I can tell you one way I am special and unique.	Book: 'Naked Trevor' by Rebecca Elliot (being comfortable with who you are) Book: 'Barry the Fish with Fingers' by Sue Henra (being different is a good thing) Book: 'It's OK To Be Different', by Todd Parr Jigsaw Jenie Large selection of catalogues, magazines, leaflets for cutting up Plain paper Scissors Glue Pencils Jigsaw Jenie
Know how to help if someone is being bullied	3. Families	I know that all families are different.	Jigsaw Song sheet: 'There's a Place' Large selection of pictures ranging from adults, children, families from around the world (Teachers to find more) Book: 'It's OK to be different', by Todd Parr (looking at how we are different) Book: 'The family book', by Todd Parr (looking at different sorts of families) Jigsaw Jenie
Try to solve problems	4. Houses and Homes	I know there are lots of different houses and homes.	Teddies Construction materials - wooden bricks, Lego, etc. Photos of different houses from around the world (Teachers to find more) Jigsaw Jenie
Try to use kind words	5. Making Friends	I can tell you how I could make new friends.	Jigsaw Song sheet: 'There's a Place' Book: 'Forget Me Not, Beautiful Buttercup', by Michael Broad (making your own friends) Book: 'The Dog and the Dolphin', by James Dworkin Jigsaw Jenie
Know how to give and receive compliments	6. Standing Up for Yourself	I can use my words to stand up for myself.	Puppets or teddies Jigsaw Jenie



Puzzle Assembly/Collective Worship: Celebrating Difference

Title: Celebrating Difference - Song: There's a Place

Resources: Slide show of different children (slides 2-13). Two members of staff (prepped in advance) who look similar perhaps wearing similar colour clothes, have the same colour hair etc. Fact cards. Jigsaw song: There's a Place (slide 1), backing track or played on piano/or played with children singing from the MP3 file.


Stimulus (focus for reflection): PowerPoint pictures of different children (slides 2-13). PowerPoint slides of animals (slides 14-23)

Calm me: Start the assembly by asking the children listen to the Jigsaw Chime until they can no longer hear any sound. Invite the children to breathe in slowly on a count of 4 through their noses and out through their mouths to a count of 6. Can they feel their lungs filling and emptying? Repeat these breaths on 3 more occasions and then carry on breathing gently. In this quiet moment, invite the children to think about something that they share with some of the children in the pictures they have just seen, and something that makes them different. Do they look similar/different? Are their ages similar/different? Are they from a similar /different community? Ask them to keep these ideas in their heads. Sound the Jigsaw Chime again and as the sound fades ask the children to bring their attention back to the room.

Help me think about: Invite the children to share some of their ideas. What do they think the Jigsaw Puzzle is about this term?

Puzzle Assembly Plan: Ask 2 pre-prepped the adults to come up to the front - preferably same gender, similar hair colour, etc. and tell everyone that these adults are exactly the same as each other and say why, same colour clothes, same height, both female/male, etc. They are exactly the same. One of the adults to role play alongside the lead practitioner and point out that while there may be some similarities actually they are quite different. Give some examples about favourite foods/colours/hobbies, etc. Lead practitioner to reflect that perhaps it would be very boring if everyone was the same and actually the world is much more fun and interesting because everyone is different. Ask the pupils to look at their fingertips and look carefully at the lines on them. Tell them that there is no one else in the WORLD that has the same lines on their fingertips as you. That makes you unique. (Check for understanding of the term unique.) Show each animal slide as some volunteers come up and read out the unique facts about some animals on our planet, something that makes them completely different from every other type of animal. Use some/all of the following facts: Sharks lay the largest eggs in the world. Bees have five eyes. No two zebras have the same markings. Crocodiles can't stick their tongues out. Dolphins sleep with one eye closed. Slugs have four noses. A snail can sleep for 3 years. Honeybees have hair on their eyes. A hippo can run faster than a man. Tigers have striped skin not just striped fur. Isn't it brilliant that we are all different?

Show PowerPoint slide 24: Lyrics of There's a Place and using the backing track, sing this song together.

Help me reflect: Slide 25  In this quiet and peaceful moment, invite everyone to reflect on how they and others are completely unique and how special that is. Then give everyone a minute or two to reflect on how they are each unique or what it is about a friend that makes them unique.

(You could use Jigsaw Jerrie Cat and make this a Pause Point, reinforcing Pause Points in Jigsaw lessons and raising Jigsaw Jerrie Cat's paws to indicate this Pause Point).

Settings with a particular religious character/ faith/ denomination may wish to use an appropriate prayer or act of worship at this point. See the Community Area on website for suggestions.

Closing the assembly

Play the Jigsaw Song for Celebrating Difference: There's a Place.

Celebrating Difference Assembly (PowerPoint Slides)

Slide 1

There's a Place
(Celebrating Difference)

VERSE:
Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're:

CHORUS:
Black, mixed or white,
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

VERSE RAP:
How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Black, mixed or white,
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.
I - M - D - I - V - I - D - U - A - L,
That's I - N - D - I - V - I - D - U - A - L.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.

Black, mixed or white,
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Slide 2



Slide 3



Slide 4



Slide 5



Slide 6



Celebrating Difference Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



Celebrating Difference
Assembly (PowerPoint Slides)

Slide 13



Slide 14



Slide 15



Slide 16



Slide 17



Slide 18



Celebrating Difference Assembly (PowerPoint Slides)

Slide 19



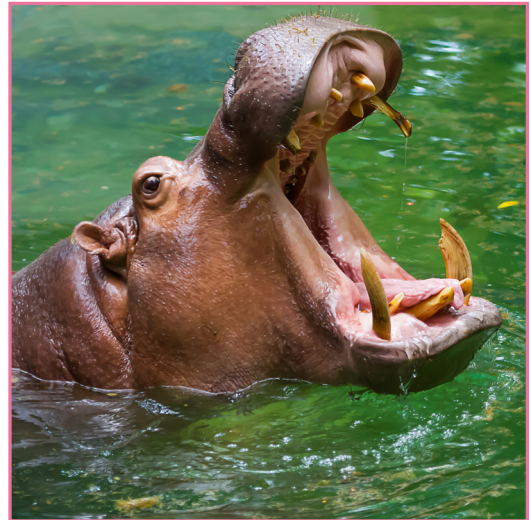
Slide 20



Slide 21



Slide 22



Slide 23



Slide 24

There's a Place
(Celebrating Difference)

VERSE:
Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're:

CHORUS:
Black, mixed or white,
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

VERSE RAP:
How can we make the world a better place?
Sweep the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Black, mixed or white,
Your hair colour, your height
This don't matter to me,

There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.
I - N - D - I - V - I - D - U - A - L
That's I - N - D - I - V - I - D - U - A - L
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.
Let's make the world a better place,
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.

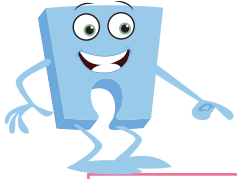
Black, mixed or white,
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.



Celebrating Difference
Assembly (PowerPoint Slides)

Slide 25





14

Sharks lay the largest eggs in the world.

15

Bees have five eyes.

16

No two zebras have the same markings.

17

Crocodiles can't stick their tongues out.

18

Dolphins sleep with one eye closed.

19

Slugs have four noses.

20

A snail can sleep for 3 years.

21

Honeybees have hair on their eyes.

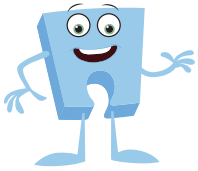
22

A hippo can run faster than a man.

23

Tigers have striped skin not just striped fur.

Isn't it brilliant that we are all different?



There's a Place
(Celebrating Difference)

VERSE:

Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're:

CHORUS:

Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.

VERSE RAP:

How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.



There's a Place **(Celebrating Difference)**

**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

**Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.**

**I - N - D - I - V - I - D - U - A - L,
That's I - N - D - I - V - I - D - U - A - L.**

**Let's make the world a better place,
Swap the hate, hate, hate and liberate.**

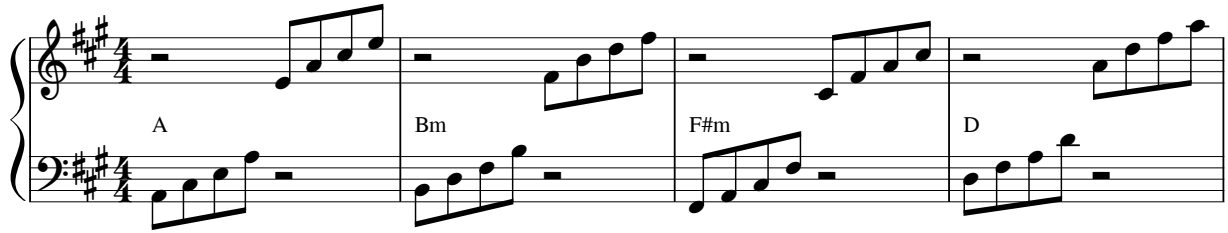
**We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.**

**Let's make the world a better place,
Swap the hate, hate, hate and liberate.**

**We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.**

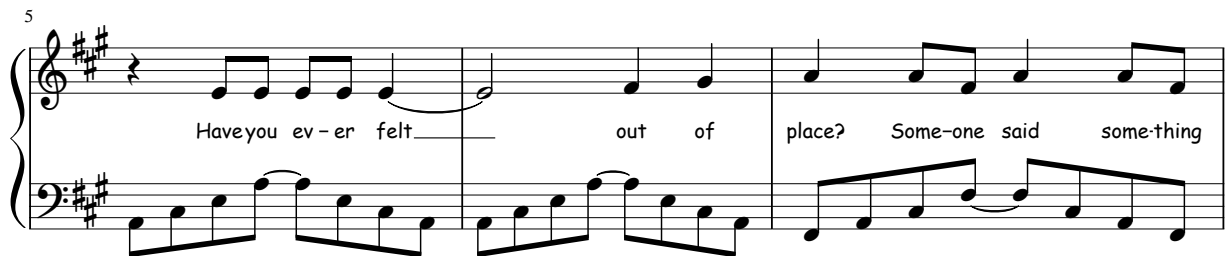
**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

There's a Place (Celebrating Difference)



A Bm F#m D

5



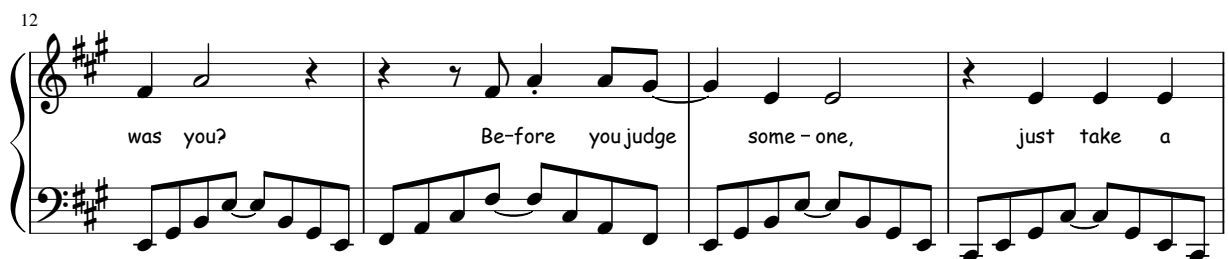
Have you ev - er felt out of place? Some - one said some - thing

8



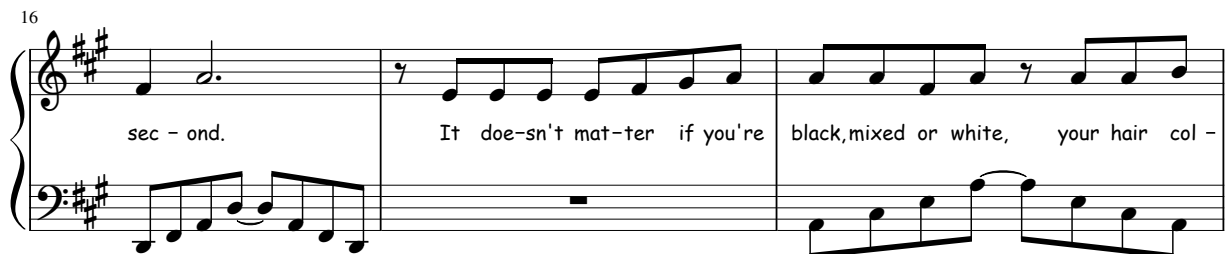
hurt - ful to your face? How would you feel if that some - one

12




was you? Be - fore you judge some - one, just take a

16



sec - ond. It doe - sn't mat - ter if you're black, mixed or white, your hair col -

19



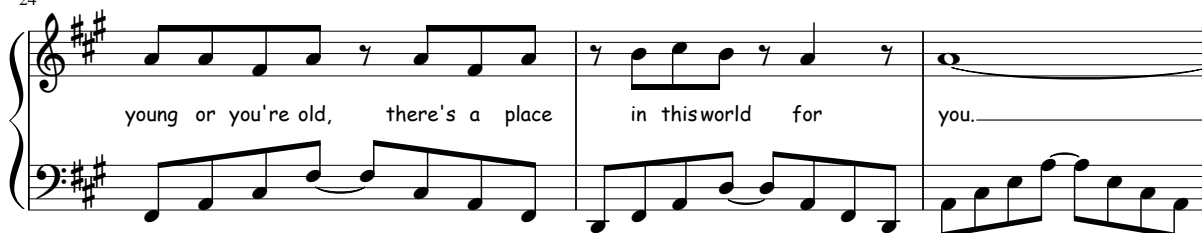
- our, your height. This don't mat-ter to me, ther'es a place in this world for your rel-

22



ig - ion and race, ne - ver feel out of place, whe - ther you're

24



young or you're old, there's a place in this world for you.

27



And there's a place in this world for me.

31



How can we

34



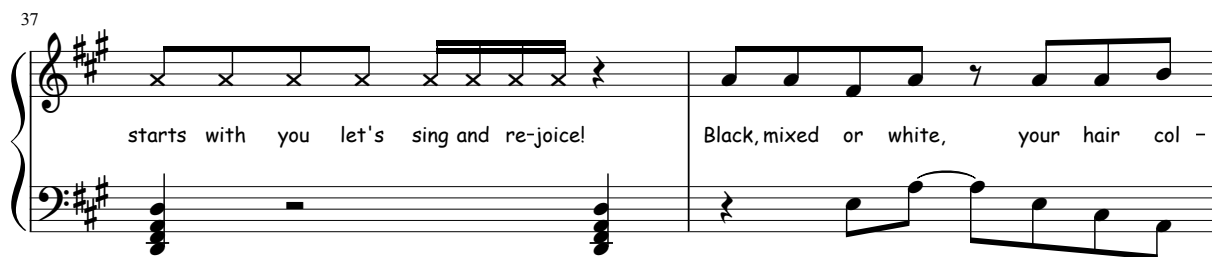
make the world a bet - ter place? Swap the hate, hate, hate and lib - er - ate. We can

36



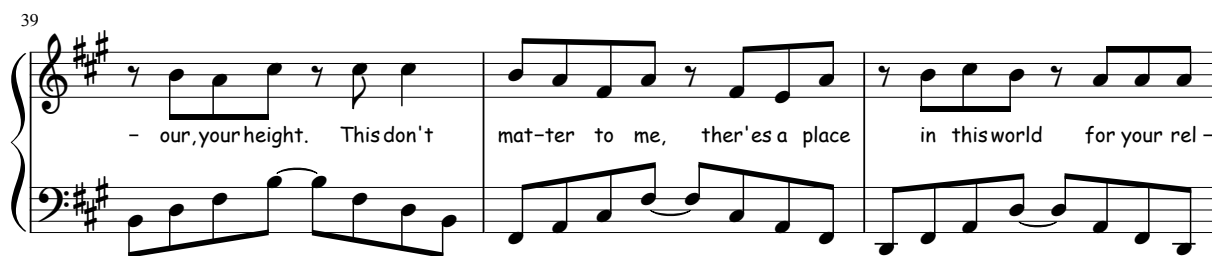
all make the choice so let's raise our voice, it

37



starts with you let's sing and re-joice! Black, mixed or white, your hair col -

39



- our, your height. This don't mat - ter to me, there's a place in this world for your rel -

42



ig - ion and race, ne - ver feel out of place, whe - ther you're

44

young or you're old, there's a place in this world for you.

47

And there's a place in this world for me.

51

Let me

54

tell you a little some - thing that you should know, people out

55

there scared to smile let their face show. I N D I V I D U A L, that's

44



young or you're old, there's a place in this world for you.

47



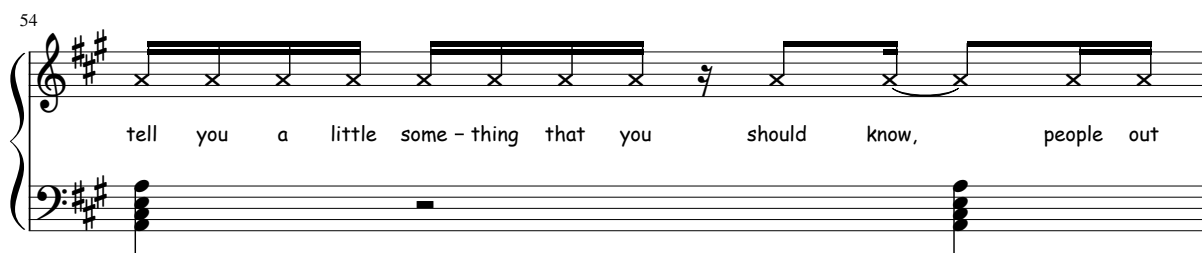
And there's a place in this world for me.

51



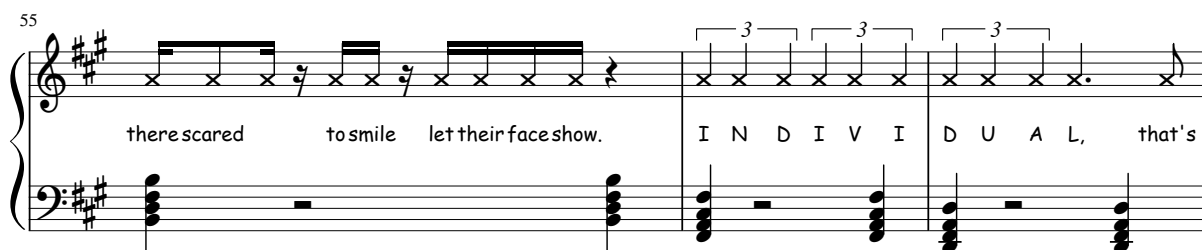
Let me

54




tell you a little some-thing that you should know, people out

55



there scared to smile let their face show. I N D I V I D U A L, that's

69



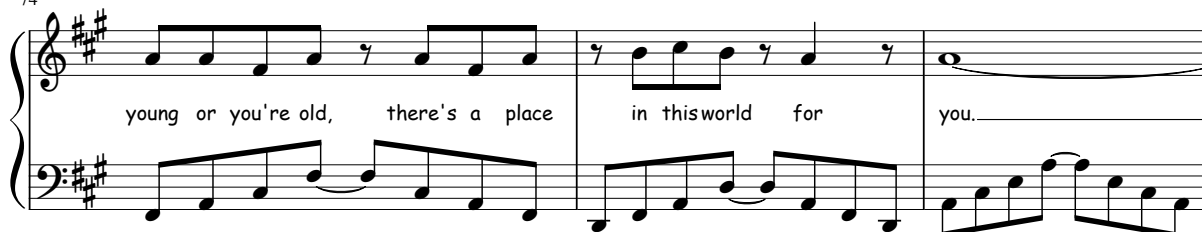
- our, your height. This don't mat-ter to me, there's a place in this world for your rel-

72



ig - ion and race, ne - ver feel out of place, whe - ther you're

74



young or you're old, there's a place in this world for you.

77



And there's a place in this world for me.

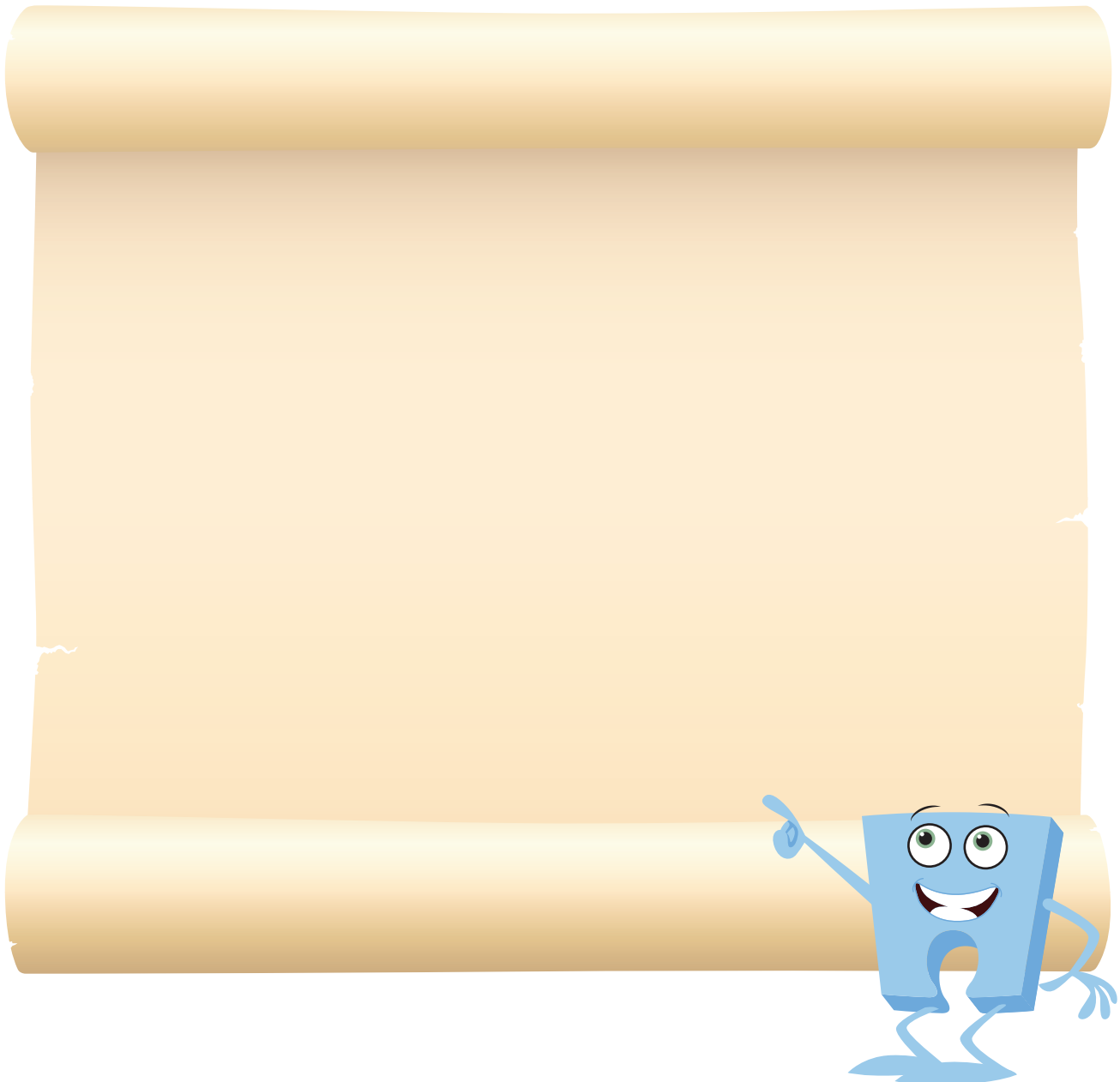
81



Puzzle 2

Weekly Celebration 1

This week we are celebrating people who:
Accept that everyone is different



Puzzle 2

Weekly Celebration 2

This week we are celebrating people who:
Include others when working and playing



Puzzle 2

Weekly Celebration 3

This week we are celebrating people who:
Know how to help if someone is being bullied



Puzzle 2

Weekly Celebration 4

This week we are celebrating people who:
Try to solve problems



Puzzle 2

Weekly Celebration 5

This week we are celebrating people who:

Use kind words

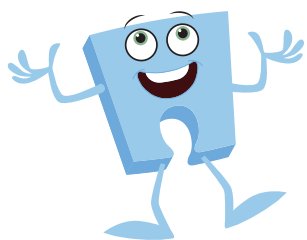


Puzzle 2

Weekly Celebration 6

This week we are celebrating people who:
Know how to give and receive compliments





Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 1 - What am I good at?

Learning Intention/s: I know how it feels to be proud of something I am good at.

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: 'There's a Place'. Ask the children to think of something that they are good at doing within the classroom. This can be a toy, a favourite book, favourite colour, special teddy, etc. Get the children to go and get the thing they love and bring it back to the carpet.
	Help Me Learn	Go around the circle, using Jigsaw Jenie as a talking object, and ask the children to say out loud what they have chosen and why they are good at it. Talk about how the children might feel proud about being good at something. Questions: What are you good at? Have we all chosen the same thing? Is it OK to be good at different things? What would happen if we were all good at the same thing?
	Let's Think	Ask the children to look around the circle: have we all chosen the same thing? Ask the children some questions to encourage discussion such as, is it OK to be good at different things? What would happen if we were all good at the same thing?

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Put the objects that the children have chosen in a specific area for all to experience and explore		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	Get family to talk about what children are good at doing at home and why
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult/key worker to help children to identify what they are good at Adult/key worker to support discussions	Jigsaw Song sheet: 'There's a Place' Jigsaw Jenie Everyday equipment available for selection	Take photos of children with the things they are good at; write what the children say around the picture	Put the items/toys/objects that the children have chosen from 'Interest Me' in a specific area for all to experience and explore



Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 1 - What am I good at?

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	4	

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

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



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

Celebrating Difference

It may be that children still need to work with you on Calm Me time skills before the whole group can participate together in a Calm Me time in the Celebrating Difference Puzzle.

Sitting still in close proximity to others, concentrating on breathing, getting used to the sound of the Chime take time and practice, so we offer the scripts to you as the practitioner, knowing you will adapt the pace to suit the needs of your children.

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me time with them as they are doing so well with this already. He has the Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

Jigsaw Jenie loves to listen to the Chime as it helps him feel calm and peaceful.

Practise sounding the Chime and the children listen until they can no longer hear it.

Can they try this with their eyes closed?

Does this feel different?

Can they start to verbalise how listening to the Jigsaw Chime makes them feel?

Extend the 'calm' vocabulary.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths.

They touch their noses as they breathe in and put their hands in front of their mouths as they breathe out so they can feel their rainbow breath.

(As you practise this with children you can introduce them to visualising the colours of their rainbow breath as well.)

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

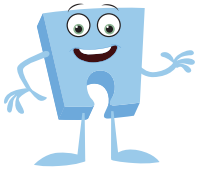
Now they move both hands to their tummies and feel their tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

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 and quiet?



There's a Place (Celebrating Difference)

VERSE:

**Have you ever felt out of place?
Someone said something hurtful to your face?
How would you feel if that someone was you?
Before we judge someone, just take a second.
It doesn't matter if you're:**

CHORUS:

**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

VERSE RAP:

**How can we make the world a better place?
Swap the hate, hate, hate and liberate.
We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.**



There's a Place **(Celebrating Difference)**

**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

**Let me tell you a little something that you should know,
People out there, scared to smile, let their face show.**

**I - N - D - I - V - I - D - U - A - L,
That's I - N - D - I - V - I - D - U - A - L.**

**Let's make the world a better place,
Swap the hate, hate, hate and liberate.**

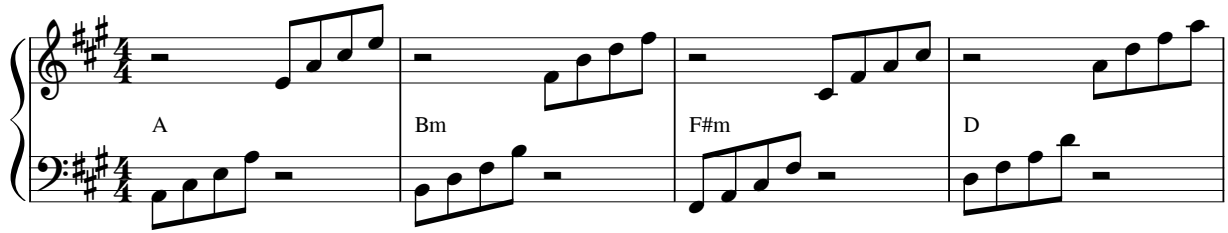
**We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.**

**Let's make the world a better place,
Swap the hate, hate, hate and liberate.**

**We can all make the choice so let's raise our voice,
It starts with you, let's sing and rejoice.**

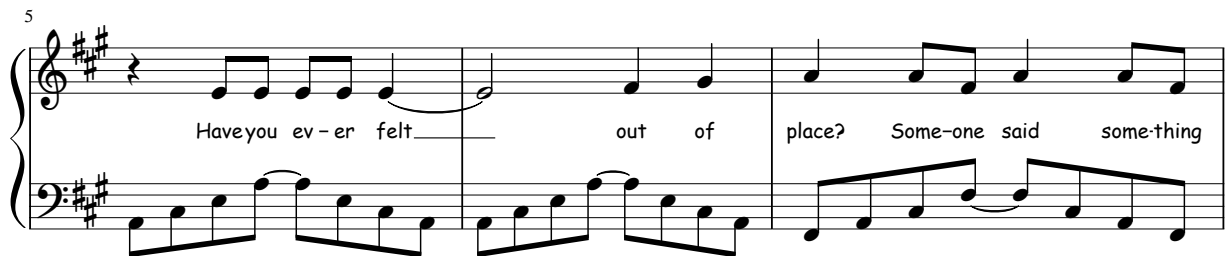
**Black, mixed or white.
Your hair colour, your height
This don't matter to me,
There's a place in this world for
Your religion and race,
Never feel out of place,
Whether you're young or you're old,
There's a place in this world for you,
And there's a place in this world for me.**

There's a Place (Celebrating Difference)



A Bm F#m D

5



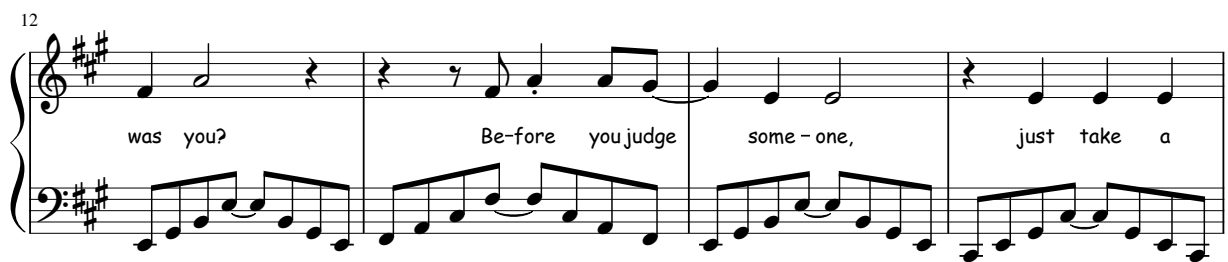
Have you ev - er felt out of place? Some - one said some - thing

8



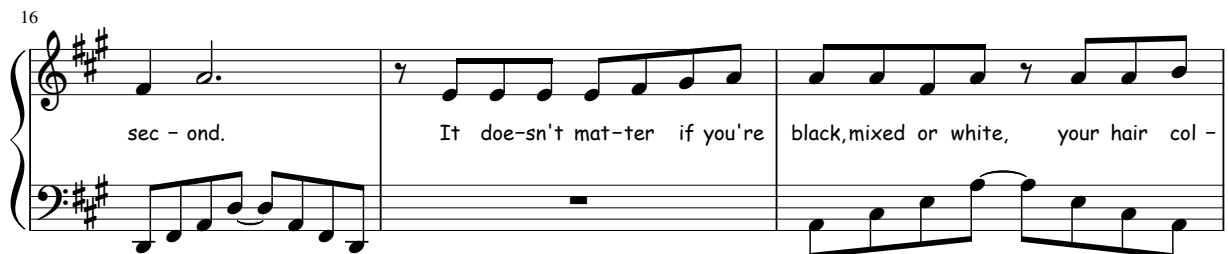
hurt - ful to your face? How would you feel if that some - one

12




was you? Be - fore you judge some - one, just take a

16



sec - ond. It doe - sn't mat - ter if you're black, mixed or white, your hair col -

19



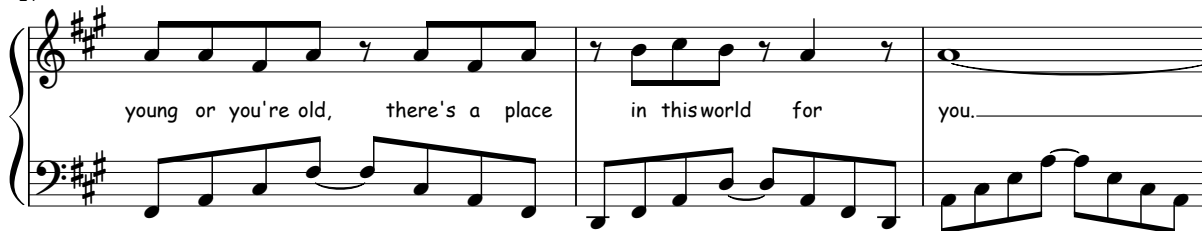
- our, your height. This don't mat-ter to me, ther'es a place in this world for your rel -

22



ig - ion and race, ne - ver feel out of place, whe - ther you're

24



young or you're old, there's a place in this world for you.

27



And there's a place in this world for me.

31



How can we

34



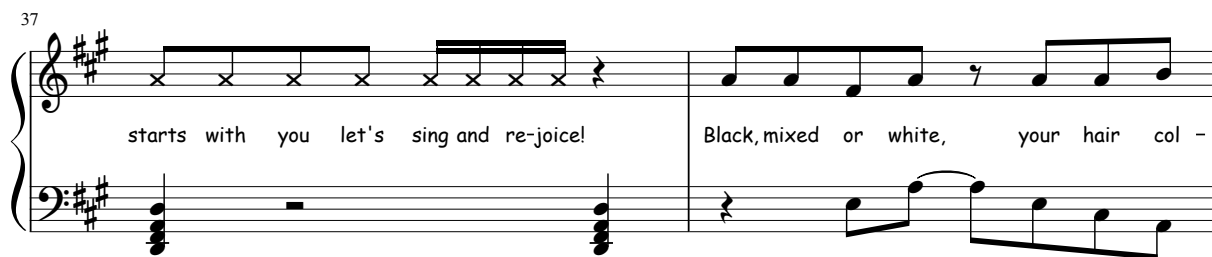
make the world a bet - ter place? Swap the hate, hate, hate and lib - er - ate. We can

36



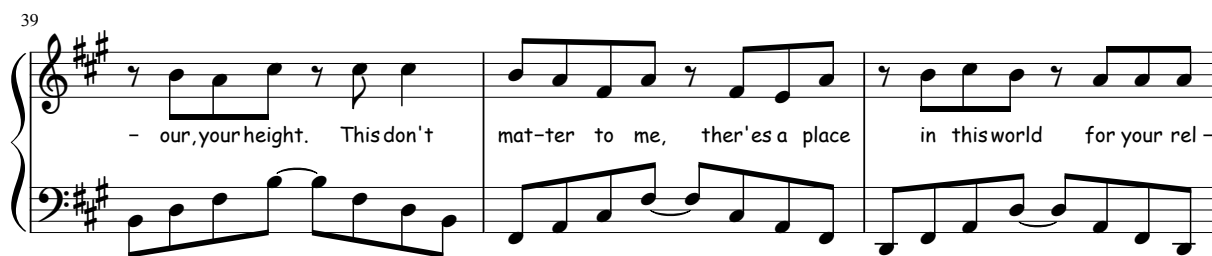
all make the choice so let's raise our voice, it

37



starts with you let's sing and re-joice! Black, mixed or white, your hair col -

39



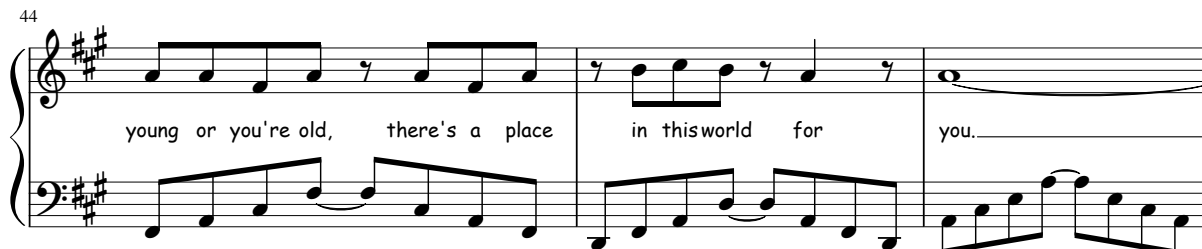
- our, your height. This don't mat - ter to me, there's a place in this world for your rel -

42



ig - ion and race, ne - ver feel out of place, whe - ther you're

44



young or you're old, there's a place in this world for you.

47



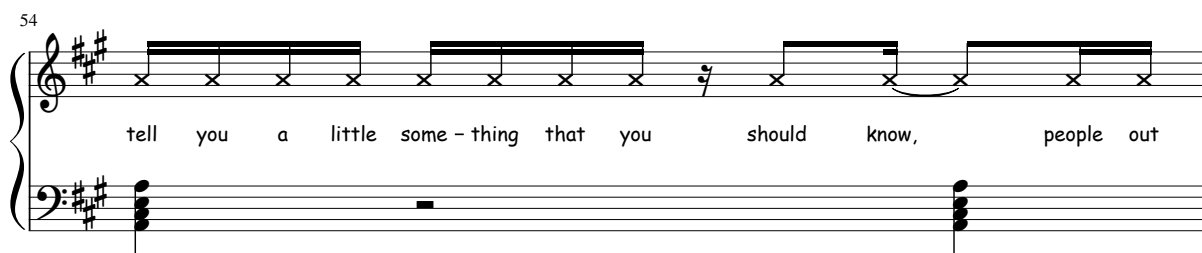
And there's a place in this world for me.

51



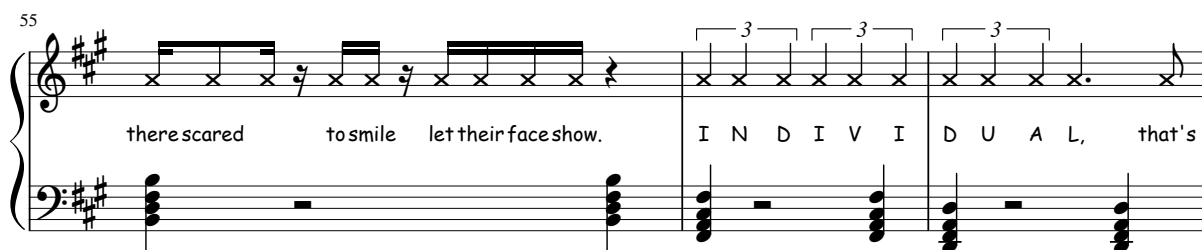
Let me

54



tell you a little something that you should know, people out

55



there scared to smile let their face show. I N D I V I D U A L, that's

58

I N D I V I D U A L. Let's make the world a bet - ter place? Swap the

61

hate, hate, hate and lib - er - ate. We can all make the choice so let's raise our voice, it

63

starts with you let's sing and re-joice! Let's make the world a bet - ter place? Swap the


65

hate, hate, hate and lib - er - ate. We can all make the choice so let's raise our voice, it

67

starts with you let's sing and re-joice! Black, mixed or white, your hair col -

69



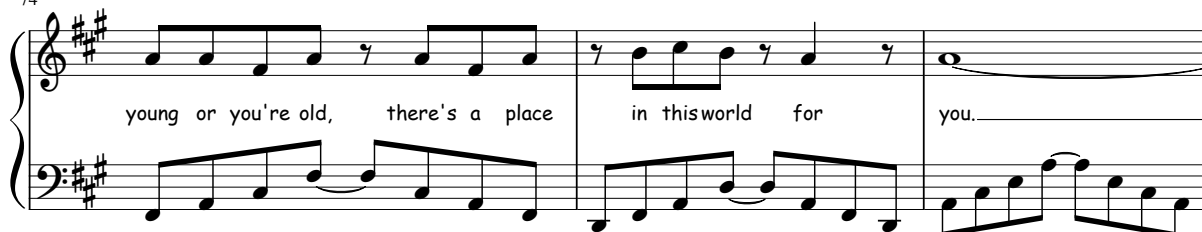
- our, your height. This don't mat-ter to me, there's a place in this world for your rel-

72



ig - ion and race, ne - ver feel out of place, whe - ther you're

74



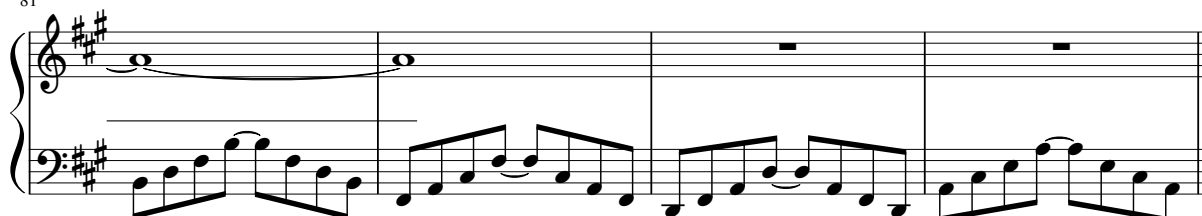
young or you're old, there's a place in this world for you.

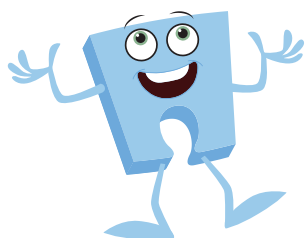
77



And there's a place in this world for me.

81






Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 2 - I'm Special, I'm Me!

Learning Intention/s: I can tell you one way I am special and unique.

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 one of the suggested stories or something similar with the theme of being different but comfortable within ourselves.
	Help Me Learn	<p>Jigsaw Jenie tells the children something s/he is good at. Look around the room and ask, are we all the same? What makes us different, also makes us unique. Pass Jigsaw Jenie round the circle and encourage the children to say something that they are good at. Pass Jigsaw Jenie back around and encourage children to say what their favourite food/toy/story is. Talk about how it is OK to like different things and this is what makes us so special and unique.</p> <p>Questions: Are we all the same? What makes you unique and special?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate this PAUSE POINT. Jerrie Cat asks children to take a deep breath in and out and feel special.</p>
	Let's Think	Model creating an 'I'm Special' link for the group's paper chain. We are each special and we are joined together like the paper chain. Children to cut out and stick pictures of things they like on to paper, e.g. favourite food, best toy, what they are good at, etc. Children can draw and label if desired. The paper chains can be used as part of the whole school Celebrating Difference Hall of Fame (see P17 Introduction at front of folder).

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Children to draw picture about what they like doing that makes them unique Encourage discussions while playing Role play	Bubble-ups, photos during child-initiated play Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Literacy - writing Understanding the world - people and communities Understanding the world - the world Expressive art and design	Ask children to make a poster about what they are good at doing at home Ask the family to talk about how they are unique Create a family 'I'm Special' poster	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to support and guide children with activity Adult/key worker to encourage children to express ideas Adult support where required when creating the 'I'm Special' poster	Book: 'Naked Trevor' by Rebecca Elliot (being comfortable with who you are) Book: 'Barry the Fish with Fingers' by Sue Henra (being different is a good thing) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime Large selection of catalogues, magazines, leaflets for cutting up Plain paper, scissors, glue and pencils	Put up children's 'I'm Special' paper chains (for Hall of Fame Puzzle Outcome)	Normal good practice Adult to support friendships and promote discussions about different needs, listening to friends' ideas



Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 2 - I'm Special, I'm Me!

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

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

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

Characteristics of effective learning

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

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

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 2

Celebrating Difference

It may be that children still need to work with you on Calm Me time skills before the whole group can participate together in a Calm Me time in the Celebrating Difference Puzzle.

Sitting still in close proximity to others, concentrating on breathing, getting used to the sound of the Chime time and practise, so we offer the scripts to you as the practitioner, knowing you will adapt the pace to suit the needs of your children.

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me time with them as they are doing so well with this already. He has the Jigsaw Chime that he wants to share with everybody.

But first Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes.

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

Now they move both hands to their tummies and feel their 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.

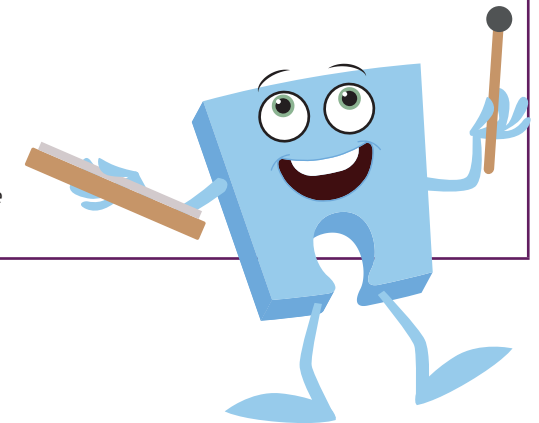
Ask the children to see a picture in their minds, in their imaginations, of their favourite toy.

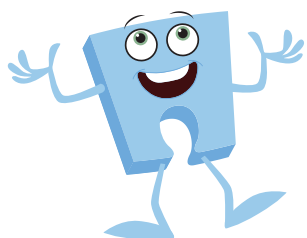
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they use words like calm, peaceful and quiet?

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 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 3 - Families

Learning Intention/s: I know that all families are different.

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: 'There's a Place'. This can be done in small groups or as a whole class. Put some photos in the middle of the circle ranging from people on their own to different families, include people of all ages, ethnicities and from around the world. Ask the children to say something they like about the photos.
	Help Me Learn	Jigsaw Jenie asks the children to look at the photos and see if they can find something that is similar to someone in their family. Try to encourage them to say why. Now look at the photos. How are they different to you or your family? Again try to encourage the children to say why. Questions: Do they look like someone you know? How? Are they different? How are they different?
	Let's Think	Read one or both of the suggested stories or one with a similar theme of how we are different to each other.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Pictures used in lesson freely available Role-play areas to role-play families	Bubble-up children's comments and responses Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Understanding the world - people and communities Expressive art and design Understanding the world - the world	Ask children to make a poster about what they are good at doing at home Ask the family to talk about how they are unique Create a family 'I'm Special' poster. Look at family pictures and compare it to your friends/other family members. Do you all look the same or are you different? Why? Invite family members in to talk to children about their life during the week	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Key worker to help encourage talk about the pictures, encourage children to identify similarities and differences between the photos and personal experiences	Jigsaw Song sheet: 'There's a Place' Large selection of pictures ranging from adults, children, families from around the world (Teachers to find more) Book: 'The Hueys in the New Jumper', by Oliver Jeffers Book: 'It's OK to be different', by Todd Parr (looking at how we are different) Book: 'The family book', by Todd Parr (looking at different sorts of families) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Photo cards on a large display with children's comments around the outside	Role play opportunities for children to be engaged in acting out familiar events from their own experiences



Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 3 - Families

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

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

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

Characteristics of effective learning

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

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

Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me time with them as they are doing so well with this already. He was really pleased last time when they tried to create pictures in their imaginations, in their minds, of their favourite toy.

He has the Jigsaw Chime that he wants to share with everybody.

But first Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes.

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

Now they move both hands to their tummies and feel their 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.

Ask the children to see a picture in their minds, in their imaginations of their family and to feel loved.

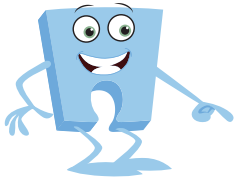
Can they give themselves a great big hug?

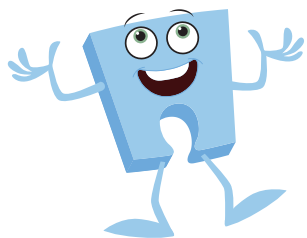
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they use words like calm, peaceful and quiet?

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.






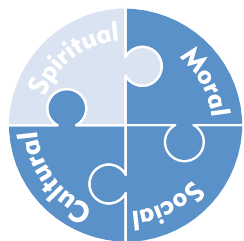
Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 4 - Houses and Homes

Learning Intention/s: I know there are lots of different houses and homes.

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 children the two teddies and explain that we need to build them a home. With friends, talk about what we might need or include in their house.
	Help Me Learn	<p>Ask the children: are all houses the same? Show children different types of houses, e.g. flat, bungalows and also examples of houses from around the world. Ask children to talk to their friends about their house, what colour is their bedroom, etc. Ask children to feedback about their friends' house to the class.</p> <p>Questions: Are all houses the same? What makes our houses special?</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 your home.</p>
	Let's Think	What did you learn? Is your house the same as your friends? Why not? Reinforce how our homes are special to us and that we should respect other people's homes and possessions.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Challenge children to build houses for the teddies Draw/paint/collage different style of houses	Bubble up opportunities; record what children say/ their ideas Communication and Language - listening and attention Communication and language - understanding Communication and language - speaking Understanding the world - people and communities Expressive art and design	Draw and label a picture of their house/favourite room and say why it is their favourite	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to support children in the making of houses Complete bubble-ups on conversations	Teddies Construction materials - wooden bricks, Lego, etc. Photos of different houses from around the world (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Pictures from home learning link Pictures from child-initiated work	Build dens, what do the children need to include in their den? How big does it need to be?



Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 4 - Houses and Homes

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

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

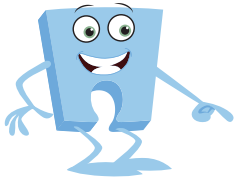
ELG: Physical development			
05 Health and self-care			
D4(a)		D5(d)	
D4(b)		D5(e)	
D4(c)		D5(f)	
D4(d)		D6(a)	
D4(e)		D6(b)	
D4(f)		D6(c)	
D5(a)	✓	D6(d)	
D5(b)		D6(e)	
D5(c)	✓	D6(f)	✓

Characteristics of effective learning

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

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





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

Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Can anyone remember what picture our minds created last time we did Calm Me time?

(Family)

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me time with them as they are doing so well with this already. He was really pleased last time when they tried to create pictures in their imaginations, in their minds, of their families.

He has the Jigsaw Chime that he wants to share with everybody.

But first Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes.

I am going to sound the Jigsaw Chime and I invite you to listen until you can't hear the sound any more.

Now Jigsaw Jenie asks them to take a big deep breath in through their noses and puff out their rainbow breath through their mouths and feel calm and peaceful.

So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth. Can you imagine the colours of your rainbow breath?

Now they move both hands to their tummies and feel their 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.

Ask the children to see a picture in their minds, in their imaginations of where they live.

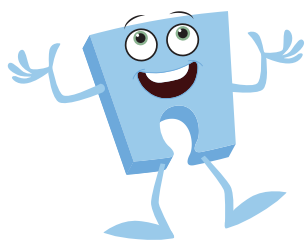
Can they give themselves a great big hug?

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 and quiet?

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 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 5 - Making Friends

Learning Intention/s: I can tell you how I could make new friends.

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: 'There's a Place'. Read one of the suggested stories or one that links to the theme of making friends.
	Help Me Learn	What did the characters in the story do to make new friends? Get children to talk to friends/key workers and share ideas back with the group. Questions: What did the characters in the story do to make new friends? How can we make new friends at Nursery/pre-school? What things can we say to make us a nice friend?
	Let's Think	Can we tell Jigsaw Jenie how we make new friends at Nursery/pre-school? What things can we say to make us a nice friend?

Child-initiated		Assessment opportunities/ Cross-curricular links		Home-learning/family links	
Encourage friendships through play		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		Talk about the friends you have outside of nursery. What do you like doing with them?	
Adult-led/directed activities		Resources		Display ideas	
Key worker to support children in discussions		Jigsaw Song sheet: 'There's a Place' Book: 'The Dog and the Dolphin', by James Dworkin Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime		Put up kind words around the room with pictures of the children doing them, e.g. sharing, and working together	
				Outside Learning	
				Normal good practice. Encourage friendships, communication	



Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 5 - Making Friends

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

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

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

Characteristics of effective learning

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



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

Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Can anyone remember what picture our minds created last time we did Calm Me time?

(Where we live)

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.

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie is keen to share Calm Me time with them as they are doing so well with this already. He was really pleased last time when they tried to create pictures in their imaginations, in their minds, of where they live.

He has the Jigsaw Chime that he wants to share with everybody.

But first Jenie wants us to sit nice and still with straight backs, put our hands in our laps and close our eyes. Feel peaceful and calm.

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 and gently puff out your rainbow breath through your mouth. Can you imagine the colours of your rainbow breath?

Now they move both hands to their tummies and feel their 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.

Ask the children to see a picture in their minds, in their imaginations, of their friend.

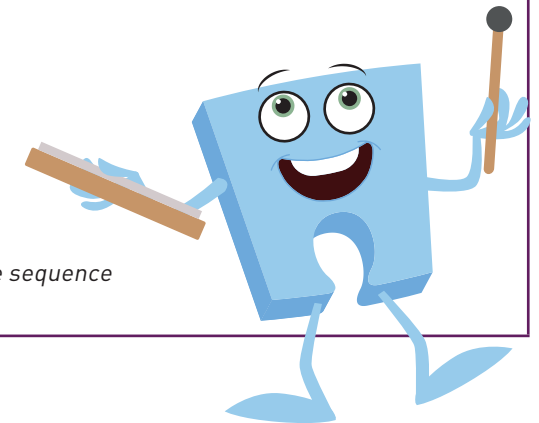
Can they feel happy as they think about their friend?

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 and quiet?

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.



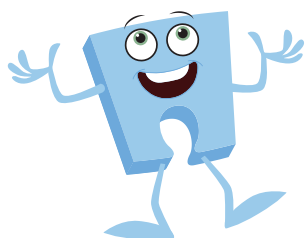


Calm Me time in Foundation 1 - Ages 3-4 - Extra

Celebrating Difference

Invite the children to sit comfortably in a circle. Allow the children time to become aware of their breath. They can close their eyes, or focus on a particular point in front of them. Explain to the children that as you sound the Chime you want them to focus on breathing in through their noses and then gently breathing out their 'Rainbow Breath' through their mouth. Imagine their breath is a particular colour, their favourite colour, blue, green, red...

Ask the children to rub their palms together gently and place their hands over their heart. Give yourself warmth in your heart. Ask the children to feel the love within their heart and catch it in a special bowl (cup hands to make a bowl). Bring your bowl of love in front of you, remember to stay still and calm – we don't want to spill any of our love. Look into your bowl; think about all of the people in your life you love, Mummy, Daddy, brothers, sisters, pets, friends, and grandparents. Your bowl of love is there whenever you need it. Explain to the children that you will sound Chime, invite them to listen until they can no longer hear it. This will finish the Calm Me.



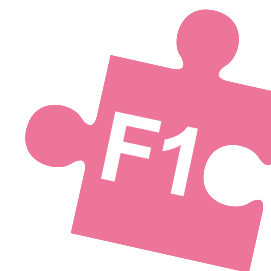
Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 6 - Standing Up For Yourself

Learning Intention/s: I can use my words to stand up for myself.

Foundation 1 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	This activity can be done using puppets/teddies or two grown-ups in the room. Get the children into a circle. Using the teddies set it up so it looks like they are playing; then get one of them to start saying unkind things to the other, e.g. I don't like your jumper, it's horrible; you're not doing it right; it's not yours, it's mine. If using grown-ups, replicate the scenario as described above with the puppets.
	Help Me Learn	Ask the children to show how they think the puppets are feeling with those unkind words, using their faces. Ask the children about their facial expressions. Would they like it if their friend said unkind words to them? What nice things could we say to our friends? Get the puppets/grown-ups to say some of the nice things that they children have said. How do the puppets/grown-ups feel now? Children show using their own facial expressions. Questions: How does it make you feel? What nice things can we say to our friends?
	Let's Think	If we don't like what someone does or says to us, what can we do to fix it? Teach the children to say, 'Please don't do that, I don't like it' when someone does or says something to them that they don't like. Explain to the children if they hear those words they have to stop. Jigsaw Jenie can help with this.

Child-initiated	Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Encourage the use of 'Please don't do that, I don't like it' when encountering problems	Bubble-up opportunities Bubble-ups, photos during child-initiated play. Communication and language - listening and attention Communication and language - understanding Communication and language - speaking	Introduce parents/carers to the phrase 'Please don't do that, I don't like it' so they can help reinforce its meaning and use at home	
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Support children in their understanding and use of 'Please don't do that, I don't like it'	Puppets or teddies Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Take pictures of children doing nice things and unkind things (staged) to reinforce lesson	Encourage the use of 'Please don't do that, I don't like it' when encountering problems. Normal good practice



Puzzle 2: Celebrating Difference - Foundation 1 - Ages 3-4

Piece 6 - Standing Up For Yourself

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

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

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

Characteristics of effective learning

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

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

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



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

Celebrating Difference

If the children are ready we will now introduce the beginnings of visualisation, using their imaginations to create pictures in their minds.

Can anyone remember what picture our minds created last time we did Calm Me time? (Friends)

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.

Script

What do we do to get ready for Calm Me time?

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 and gently puff out your rainbow breath through your mouth. Can you imagine the colours of your rainbow breath?

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.

(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 and quiet?

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

Invite the children to sit comfortably in a circle. Allow the children time to become aware of their breath. They can close their eyes, or focus on a particular point in front of them. Explain to the children that as you sound the Chime you want them to focus on breathing in through their noses and then gently breathing out their 'Rainbow Breath' through their mouth. Imagine their breath is a particular colour, their favourite colour, blue, green, red...

Ask the children to rub their palms together gently and place their hands over their heart. Give yourself warmth in your heart. Ask the children to feel the love within their heart and catch it in a special bowl (cup hands to make a bowl). Bring your bowl of love in front of you, remember to stay still and calm – we don't want to spill any of our love. Look into your bowl; think about all of the people in your life you love, Mummy, Daddy, brothers, sisters, pets, friends, and grandparents. Your bowl of love is there whenever you need it. Explain to the children that you will sound Chime, invite them to listen until they can no longer hear it. This will finish the Calm Me.



Congratulations

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Well done for your work in the
Celebrating Difference Puzzle

I am proud that you

.....

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



Congratulations

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Well done for your work in the
Celebrating Difference Puzzle

I am proud that you

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