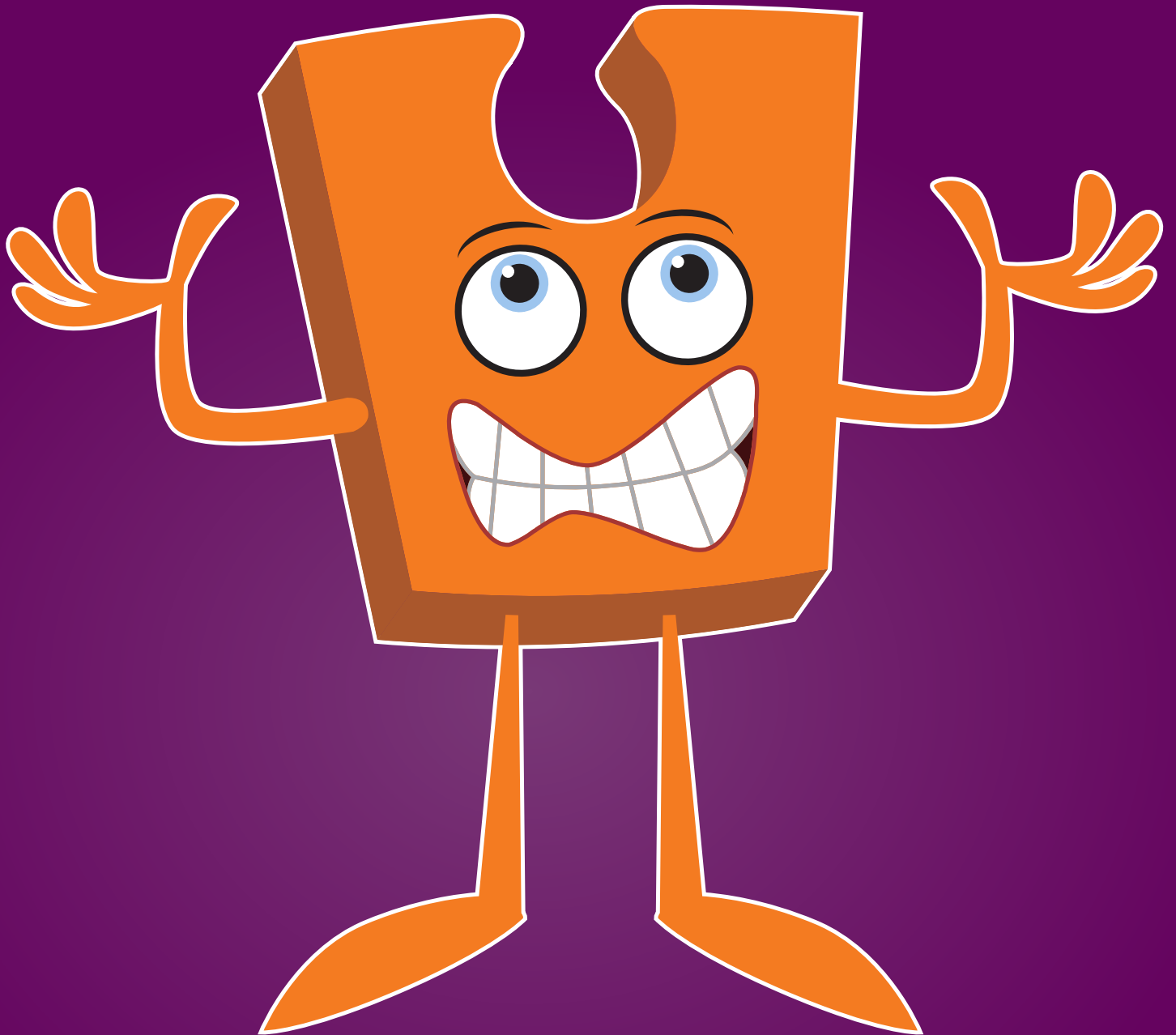


# Jigsaw!

The mindful approach to PSHE



Dreams and Goals - Ages 5-6

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



# Dreams & Goals

## Puzzle Map - Ages 5-6



### Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Stretchy flowers and dream wellies from Pieces 3 and 4)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. My Treasure Chest of Success	I can set simple goals	I can tell you about a thing I do well	Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. Steps to Goals	I can set a goal and work out how to achieve it	I can tell you how I learn best	Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Achieving Together Puzzle outcome: Dream wellies	I understand how to work well with a partner	I can celebrate achievement with my partner	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Welly template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have a positive attitude	4. Stretchy Learning Puzzle outcome: Stretchy flowers	I can tackle a new challenge and understand this might stretch my learning	I can identify how I feel when I am faced with a new challenge	Jigsaw Chime, 'Calm Me' script, Pipe cleaners, garden sticks, paper, paint, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Overcoming Obstacles	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I know how I feel when I see obstacles and how I feel when I overcome them	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Jigsaw story: Pauli's Journey, PowerPoint slides Paulies Journey, Pieces of paper for stepping stones, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Celebrating My Success Assessment Opportunity ★	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I know how to store the feelings of success in my internal treasure chest	Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jigsaw Jack's treasure chest, Success pictures - from Piece 1, Treasure chest template, Jigsaw Jack, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.



## Subject Leader's Preparation to Lead the **Dreams and Goals** Puzzle

- 1) Agree with staff in advance the End of Puzzle Outcome(s) you are planning for this Puzzle from:
  - The Garden of Dreams and Goals whole school display and/or charity fete
  - Individual class displays of pupil work (Class teacher or children to design)
  - Whole school sharing assembly between different year groups
  - Celebration assembly with parents/carers – class or whole school as appropriate
- 2) Brief staff (if needed) using training materials from the Jigsaw Community website. There is a Puzzle PowerPoint that can be shared with staff which outlines the main 'themes' for Dreams and Goals.
- 3) Discuss Jigsaw song with school's music lead to include within any singing/ music sessions as appropriate.
- 4) Decide who is going to lead the Puzzle Launch Assembly and ensure they have the appropriate resources.
- 5) Coordinate the Weekly Celebration Scrolls.
- 6) Identify and signpost any of the Jigsaw A-Z articles (available on the website) that may be useful for staff during this Puzzle, e.g. Building Learning Power, SMSC and emotional literacy domains in Jigsaw, British Values in Jigsaw PSHE, Jigsaw and the challenge of radicalisation and extremism, International Primary Curriculum and Jigsaw, Global Learning Programme and Jigsaw, Jigsaw and the UN Convention of the Rights of the Child, The Prevent Agenda and Jigsaw.
- 7) Ask staff if they have any questions about any aspects of the Puzzle Pieces (lessons) and offer support as necessary. Signpost staff to the Preparation Sheet for teachers so they can prepare resources and consider any further teaching/ timetabling considerations when planning in advance of the Puzzle (unit).

**Please contact your Jigsaw Mentor if you need support or to ask questions about any of the above.**





## Dreams and Goals

### Extending the Dreams and Goals Puzzle (unit of work) into a whole-school enterprise activity

The Dreams and Goal Puzzle lends itself to developing children's entrepreneurial skills to help them:

- work with money to aid their understanding of financial capability;
- generate money that could be used to support others less fortunate;
- develop age-appropriate skills to support them in their future workplace.

Many schools have used the 'Garden of Dreams and Goals' end of puzzle outcome to hold a whole-school garden-party (fete) where children have organised and run stalls in order to raise money for a chosen charity/cause. This also allows each year group to celebrate their work in this Puzzle with the whole-school community.

Stalls at this event could include products designed and made by the children (e.g. bake sale or items made in lessons), games and side-shows (e.g. a tombola/raffle/sweepstake), and sponsored events (e.g. a sponsored walk such as those designed in the upper primary lessons).

This enhances the group work skills element of this Puzzle (unit of work) and provides additional opportunities to enrich children's creativity and heighten skills of empathy.

Jigsaw subject leads my wish to consider the garden-party as an extension opportunity when planning to lead the Dreams and Goals Puzzle in school. It is recommended that additional curriculum time is set aside outside of Jigsaw lessons, or a cross-curricular approach is taken to organise and prepare for the garden party such as one suggestion below:

<b>Maths</b> Budgeting/raising money	<b>Literacy</b> Advertising the garden party	<b>Design and technology</b> Making products to sell
<b>Art</b> Advertising/making products to sell	<b>Computing</b> Advertising/social media/spreadsheets	<b>Geography</b> Researching world populations/charities
<b>Science</b> Designing scientific games e.g. magnetism, electricity	<b>History</b> Famous philanthropists	<b>Religious and moral education</b> Helping others
<b>Languages</b> Making the event accessible for different language speakers	<b>Physical Education</b> Sponsored events	<b>Music</b> Performances at garden-party



## 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)

<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 gonna' reach the sky.</p> <p>I will, I can, I'm moving on with hope. Don't look back,</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> BRIDGE 1+2</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 chefs, And future fire fighters. We're the laughers, We're the simlers. The future's bright, Now let's all sing this together.</p> <p><b>CHORUS</b></p>
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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**

**For Me**  
(Dreams and Goals)

<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. 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>Don't look back, Don't look back, see, I'm doing this for me.</b></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 similers. 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 with a key signature of one flat (Bb). The right hand features a melody with triplet eighth notes starting in measure 5. The left hand plays a bass line with a chord labeled 'F' in 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 togeth - er. I know to reach the top that I must climb, I must climb  
 fi - re - fight - ers.  
 sing this togeth - 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 "See, I'm do-ing this for me" are written below the staff, with a long horizontal line following the word "me". The middle staff is the right-hand piano accompaniment in treble clef, featuring a sustained chord of G major (G, B, D) with a sharp sign on the G. The bottom staff is the left-hand piano accompaniment in bass clef, with a key signature of one sharp (F#). It contains a rhythmic pattern of eighth and sixteenth notes.



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**

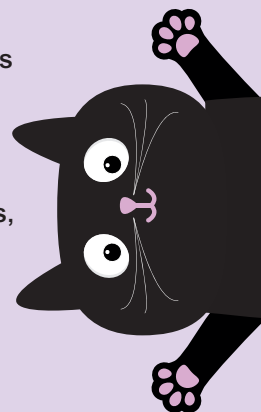


## Class Teacher's Preparation to Lead the **Dreams & Goals** Puzzle with children Ages 5-6

**NOTE:** Each Jigsaw lesson contains a formative assessment activity for the children to complete called My Jigsaw Learning as part of the 'Help me reflect' section of the lesson. Teachers are free to decide whether this activity is appropriate for their cohort of children at this stage of the academic year, and perhaps to introduce this activity in later units (Puzzles) as the year progresses. If teachers choose not to use My Jigsaw Learning in this unit (Puzzle), then an alternative 'Help me reflect' to each lesson could involve passing Jigsaw Jack around and the children saying how they felt about the lesson and/or one thing they have learned. Teachers could use these comments as the children's formative assessments and make a note of them accordingly.

### Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Jigsaw Jack's Treasure Chest - a box/ treasure chest filled with marbles, beads, shells, coins etc.  
A box or treasure chest for each child to decorate  
Craft materials to decorate the treasure chests  
Laminated Jigsaw Charter for display
- Piece 2: Four blank pieces of paper to represent stepping stones  
Ingredients and kitchen equipment to make a jam sandwich
- Piece 3: (All resources within Jigsaw)
- Piece 4: Pipe cleaners  
Garden sticks  
Pens/pencils/crafting materials
- Piece 5: Blank pieces of paper to represent stepping stones  
Flip chart created in Piece (lesson 3)
- Piece 6: Jigsaw Jack's treasure box as in Piece 1



### Additional considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been printed (each child will need one) if being used. **Prepare one Success Coin for each child in advance of the lesson as detailed in the lesson plan.** Ensure each child has a box/ treasure chest to decorate. Piece 1 involves the children decorating their own personal treasure chests. Teachers may wish to provide additional crafting time in the lesson (or later in the same week).
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil if being used.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. **Copy/print** enough welly templates for the class.
- Piece 4: **Print /copy**, enough 'My Jigsaw Learning' templates one per child if being used.
- Piece 5: **Copy/print** enough 'My Jigsaw Learning' sheets' if being used.
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets if being used. **Copy/print** Treasure Chest templates, one per child. **Copy/print** enough end of puzzle certificates and complete in advance for each child.

Teachers can use Piece (lesson) 6 to assess individual pupil understanding of the entire Puzzle and highlight the appropriate descriptors on the Jigsaw Summative Assessment: Tracking Pupil Progress Year1/Primary 1/Ages 5-6 years sheets. There are assessment exemplifications to assist with these judgements within the Piece 6 resources. As a result, teachers may wish to make this lesson slightly longer than usual so children have sufficient time to complete the tasks. They may wish to also organise this lesson so that the Let me learn section is a rotational group activity, so that groups of children are supported by an adult in turn.



## Jigsaw Summative Assessment

### Tracking Pupil Progress: Ages 5-6

A copy of this table will be needed for each child. This table has three summative attainment descriptors for each Puzzle (unit of work). Each descriptor has two elements, the purple being specific to Personal, Social, Health and Economic education, and the green having a social/emotional focus. Using the child's formative assessments for each lesson relevant to that Puzzle, (My Jigsaw Learning/ My Jigsaw Journey) and work in the child's Jigsaw Journal, and the assessment activities in Piece 6, the teacher should highlight the appropriate descriptors using a 'best fit' approach. Teachers should highlight one green and one purple statement which indicates whether the child is working towards, working at, or working beyond for that Puzzle. Teachers are also free to support their decisions by adding notes in the Teacher comments box from their own observation of the child across the six lessons in the Puzzle. As the summative assessment record is added to across the year, teachers may observe some children's progress is better within the purple or green statements. This will allow appropriate support to be identified for these children in future Jigsaw lessons and in the pastoral care system.

#### Jigsaw and Tracking Software

Jigsaw is pleased to be working in partnership with a growing number of education software companies to embed the Jigsaw attainment descriptors into their systems.

This will help schools track progress in PSHE alongside other curriculum subjects.

To see if the software you use at your school is from one of our partner companies, please see the list of companies on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com) or email your Jigsaw mentor.

If your software company is not yet on the list we may be working with them but not yet have completed the process, but to be sure, we would welcome you emailing us to let us know which company you work with so we can extend our work to include them if they are willing.

Please email [office@janlevergroup.com](mailto:office@janlevergroup.com)

There is no charge for this service, we are just trying to support schools and teachers to deliver the highest quality PSHE, and this is one more way that might help. Assessment is also a requirement in the statutory Relationships and Health Education guidance.





Ages 5-6

**Jigsaw Summative Assessment: Tracking Pupil Progress**

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 1 Being Me in My World</b>		<p>I can tell you something positive that I like about being in my class.</p> <p>I can say how I help make my class a happy and safe place.</p>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples of when I or others make my class happy and safe.</p>	<p>I can explain why I have a right to learn in a happy and safe class.</p> <p>I can explain how everyone in my class has responsibilities to make our class happy and safe.</p>	
<b>Puzzle 2 Celebrating Difference</b>		<p>I can talk about one thing that makes me different from my friends and one thing that we have in common.</p> <p>I can tell you ways that I could be kind to other people in my class.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain why being unique and special is important.</p> <p>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.</p>	
<b>Puzzle 3 Dreams &amp; Goals</b>		<p>I can tell you about a challenge and what I did well.</p> <p>I can say why a challenge made me feel good about myself.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain what helped me to succeed in a learning challenge and explain how this made me feel.</p> <p>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.</p>	
<b>Puzzle 4 Healthy Me</b>		<p>I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.</p> <p>I know that my body is special and I need to take care of it.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.</p> <p>I can suggest how my body might come to harm if I make unhealthy choices.</p> <p>I can explain how healthy choices affect the way I feel about myself and help to make me happy.</p>	



	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
<b>Puzzle 5 Relationships</b>		<p>I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.</p> <p>I can tell you why I like some people and who I might go to for help if I need it.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.</p> <p>I can also explain how this helps me feel safe and good about myself.</p> <p>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.</p>	
<b>Puzzle 6 Changing Me</b>		<p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p>	



## General Exemplification Guidance for teachers to assess children’s work

Children will produce a variety of work in the six Jigsaw lessons that make up each unit of work (Puzzle). Much of this will be verbal, and some of it written. Within Jigsaw Primary materials there are specific assessment activities in Piece (lesson) 6 with some exemplification of the nature of the responses the pupils might give in relation to these.

In addition, Jigsaw has provided some general guidance below that can be used to assess each child at Jigsaw’s Working Towards, Working At and Working Beyond Attainment levels (descriptors).

The guidance below offers suggestions of how children’s responses (written or verbal) may be presented at each of these levels, as appropriate to children’s age and stage.

WORKING TOWARDS	WORKING AT	WORKING BEYOND
<b>Student responses may be limited to:</b>	<b>Student responses may demonstrate:</b>	<b>In addition to Working At, student responses may also demonstrate:</b>
Description Naïve definitions or unsophisticated explanations Basic recall of lesson facts Naming, reporting or repeating back examples- perhaps those already included in the lesson (not thinking of different examples beyond those given in the lesson) Asking basic questions – may demonstrate the student has not understood the content Inability to make comparisons (or makes simple comparisons) of lesson content to other examples Demonstrating a limited internalisation of the concepts: A lack of personal resonance/ application with the lesson content Demonstrating a low level of cognitive challenge Poor acquisition of new knowledge Evidence of weak understanding A fixed stance: (unable/unwilling to change position) Basic vocabulary Weak development in skills Unconfident responses	A higher level of cognitive demand Application and comparison of the lesson content to other situations or scenarios Mental processing of information beyond simple recall Some decision making Evidence of problem solving Explanation of concepts with some reasoning The ability to categorise/ group, connect and identify patterns A degree of organisation in thought processes Inference and interpretation The ability to predict The ability to summarise a range of ideas succinctly A degree of personal resonance with the lesson content: can apply it to their lives and provide examples of this An increase in knowledge An increase in understanding A change of a feeling based on new learning A richer vocabulary An increase in a skill An increase in confidence	Abstract ideas Complex description Thinking and expression that involves solving complex problems Complex cognitive challenge The ability to discuss alternative outcomes or routes Justification of answers The use of evidence to support their thinking drawn from the lesson and beyond The ability to appraise or assess a situation : evaluation The ability to hypothesise An investigative approach: asks complex questions Creative solutions Deeper personal resonance: can apply the lesson content to their personal situation and discuss this in greater detail A reflective approach

### Teacher Feedback to Pupils

Jigsaw does not encourage teachers to mark or ‘grade’ student’s work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development. Many teachers use systems such as ‘2 stars and a wish’, with the 2 stars being comments on achievement, and the wish, a learning target for the child to consider in future Jigsaw lessons. Some teachers use the TINT (to improve next time) Box to help children set goals for progress. Teachers and schools are free to use their own feedback systems in accordance with this philosophy.

For example:

*You participated actively in this lesson.*

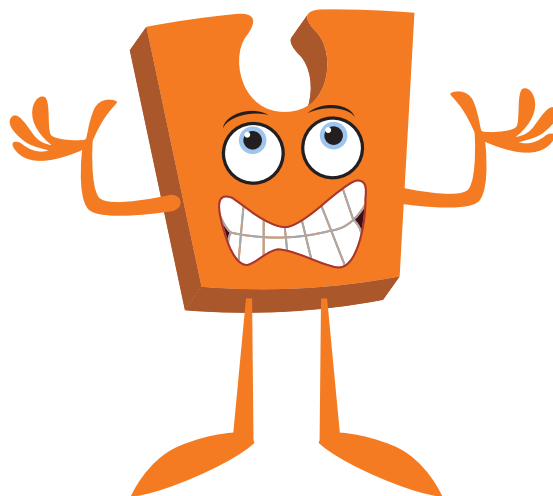
*You are getting much more confident at putting your point of view across in a group. Well done.*

*We have been discussing how to negotiate in friendships. What can you try when there are disagreements in your friendship group?*



## Puzzle 3: Dreams & Goals - Ages 5-6 - Piece 1

My Treasure Chest of Success	
<p><b>Puzzle 3 Outcome</b> <b>Our Garden of Dreams and Goals</b></p>	<p><b>Please teach me to...</b> set simple goals tell you about the things I do well</p>
<p><b>Resources</b> Jigsaw Jack Jigsaw Jerrie Cat Treasure chest filled with marbles, beads, coins, coloured stones Laminated Jigsaw Charter Jigsaw Chime 'Calm Me' script Success pictures Success coin templates Treasure chest boxes/ simple boxes Jigsaw Journals My Jigsaw Learning</p>	<p><b>Vocabulary</b> Proud Success Achievement Goal Treasure Coins</p>
<p><b>Teaching and Learning Note</b> You will need to have prepared the success coin template prior to teaching this lesson, as well as providing each child with their own treasure chest/box to decorate. Teachers should also ensure that they are familiar with the Jigsaw Approach before starting this Puzzle (unit of work). The Jigsaw Approach is the introductory chapter at the start of each year group folder/set of materials.</p> <p><b>The Jigsaw Charter</b> Slide 1: Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p><b>Connect us</b> Sitting in a circle the children pass Jigsaw Jack's treasure chest (filled with beads, marbles, coins, coloured stones). Set the class the goal of passing it all around the circle without making a sound. Can the children suggest ideas that would make this possible? Can they work together to achieve this goal?</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and Jigsaw Chime.</p> <p><b>Open my mind</b> Slides 2-5: With Jigsaw Jack's treasure chest in the middle of the circle, show children one of the 'success pictures' at a time and ask them the question: Do you see success in this picture? Why or why not? The pictures that show 'success' are then placed in Jigsaw Jack's treasure chest of success. Help the children start to associate the treasure chest with success and ensure they understand what success means. It may be possible to interpret the pictures in a number of ways.</p>	<p><b>Ask me this...</b></p> <p>How did you manage to achieve the success? How does it feel to have achieved this goal?</p> <p>Does your mind feel calm and ready to learn?</p>



**Tell me or show me**

Still sitting in the circle, the teacher presents each child with a success coin. These coins are pre-prepared with the children's photo on one side and one of their successes written on the reverse, e.g. good at skipping, can tie shoe laces, etc. As the teacher presents each coin, they invite the child to feel proud of their success written on the coin. When all the children have their coins they take a minute to share with their talking partner about how they achieved this success and how they feel about it.

**Let me learn**

Back at their tables, each child decorates their own small treasure chest. (These can be bought from a hobby centre or can be simply made boxes.)

Children decorate these and, whilst they are doing this, the teacher reminds them that these boxes will be special because they will store children's successes.

Children return to the circle, bringing their treasure chest and success coin, and take it in turns to place their coin into their treasure chest saying, 'I feel proud that I can...', e.g. tie my shoes, play the recorder, etc. Display the children's treasure chests in the classroom and over the course of this Puzzle (unit) use them to enhance your class praise and reward system. e.g. use the treasure chests to store children's achievements perhaps by noting these on post-it notes for the children to keep. If your school uses a 'points' or sticker-based reward system this could also be adapted to make use of the treasure chests.

**Help me reflect**

Slide 6: Still in the circle, children close their eyes and remember how it feels to achieve something they are proud of. Teacher uses some of the 'Calm Me' techniques to help children feel a sense of pride and to start to associate this feeling with the treasure chests they have just made.

Share the learning intention with the children. Ask them for a thumbs-up, neutral or down for each statement. Exemplify as necessary. Following this, ask the children to record this on the My Jigsaw Learning sheet for this Piece (lesson) and stick it into their Jigsaw Journals.

What is your special success?  
How do you feel when you achieve a goal?

**Notes**



## Dreams and Goals

### Calm Me Script - Ages 5-6 - Piece 1

Let's calm our minds so we feel peaceful and can learn better.

When you hear the Jigsaw Chime, listen, listen, listen until you can no longer hear any sound coming from it.

Now let's get our bodies ready to help our minds calm down.

First of all we sit nice and straight in our chairs with our shoulders relaxed and both feet flat on the floor. Then place your hands gently on your tummy so you can feel it rise and fall as you breathe in and out.

Now close your eyes if you are comfortable to, or fix your gaze on a point in front of you.

Listen to the Chime again until you can no longer hear the beautiful sound. Imagine the sound going far away into the distance, over the hills and into the horizon.

You feel peaceful and now start to concentrate on your breathing... in ...out... gently count 1,2,3,4 as you breathe in through your nose, and out again 1,2,3,4,5 as you breathe out through your mouth. Can you feel your tummy rise and fall as your lungs fill with air and then let it go again?

Do this several times and as you breathe out feel any worries or noisy thoughts float away over the hills and into the air, like the sound of the chime.

Worries and noisy thoughts float away over the hills as you breathe in and out nice and slowly, nice and gently.

You feel happy and peaceful. Your mind is nice and calm and ready to learn.

Now, when you here the Jigsaw Chime again, listen until you can no longer hear the sound, and then gently bring your awareness back into the room.



Dreams and Goals  
Jigsaw Charter PowerPoint Slide 1 - Ages 5-6 - Piece 1

The title 'The Jigsaw! Charter' is written in a colorful, playful font. The word 'Jigsaw!' is in large, multi-colored letters (orange, green, blue, purple, yellow, red) with puzzle pieces integrated into the letters. 'The' is in orange and 'Charter' is in orange. The exclamation mark is orange.

The **Jigsaw!**® Charter

We take turns to speak

We use kind and positive words

We listen to each other

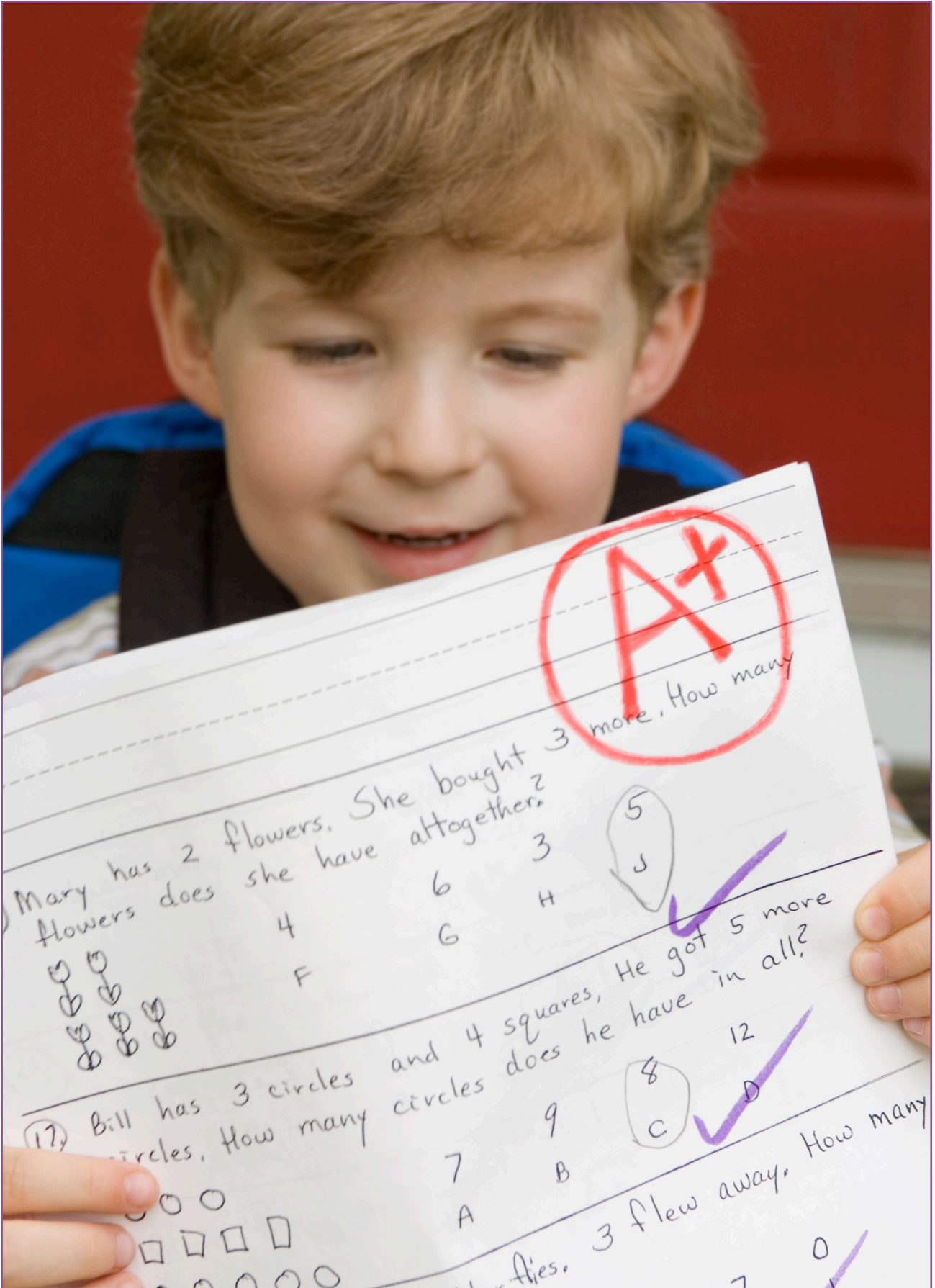
We have the right to pass

We only use names when giving  
compliments or when being positive

We respect each other's privacy  
(confidentiality)

## Dreams and Goals

Success Pictures PowerPoint Slide 2 - Ages 5-6 - Piece 1



Dreams and Goals

Success Pictures PowerPoint Slide 3 - Ages 5-6 - Piece 1



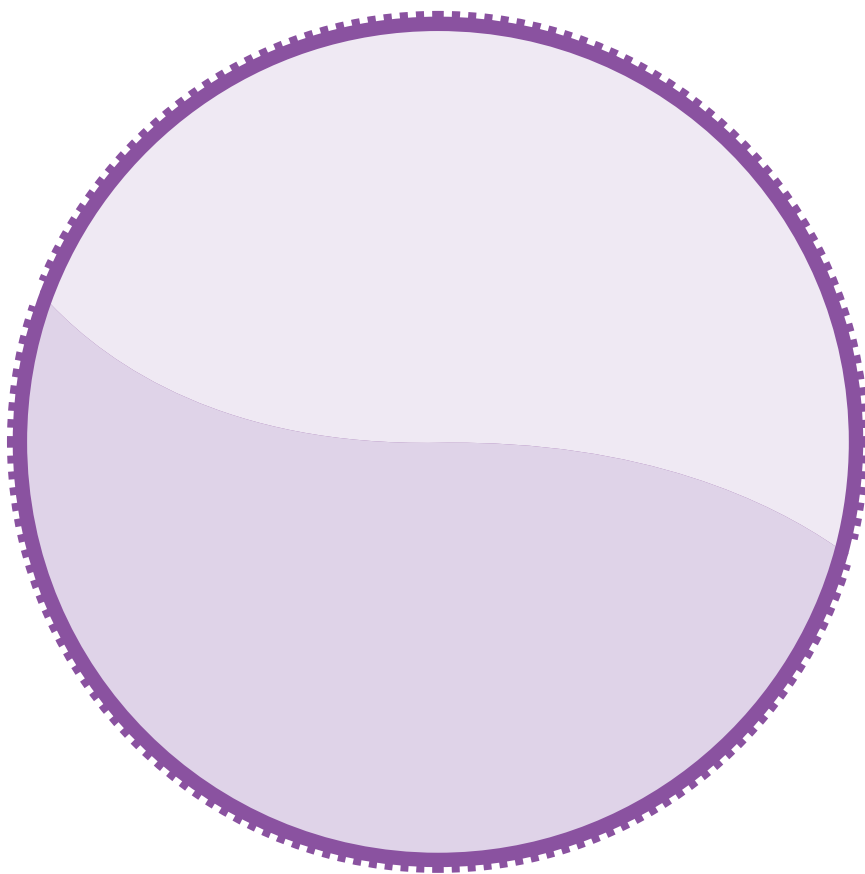
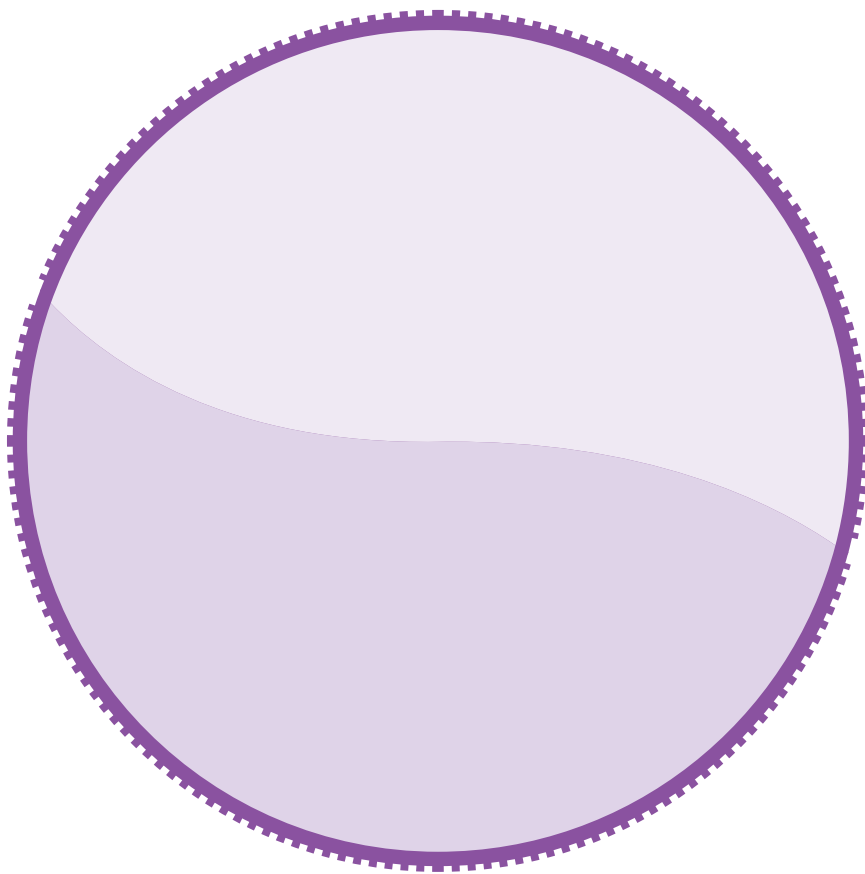
**Dreams and Goals**  
Success Pictures PowerPoint Slide 4 - Ages 5-6 - Piece 1



**Dreams and Goals**  
Success Pictures PowerPoint Slide 5 - Ages 5-6 - Piece 1



**Dreams and Goals**  
**Success Coin Template - Ages 5-6 - Piece 1**





## Dreams and Goals

### PowerPoint Slide 6: My Jigsaw Learning - Ages 5-6 - Piece 1



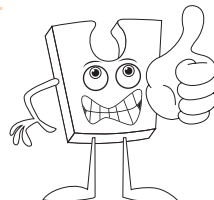
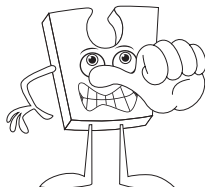
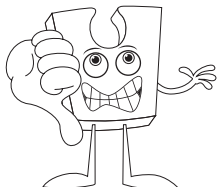
My Jigsaw Learning

Dreams & Goals - Piece 1

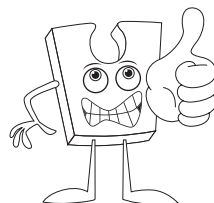
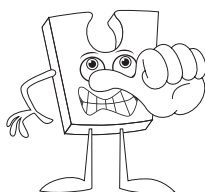
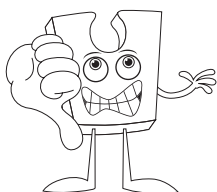
Ages 5-6

Name .....

I can set simple goals



I can tell you about things I do well



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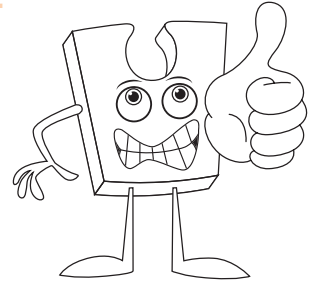
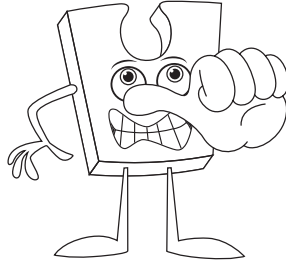
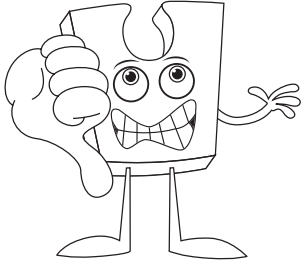
My Jigsaw Learning

Dreams & Goals - Piece 1

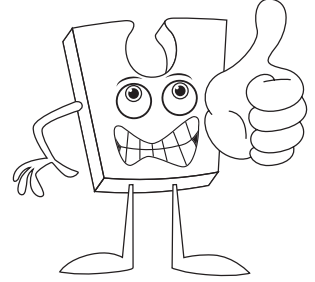
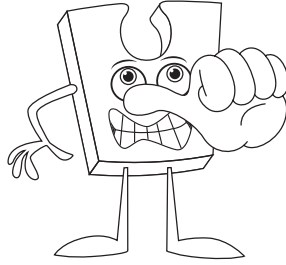
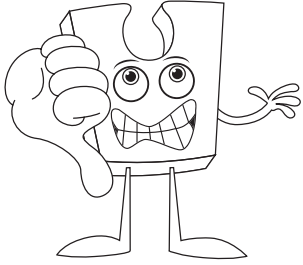
Ages 5-6

Name .....

I can set simple goals



I can tell you about things I do well



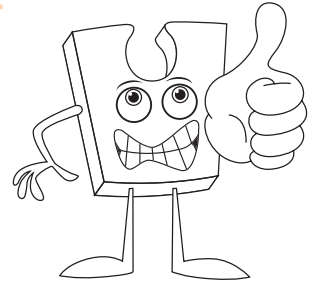
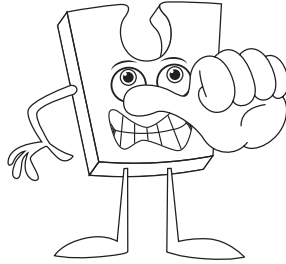
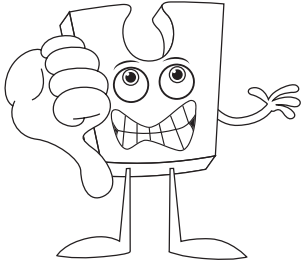
My Jigsaw Learning

Dreams & Goals - Piece 1

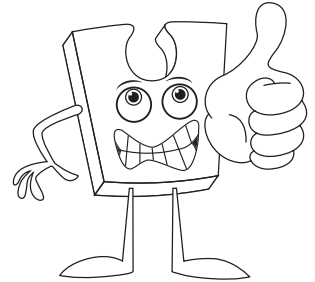
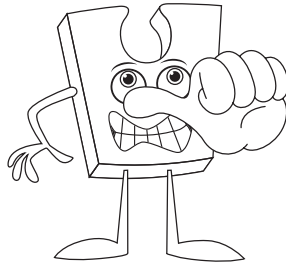
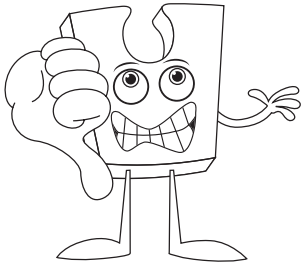
Ages 5-6

Name .....

I can set simple goals



I can tell you about things I do well



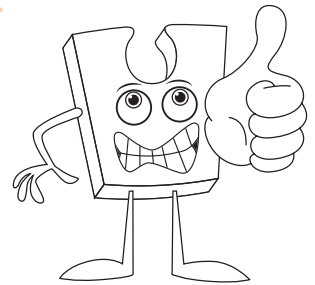
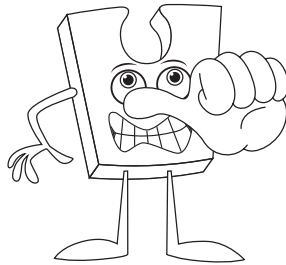
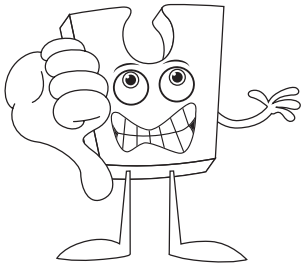
My Jigsaw Learning

Dreams & Goals - Piece 1

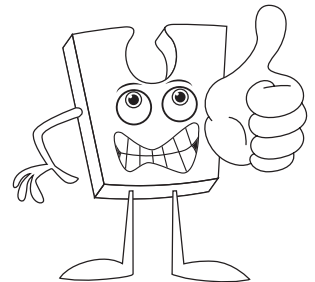
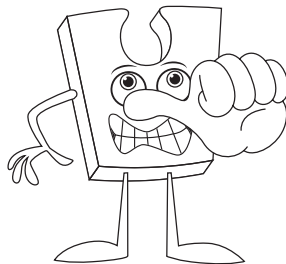
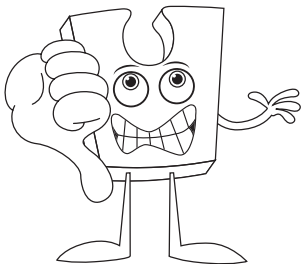
Ages 5-6

Name .....

I can set simple goals



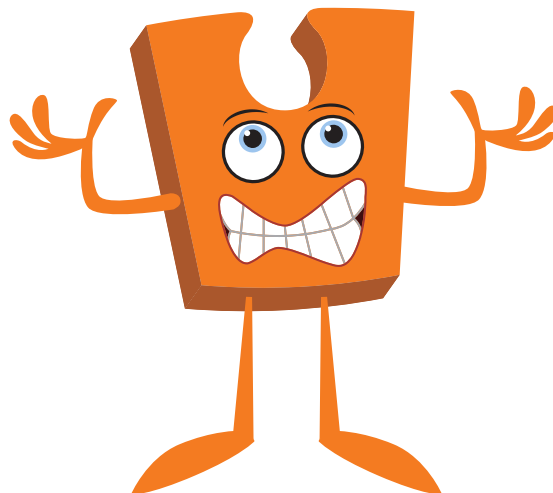
I can tell you about things I do well





## Puzzle 3: Dreams & Goals - Ages 5-6 - Piece 2

Steps to Goals	
<p><b>Puzzle 3 Outcome</b> <b>Our Garden of Dreams and Goals</b></p>	<p><b>Please teach me to...</b> set a goal and work out how to achieve it tell you how I learn best</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Song: 'For Me' Jigsaw Jack Jigsaw Jerrie Cat My Jigsaw Learning</p>	<p><b>Vocabulary</b> Goal Learning Stepping stones Process Garden Dreams</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display.</p> <p><b>Connect us</b> Play 'There's a space on my right'. Leave one space and the child next to it says, "There's a space on my right and I'd like to invite... to sit in it". The named child moves into the space. There is now a new space and the child next to it says, "There's a space on my right and I would like to invite... to sit in it" and so on. Try to ensure every child is invited.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and Jigsaw Chime.</p> <p><b>Open my mind</b> Slide 1: Sing or listen to the Jigsaw song: 'For Me'. Ask the children what they think this song means.</p>	<p><b>Ask me this...</b></p> <p>Can you choose someone you wouldn't usually choose?</p> <p>Does your mind feel calm and ready to learn?</p>



### Tell me or show me

The teacher sets out four pieces of paper like stepping stones across the centre of the circle and a tray with all the items needed to make a jam sandwich at the end of the line of stepping stones. The teacher explains that the goal today is to make a jam sandwich, and the pieces of paper on the floor are like stepping stones. Each one is a step towards the goal. The teacher explains that a sandwich doesn't suddenly appear, it has to be made, and making it is a step by step process. Make this a visual explanation by stepping from one piece of paper to the next but without giving the actual instructions.

In pairs/talking partners ask the children what they think the four steps are for making the jam sandwich. After some thinking time, invite one pair to say the four steps. Model each step by following the children's instructions exactly and stepping on the 'stones' in turn. Make the sandwich according to their instructions. **NOTE: Follow the children's instructions even if they are in the wrong order to illustrate the importance of thinking carefully about the steps needed and their order.** If the children get it wrong invite another pair to have a try, emphasising that it can be helpful to make mistakes because that's how we learn.

After a couple of goes if the children are still struggling to get the steps, the teacher can model the correct ones.

### Let me learn

Invite the children in their pairs/talk partners to think about how they have just learnt to make a jam sandwich. Share some of their suggestions. Draw out from their ideas that we often learn by listening/ watching/ doing and maybe a mix of all three. Give each pair a challenge e.g. building a block tower, making a dog from playdough and help them think about how they learn (seeing, doing, listening).

### Help me reflect

Slide 2: Share the learning intentions from today's lesson (Piece) and ask the children to give a thumbs-up/ neutral/ or down for the purple and green statements. Ask them to record this on the My Jigsaw Learning sheet for this lesson and stick into their Jigsaw Journals. If time, using Jigsaw Jack as the talking object each set of talk partners/ pairs decides on an answer to the stem sentence: 'The most important thing we've learnt today is...'

Can they tell Jigsaw Jack about how they learn?

### Notes



## Dreams and Goals

### Calm Me Script - Ages 5-6 - Piece 2

Let's calm our minds so we feel peaceful and can learn better.

When you hear the Jigsaw Chime, listen, listen, listen until you can no longer hear any sound coming from it.

Now let's get our bodies ready to help our minds calm down.

First of all we sit nice and straight in our chairs with our shoulders relaxed and both feet flat on the floor. Then place your hands gently on your tummy so you can feel it rise and fall as you breathe in and out.

Now close your eyes if you are comfortable to, or fix your gaze on a point in front of you.

Listen to the Chime again until you can no longer hear the beautiful sound. Imagine the sound going far away into the distance, over the hills and into the horizon.

You feel peaceful and now start to concentrate on your breathing... in ...out... gently count 1,2,3,4 as you breathe in through your nose, and out again 1,2,3,4,5 as you breathe out through your mouth. Can you feel your tummy rise and fall as your lungs fill with air and then let it go again?

Do this several times and as you breathe out feel any worries or noisy thoughts float away over the hills and into the air, like the sound of the chime.

Worries and noisy thoughts float away over the hills as you breathe in and out nice and slowly, nice and gently.

You feel happy and peaceful. Your mind is nice and calm and ready to learn.

Strike the chime once more and invite the children to gently bring their attention back to being here right now in the classroom and to keep their calm minds with them.





## Dreams and Goals

### PowerPoint Slide 1 'For Me' - Ages 5-6 - Piece 2

#### 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.

##### 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



## Dreams and Goals

### PowerPoint Slide 2: My Jigsaw Learning - Ages 5-6 - Piece 2



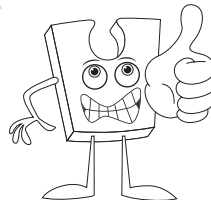
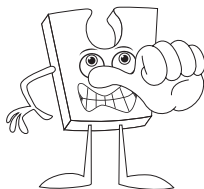
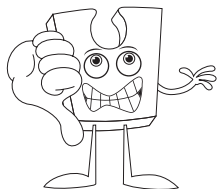
My Jigsaw Learning

Dreams & Goals - Piece 2

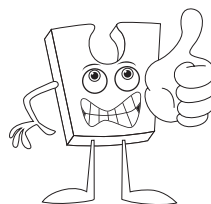
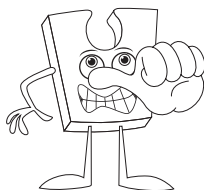
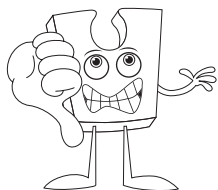
Ages 5-6

Name .....

I can set a goal and  
work out how to  
achieve it



I can tell you how  
I learn best



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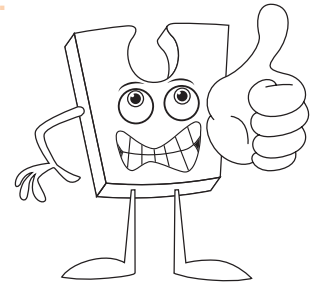
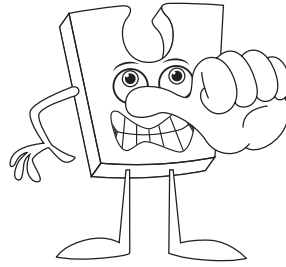
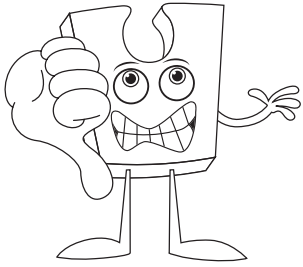
My Jigsaw Learning

Dreams & Goals - Piece 2

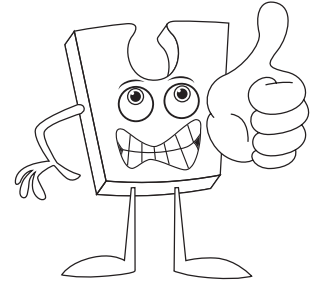
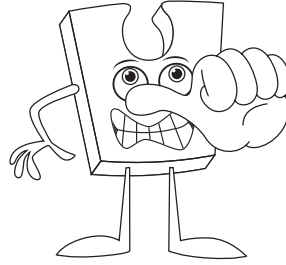
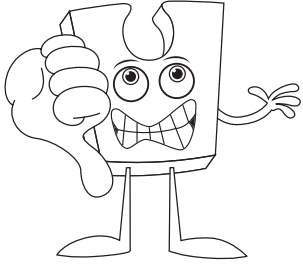
Ages 5-6

Name .....

I can set a goal and  
work out how to  
achieve it



I can tell you how  
I learn best



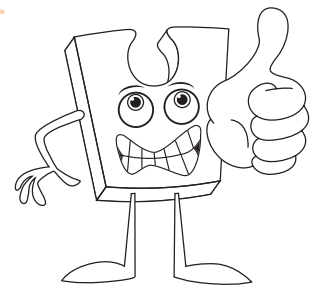
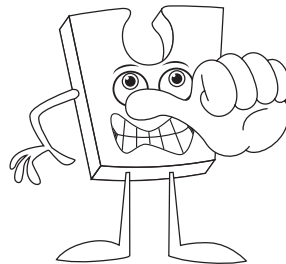
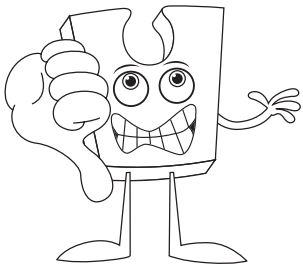
My Jigsaw Learning

Dreams & Goals - Piece 2

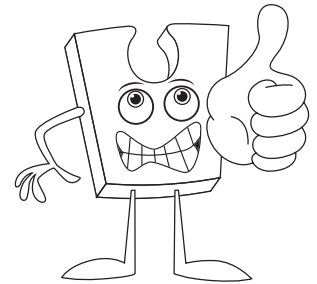
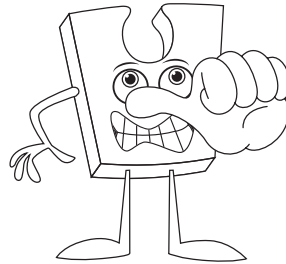
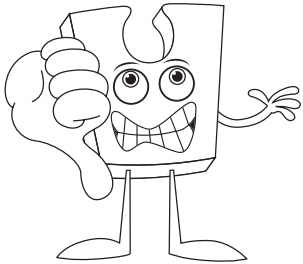
Ages 5-6

Name .....

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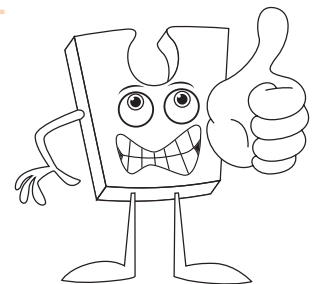
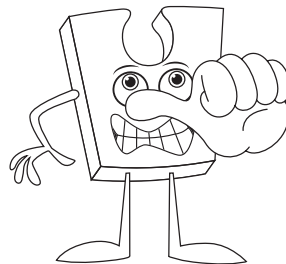
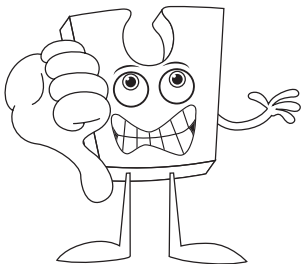
My Jigsaw Learning

Dreams & Goals - Piece 2

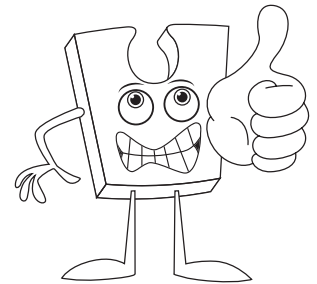
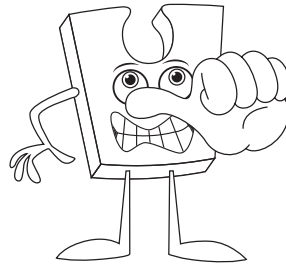
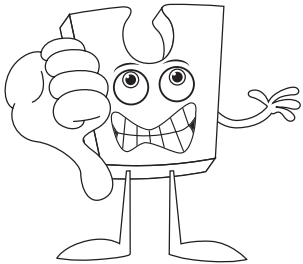
Ages 5-6

Name .....


I can set a goal and  
work out how to  
achieve it

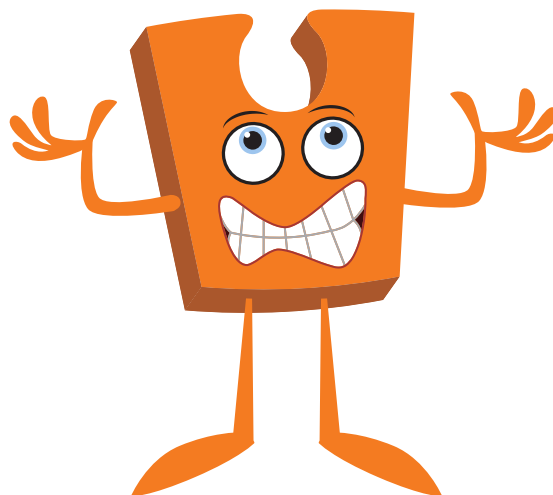


I can tell you how  
I learn best



## Puzzle 3: Dreams & Goals - Ages 5-6 - Piece 3

Achieving Together	
<p><b>Puzzle 3 Outcome</b> Our Garden of Dreams and Goals</p> <p><b>Wellies from this piece</b></p>	<p><b>Please teach me to...</b> understand how to work well with a partner celebrate achievement with my partner</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Jigsaw Jack Jigsaw Jerrie Cat Wellies template Jigsaw Journals My Jigsaw Learning</p>	<p><b>Vocabulary</b> Working together Team work Achievement Celebrate</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play 'Paired fruit salad'. Sitting in the circle, the children link arms with a partner sitting next to them. Give each pair the name of a fruit (use only 5 different ones, e.g. apple, plum, pear, banana, orange). When the teacher calls out 'apple' all the apple pairs change places with another apple pair. When the teacher calls out 'fruit salad' all pairs change places, making sure their arms stay linked.</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and Jigsaw Chime.</p> <p><b>Open my mind</b> Mirroring activity. Stand in a space opposite their partner. One is the leader, the other the mirror. They place their palms together. The leader moves their hands and the mirror's hands, still touching so they do exactly the same movements. Then children move their hands apart with space between the palms and repeat the activity, the mirror has to follow the leader's palms with his. Then the children change roles with the leader becoming the mirror and they repeat the activity again.</p> <p><b>Pause Point:</b>  Slide 1: Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. Invite the children to take three gentle, deep breaths. While the children are pausing, invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only, then carry on with the lesson.</p>	<p><b>Ask me this...</b></p> <p>What do you need to do to make this game work when your arms are linked? Is it easier to play this game when you are not joined to a partner? What does this tell us about how we work with a partner? How did it feel to be joined to a partner for this game? Does your mind feel calm and ready to learn? How does it feel to be the leader? How does it feel to be the mirror? What does this tell us about working well with a partner?</p>



**Tell me or show me**

In 'Let me learn', the children will be asked in pairs to design a 'welly' showing one goal that they both want to achieve, e.g. to play kindly, to learn to skip, to improve our reading. This will highlight for them the need to work well with a partner. So before this, the teacher and a classroom assistant role-play the same activity, designing a welly but illustrating how not to work together, i.e. arguing, not listening to each other, not sharing, etc. Ask the children how the teacher and a classroom assistant could have been better partners and how they could have worked better together, e.g. they could have taken turns, shared the equipment, etc.

**Let me learn**

In partners, children are set the goal of designing a welly, illustrating their shared goal. The pair needs to agree how to design the welly and how they go about this task (e.g. who does what, the materials they use, etc.). There is a welly template to use.

These wellies are to form part of 'Our Garden of Dreams and Goals' and can be used as decoration and displayed as part of the overall garden.

When the wellies are complete, children return to the circle and, using Jigsaw Jack as the talking object, respond to two rounds:

1. One thing that was difficult about working with my partner was...
2. One thing we did which helped us achieve our goal was...

**Help me reflect**

Slide 2: Share the learning intentions from today's lesson (Piece) and ask the children to give a thumbs-up/ neutral/ or down for the purple and green statements. Ask them to record this on the My Jigsaw Learning sheet for this lesson and stick into their Jigsaw Journals.

How easy is it to work with your partner?  
Is anything difficult about this?

**Notes**

The designed wellies in this lesson can be used as part of 'Our Garden of Dreams and Goals' as the whole school outcome for this Puzzle.

The wellies can be attached to bamboo canes so they can be displayed in the garden e.g. in a window box or plant pot full of soil.



## Dreams and Goals

### Calm Me Script - Ages 5-6 - Piece 3

Let's calm our minds so we feel peaceful and can learn better.

When you hear the Jigsaw Chime, listen, listen, listen until you can no longer hear any sound coming from it.

Now let's get our bodies ready to help our minds calm down.

First of all we sit nice and straight in our chairs with our shoulders relaxed and both feet flat on the floor. Then place your hands gently on your tummy so you can feel it rise and fall as you breathe in and out.

Now close your eyes if you are comfortable to, or fix your gaze on a point in front of you.

Listen to the Chime again until you can no longer hear the beautiful sound. Imagine the sound going far away into the distance, over the hills and into the horizon.

You feel peaceful and now start to concentrate on your breathing... in ...out... gently count 1,2,3,4 as you breathe in through your nose, and out again 1,2,3,4,5 as you breathe out through your mouth. Can you feel your tummy rise and fall as your lungs fill with air and then let it go again?

Do this several times and as you breathe out feel any worries or noisy thoughts float away over the hills and into the air, like the sound of the chime.

Worries and noisy thoughts float away over the hills as you breathe in and out nice and slowly, nice and gently.

You feel happy and peaceful. Your mind is nice and calm and ready to learn.

Strike the chime once more and invite the children to gently bring their attention back to being here right now in the classroom and to keep their calm minds with them.





**Dreams and Goals**  
Welly Template - Ages 5-6 - Piece 3





**Dreams and Goals**  
**Jerrie Cat PowerPoint Slide 1 - Ages 5-6 - Piece 3**





## Dreams and Goals

### PowerPoint Slide 2: My Jigsaw Learning - Ages 5-6 - Piece 3



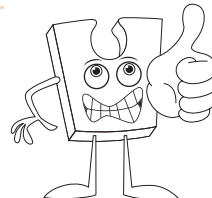
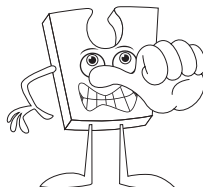
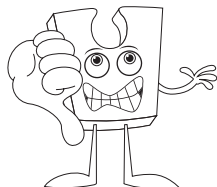
My Jigsaw Learning

Dreams & Goals - Piece 3

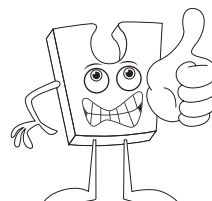
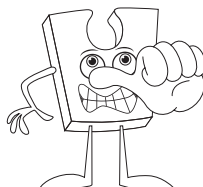
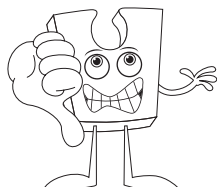
Ages 5-6

Name .....

I can work well with a partner



I can celebrate achievements with my partner



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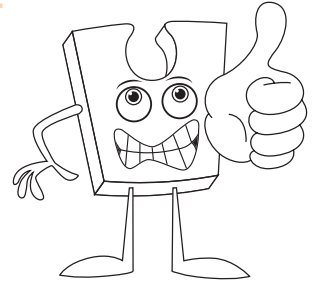
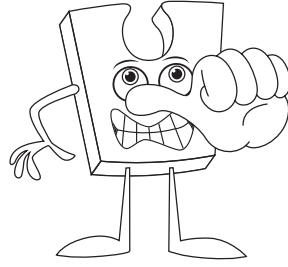
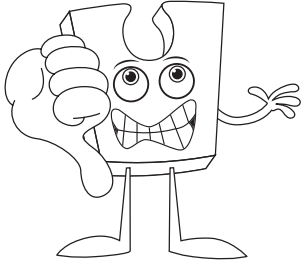
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Dreams & Goals - Piece 3

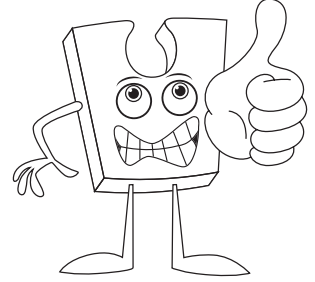
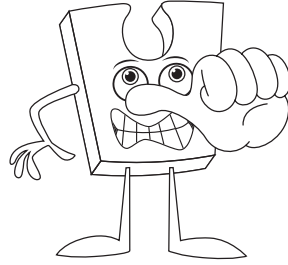
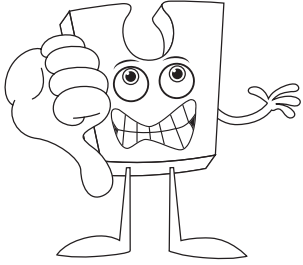
Ages 5-6

Name .....

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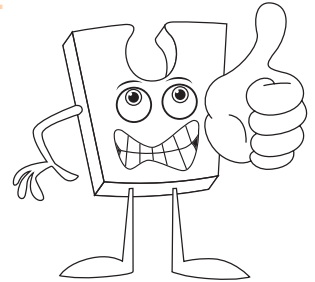
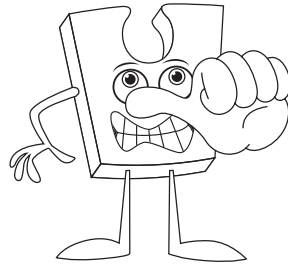
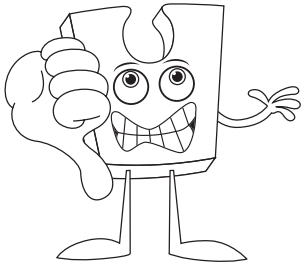
My Jigsaw Learning

Dreams & Goals - Piece 3

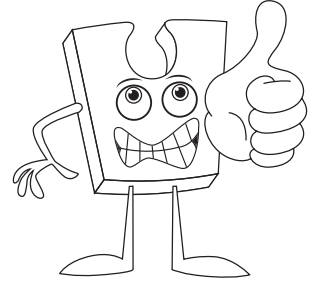
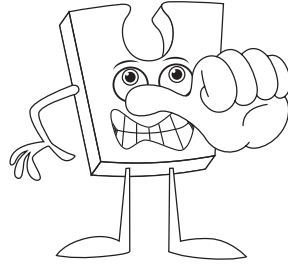
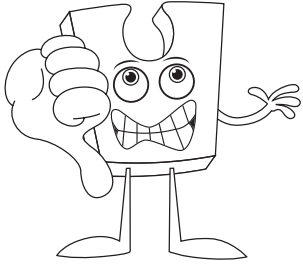
Ages 5-6

Name .....

I can work well with a partner



I can celebrate achievements with my partner



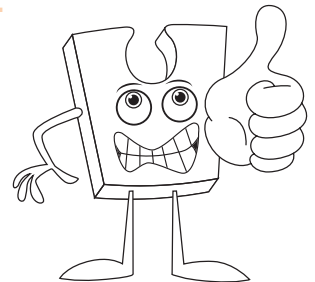
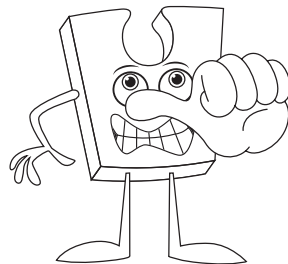
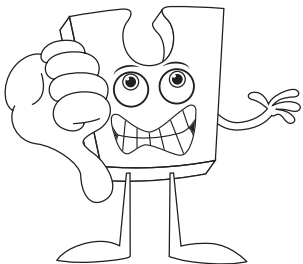
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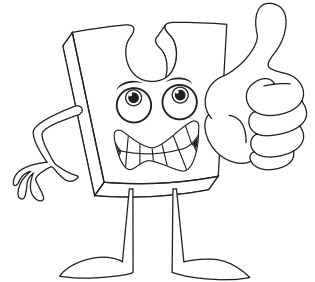
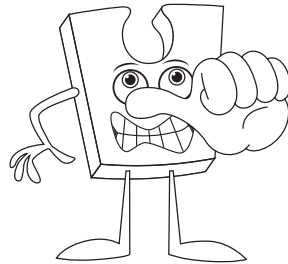
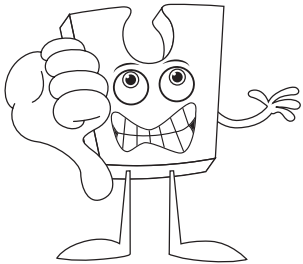
Ages 5-6

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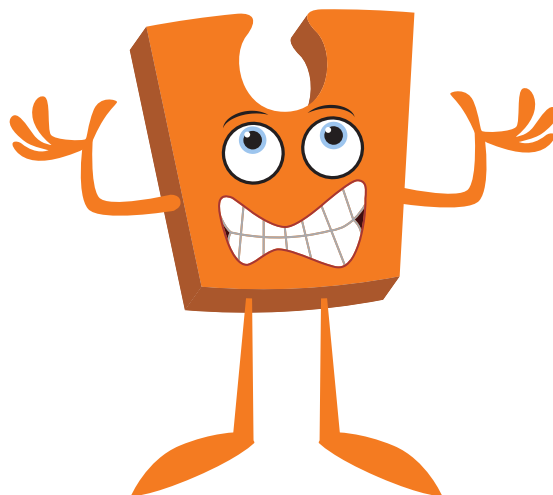
I can celebrate achievements with my partner





## Puzzle 3: Dreams & Goals - Ages 5-6 - Piece 4

Stretchy Learning	
<p><b>Puzzle 3 Outcome</b> <b>Our Garden of Dreams and Goals</b></p>	<p><b>Please teach me to...</b> tackle a new challenge and understand this might stretch my learning identify how I feel when I am faced with a new challenge</p>
<p><b>Resources</b> Jigsaw Chime 'Calm Me' script Pipe cleaners, garden sticks, paper, paint Jigsaw Jack Jigsaw Jerrie Cat Jigsaw Journals My Jigsaw Learning</p>	<p><b>Vocabulary</b> Learning Stretchy Challenge Feelings</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b> Play 'Pass the smile'. The first person identified by the teacher smiles at the person on their right who then smiles to accept the smile and then smiles at the person on their right. The smile continues around the circle until it returns to the initial person. How does this game make you feel? How does it feel to receive a smile? (You can repeat with a handshake AND smile).</p> <p><b>Calm me</b> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and Jigsaw Chime.</p> <p><b>Open my mind</b> Ask the children to stand up in the circle and to stretch as high as they can. Then, ask them to stand on tiptoes and stretch even higher. Repeat this activity stretching in different directions and emphasising the word 'stretching'. Conclude that our bodies are very stretchy. Can the children think of anything that is stretchier? e.g. caterpillar, elastic band. Briefly explain to the children that when we learn new things we have to stretch our thinking or our skills. This usually means trying over again and again, stretching a bit more and a bit more, e.g. when you learn to play the recorder, you started off learning one or two notes, then you stretched your learning to learn four or five notes, then seven or eight notes, etc.</p>	<p><b>Ask me this...</b></p> <p>How does it feel to receive a smile? Do you have kind eyes when you pass on your smile?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How does it feel when we start to learn something new? (Scary, nervous, excited.)</p>



**Tell me or show me**

Explain to the children that today they will have new challenge which might stretch their learning. How does that make them feel?

Have the children make clenched fists and then stretch out their fingers as far as they can, clench, stretch.

Show the children how to make 'stretchy' flowers.

Use the 'steps/stepping stones to a goal' language introduced in Piece 2.

Step 1 - Make a hand print or draw around your hand

Step 2 - Cut out your hand print/flower

Step 3 - Decorate it to make it look like a flower

Step 4 - Fix the hand print to one end of a pipe cleaner, threading the pipe cleaner through the hand so it sits on the top like a flower

Step 5 - Attach the other end of the pipe cleaner to the end of a green garden stick by winding it around the top.

**Let me learn**

Set the children the new challenge of making their own stretchy flower.

Explain that this is a new challenge and will stretch their learning.

They might need to keep trying in order to achieve the goal. Ensure they understand the stepped process and encourage them to be as imaginative as possible when they make their flowers. They may like to add leaves to the stick or more than one hand print overlapping to the flower.

**Help me reflect**

Slide 1: The children bring their flowers back to the circle and express (using Jigsaw Jack as the talking object) how they feel now they have succeeded in making their stretchy flowers.

Show the children the learning intentions from this lesson (Piece) and ask them to do the thumbs-up/neutral/down. Ask them to record this on the My Jigsaw Learning for this lesson and stick into their Jigsaw Journals.

**Notes**



## Dreams and Goals

### Calm Me Script - Ages 5-6 - Piece 4

Let's calm our minds so we feel peaceful and can learn better.

When you hear the Jigsaw Chime, listen, listen, listen until you can no longer hear any sound coming from it.

Now let's get our bodies ready to help our minds calm down.

First of all we sit nice and straight in our chairs with our shoulders relaxed and both feet flat on the floor. Then place your hands gently on your tummy so you can feel it rise and fall as you breathe in and out.

Now close your eyes if you are comfortable to, or fix your gaze on a point in front of you.

Listen to the Chime again until you can no longer hear the beautiful sound. Imagine the sound going far away into the distance, over the hills and into the horizon.

You feel peaceful and now start to concentrate on your breathing... in ...out... gently count 1,2,3,4 as you breathe in through your nose, and out again 1,2,3,4,5 as you breathe out through your mouth. Can you feel your tummy rise and fall as your lungs fill with air and then let it go again?

Do this several times and as you breathe out feel any worries or noisy thoughts float away over the hills and into the air, like the sound of the chime.

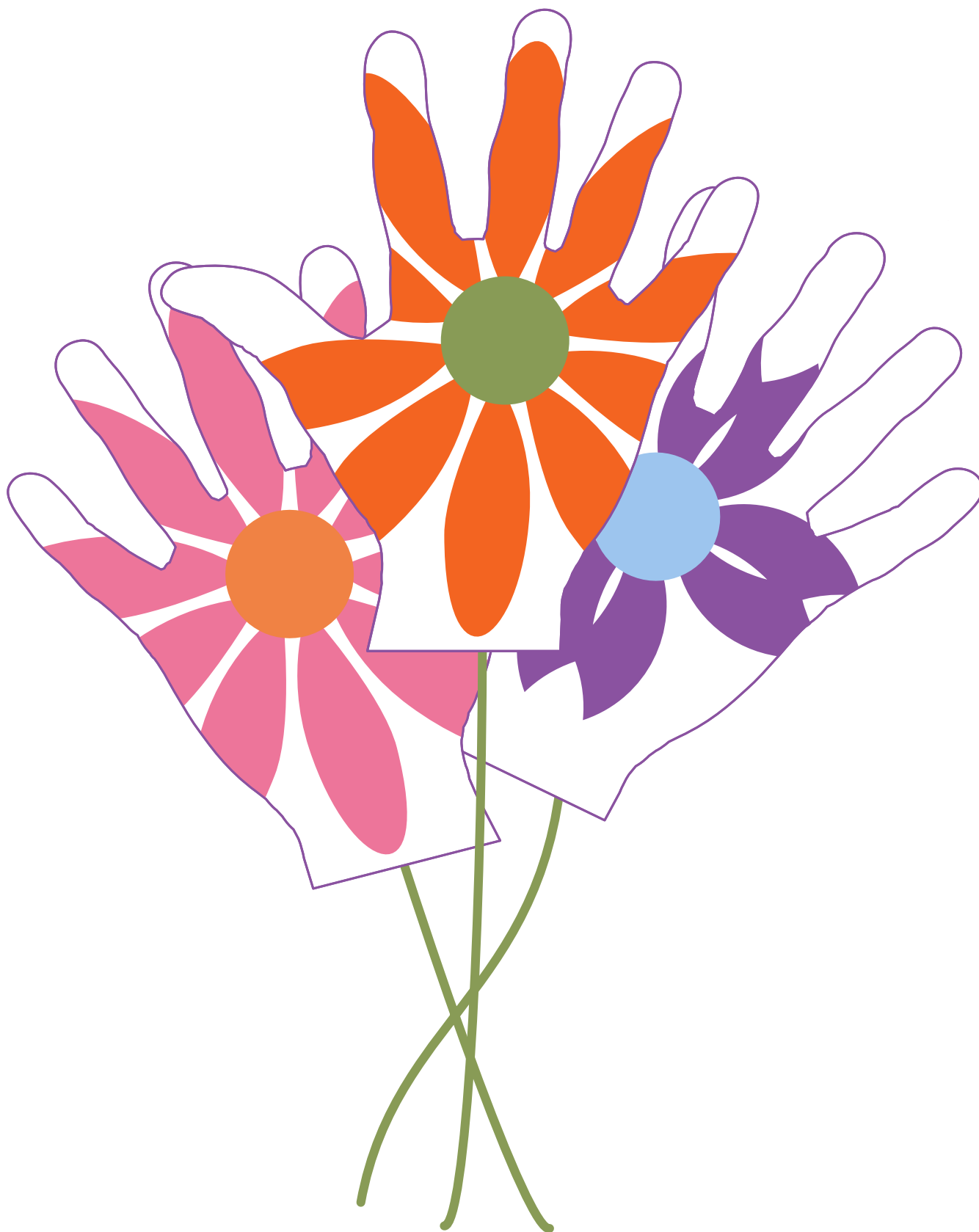
Worries and noisy thoughts float away over the hills as you breathe in and out nice and slowly, nice and gently.

You feel happy and peaceful. Your mind is nice and calm and ready to learn.

Strike the chime once more and invite the children to gently bring their attention back to being here right now in the classroom and to keep their calm minds with them.



**Dreams and Goals**  
Sample Stretchy Flowers - Ages 5-6 - Piece 4





## Dreams and Goals

### PowerPoint Slide 1: My Jigsaw Learning - Ages 5-6 - Piece 4



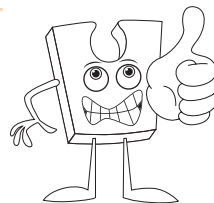
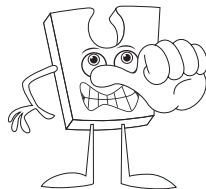
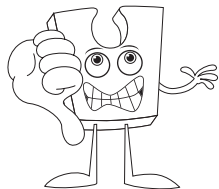
My Jigsaw Learning

Dreams & Goals - Piece 4

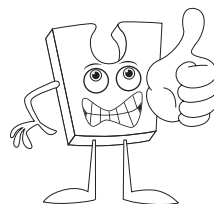
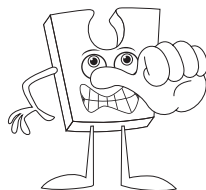
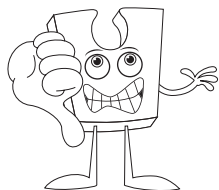
Ages 5-6

Name .....

I can tackle a new challenge and understand this might stretch my learning



I can tell you how I feel when faced with a new challenge



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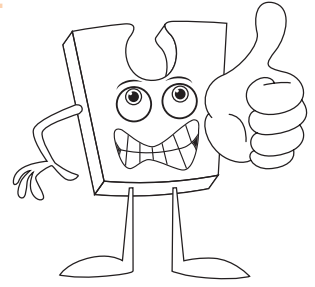
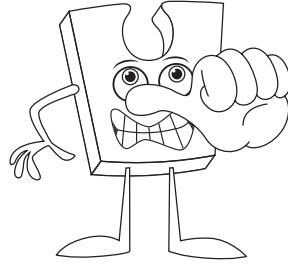
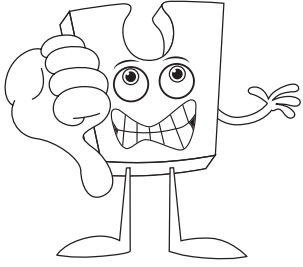
**My Jigsaw Learning**

**Dreams & Goals - Piece 4**

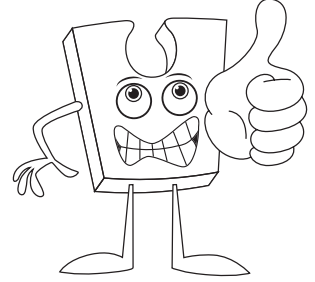
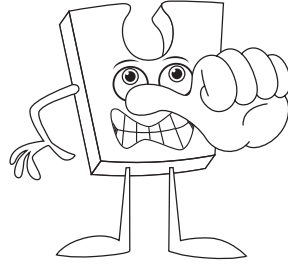
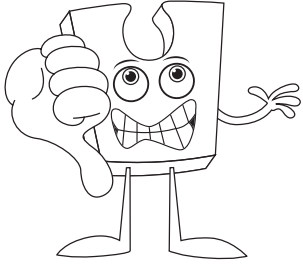
**Ages 5-6**

Name .....

I can tackle a new challenge and understand this might stretch my learning



I can tell you how I feel when faced with a new challenge



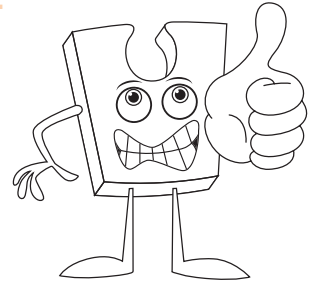
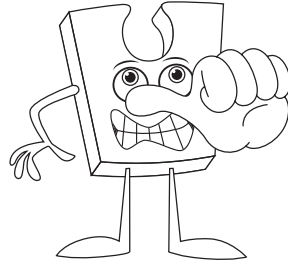
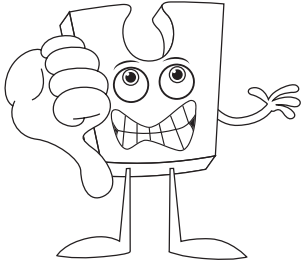
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**Dreams & Goals - Piece 4**

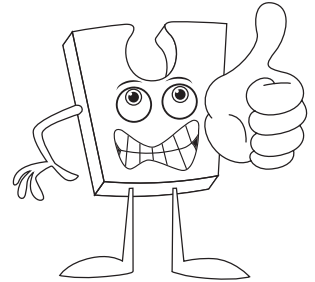
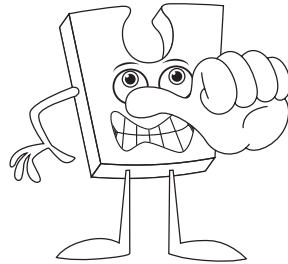
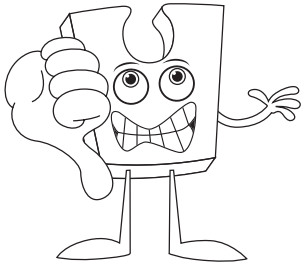
**Ages 5-6**

Name .....

I can tackle a new challenge and understand this might stretch my learning



I can tell you how I feel when faced with a new challenge



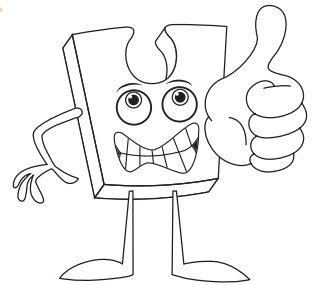
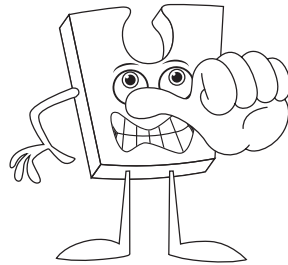
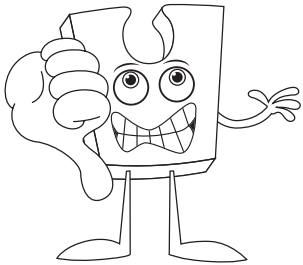
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**Dreams & Goals - Piece 4**

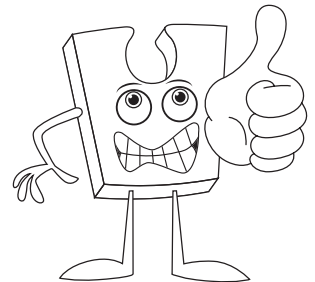
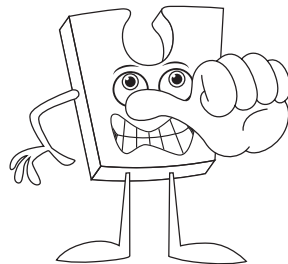
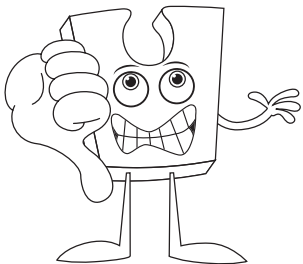
**Ages 5-6**

Name .....

I can tackle a new challenge and understand this might stretch my learning

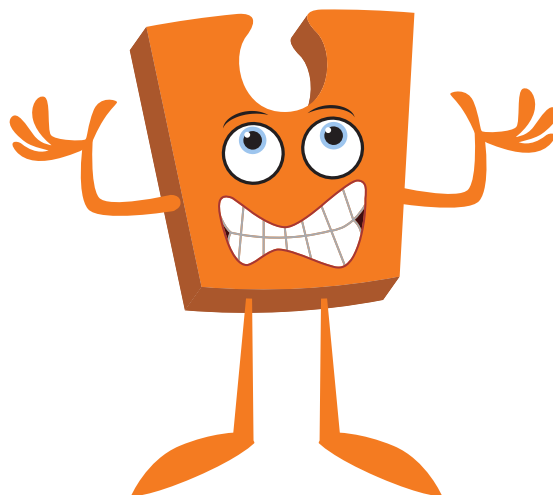


I can tell you how I feel when faced with a new challenge




## Puzzle 3: Dreams & Goals - Ages 5-6 - Piece 5

Overcoming Obstacles	
<p><b>Puzzle 3 Outcome</b> <b>Our Garden of Dreams and Goals</b></p>	<p><b>Please teach me to...</b>            identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them            know how I feel when I see obstacles and how I feel when I overcome them</p>
<p><b>Resources</b>            Jigsaw Chime            Jigsaw Jack            Jigsaw Jerrie Cat            'Calm Me' script            Jigsaw Song: 'For Me'            Jigsaw story: Pauli's Journey            PowerPoint slides: Pauli's Journey            Pieces of paper for stepping stones            Jigsaw Journals            My Jigsaw Learning</p>	<p><b>Vocabulary</b>            Challenge            Obstacle            Overcome            Achieve            Goal            Stepping stones</p>
<p><b>Teaching and Learning</b></p> <p><b>The Jigsaw Charter</b>            Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p><b>Connect us</b>            Play 'Pass the squeeze'. The first person identified by the teacher gently squeezes the hand of the person on their right who then squeezes the hand of the person on their right and so on. The squeeze continues around the circle until it returns to the initial person. How does this game make you feel? How does it feel to receive a squeeze?</p> <p><b>Calm me</b>            Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and Jigsaw Chime.</p> <p><b>Open my mind</b>            Slide 1: Sing or listen to the Jigsaw Song: 'For Me'. Discuss with the children that the song suggests we are all striving to be the best that we can be and we do this one step at a time like climbing a mountain or running a race.</p>	<p><b>Ask me this...</b></p> <p>How does it feel to receive a squeeze?            Can you pass a squeeze AND a smile?</p> <p>Does your mind feel calm and ready to learn?</p>



### Tell me or show me

Slides 2-7: Using the Jigsaw story: 'Pauli's Journey' and the associated PowerPoint, read the story to the children and encourage them to join in at the key points.

**Pause Point:** Slide 8:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. Invite the children to take three gentle, deep breaths. While the children are pausing, invite them to reflect on what they are thinking and feeling right now. They can keep these ideas in their heads and don't need to share. Pause for 1-2 minutes only, then carry on with the lesson.

### Let me learn

Then using the stepping stones idea, like you used in Piece (lesson 2), put blank pieces of paper across the circle that represent the steps of Pauli's journey. Either the teacher, or a child volunteer can then 'act out' each of the steps of Pauli's trip along the stepping stones, using the children's ideas and suggestions for each step.

Reinforce that Pauli's challenge was difficult and that sometimes we all face obstacles when we are working towards a challenge. Perhaps we also get some of the feelings the penguins felt when things were hard?

Invite the children to reflect in talk partners about something they have found difficult and how they kept going. Using Jigsaw Jack as the talking object each pair can share, if they wish, what they talked about with the class.

### Help me reflect

Slide 9: Share this lesson's learning intentions with the children. Ask them if they are a thumbs-up/ neutral/ down for each statement and then ask them to record this on My Jigsaw Learning and stick into their Jigsaw Journals.

How can we help each other when we find things difficult?

How can we help each other to reach our goals?

How does it feel to overcome obstacles and reach your goal?)

### Notes

'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury would be a suitable alternative text to use in this Piece (lesson). Let me learn could then reflect the stages of the bear hunt in the same way as written in the lesson plan.



If you choose to use this book, you could use the Bear Hunt song as your Connect Us.

### Certificates

For next lesson you will need to personalise a Puzzle certificate for each child.



## Dreams and Goals

### Calm Me Script - Ages 5-6 - Piece 5

Let's calm our busy minds down so that we can concentrate better and feel nice and calm.

So let's sit up in our chairs nice and straight with both feet flat on the floor and hands either on our tummies or in our laps. Close your eyes and listen carefully for the sound of the chime. Listen, listen, listen until the sound has all gone and then focus your mind on your breathing. Breathe in gently and deeply through your nose...1,2,3,4 and out gently and slowly through your mouth 1,2,3,4,5.

Can you feel your tummy rise and fall as you breathe in and out?

Every time you take a breath in see if you can think of something you are happy about. Every time you breathe out smile and think how lucky you are to feel happy. I breathe in and feel happy. I breathe out and I smile.

In... happy... Out... smile.

(Repeat several times)

Keep doing this and see if your mind can build a picture of what makes you happy...in your mind, a picture of something that makes you really happy.

Breathe in and see the picture in your mind... I feel happy.

Breathe out and see the picture in your mind... I smile and feel calm.

Breathe in... breathe out... feel calm.

(Chime again) When you hear the chime fade into the distance, very gently bring your attention into the classroom, wiggle your fingers and toes and when you are ready open your eyes and keep your calm mind with you.





## Dreams and Goals

### PowerPoint Slide 1 'For Me' - Ages 5-6 - Piece 5

#### 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.

##### 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

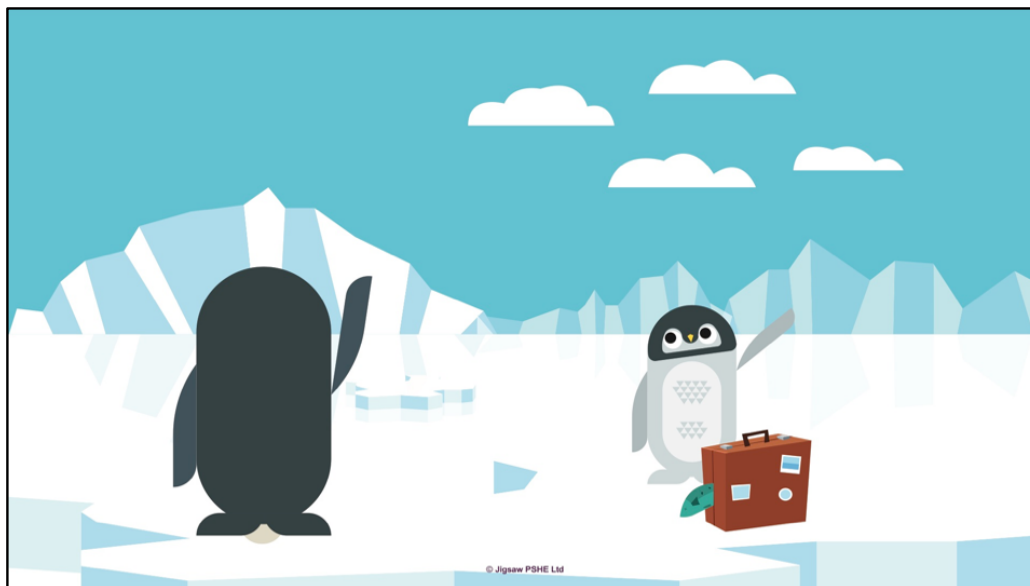
##### CHORUS

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

## Dreams and Goals

### Pauli's Journey PowerPoint Slide 2 - Ages 5-6 - Piece 5



**Note for teacher: Pauli is one of the characters from the Jigsaw Families Programme so some of your children may recognise him. You can find out more about Jigsaw Families at <https://families.jigsawpshe.com>**

Pauli was a penguin who lived in the snowy Antarctic. Antarctica is a very cold place at the bottom of the world. Did you know that penguins live there?

Pauli had a very special partner called Marta who he loved very much. Like all penguin couples, sometimes they spent a little while apart from each other. When they were old enough the mummy penguins would lay an egg and leave it with the daddy penguins to hatch. The mummy penguins would march across the snowy land to reach the sea where they all had a rest and ate lots of fish. It's very hard work laying an egg you know, so they deserved a holiday!

When the mummy penguins came back, it would be time for the daddy penguins to have their holiday. It's very muddling isn't it?

## Dreams and Goals

### Pauli's Journey PowerPoint Slide 3 - Ages 5-6 - Piece 5



Today's story is about Pauli's trip. Marta had just come back from the sea so it was time for Pauli to join all the other daddy penguins for their holiday.

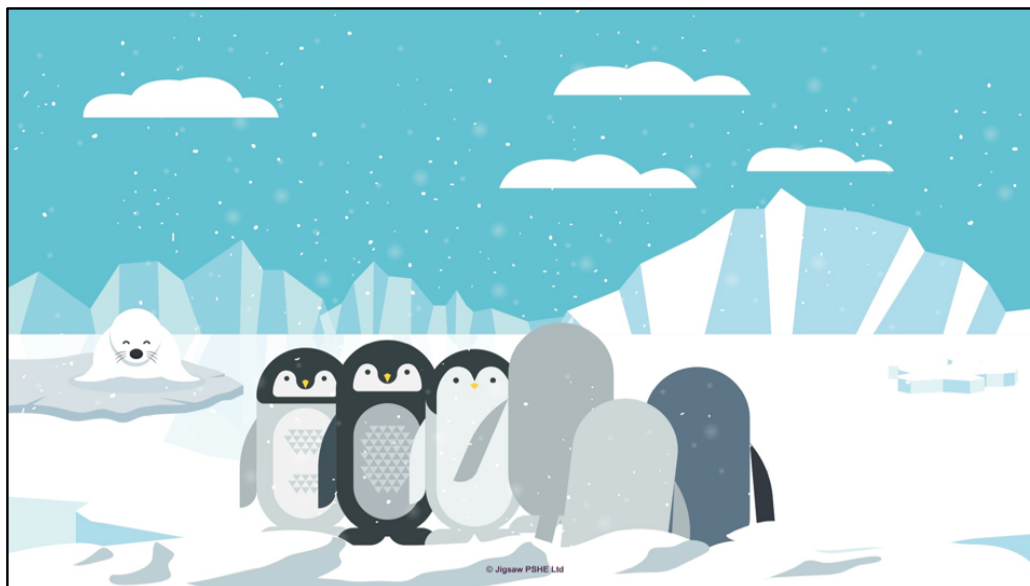
Pauli waddled along the icy and snowy land. There was a LONG way to go so it was going to take a few weeks to reach the sea.

In the first week there was a terrible snow storm and the wind blew so hard that Pauli and the other penguins had to stop walking and had to huddle together to keep warm.

*[Invite the children to mime the snow storm, or mime Pauli and the penguins huddling to keep warm.]*

## Dreams and Goals

### Pauli's Journey PowerPoint Slide 4 - Ages 5-6 - Piece 5



In the second week, there was icy- rain that made it slippery to walk along, so the penguins had to step very carefully and slowly to stop themselves from falling over.

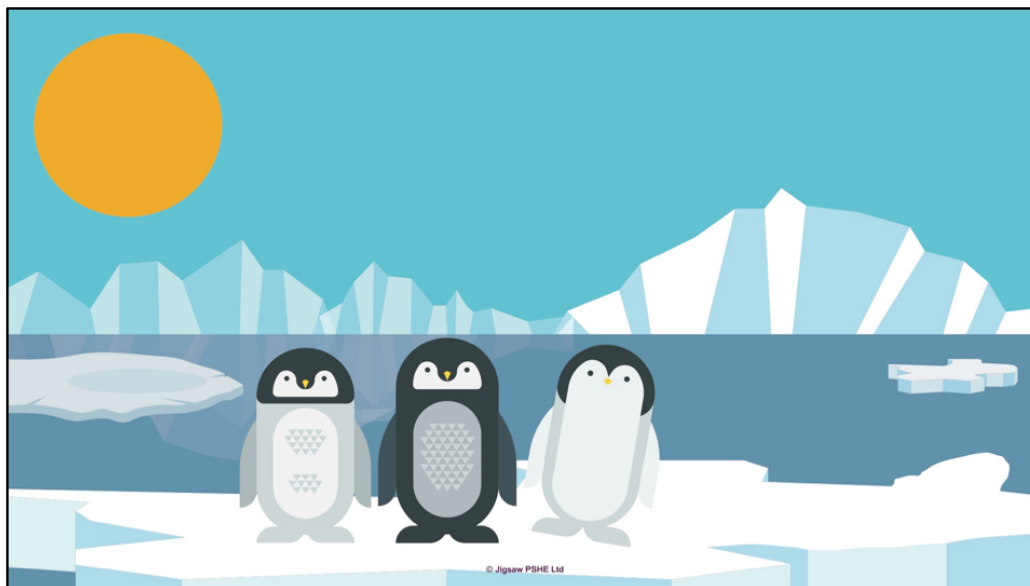
*[Invite the children to mime the icy rain falling with their hands and fingers. Ask the children how the penguins might be feeling.]*

In the third week, they reached the place where the seals live. Seals don't think twice about gobbling up a penguin for a snack, so the penguins had to walk very quietly and quickly so they couldn't be caught.

*[Invite the children to make themselves small so they won't be seen and put their fingers on their lips to be quiet. Ask how the penguins might be feeling.]*

## Dreams and Goals

### Pauli's Journey PowerPoint Slide 5 - Ages 5-6 - Piece 5



In the fourth week, there was bright sunshine, the snow started to melt and the ice broke apart so it slowed down the penguins' journey.

*[Invite the children to mime the sun coming out with their hands. Ask how the penguins might be feeling.]*

On the fifth week, the penguins could see the sea. They were nearly there! Pauli and the other daddy penguins were feeling very tired, but they just had to keep going. When one penguin fell behind the others, someone would nudge them along and give them encouragement to keep going. It was safer for the penguins to travel in a group.

*[Invite the children to offer suggestions as to what they might say to encourage Pauli and the other penguins to keep going.]*

## Dreams and Goals

### Pauli's Journey PowerPoint Slide 6 - Ages 5-6 - Piece 5



On the sixth week, they finally reached the sea. Pauli and the other penguins were so pleased. It had taken a long time and every day had been a struggle, but they had made it. Pauli dived into the sea and started to catch lots of fish to eat. He was very hungry.

*[Ask how the penguins are feeling now. Invite the children to congratulate Pauli and the other penguins for succeeding in their challenge.]*

## Dreams and Goals

### Pauli's Journey PowerPoint Slide 7 - Ages 5-6 - Piece 5



Pauli and the others stayed at the sea for a few weeks and then it was time to make the long journey back. It's tough being a penguin isn't it?

Dreams and Goals

Jerrie Cat PowerPoint Slide 8 - Ages 5-6 - Piece 5



## Dreams and Goals

### PowerPoint Slide 9: My Jigsaw Learning - Ages 5-6 - Piece 5



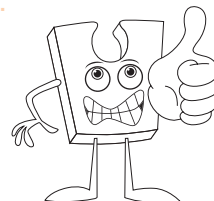
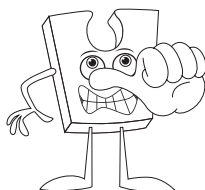
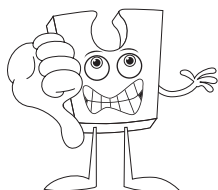
My Jigsaw Learning

Dreams & Goals - Piece 5

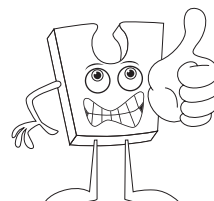
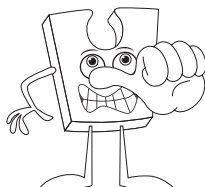
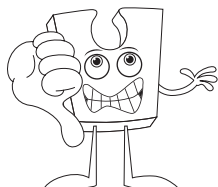
Ages 5-6

Name .....

I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them



I can explain how I feel when I face obstacles and how I feel when I overcome them



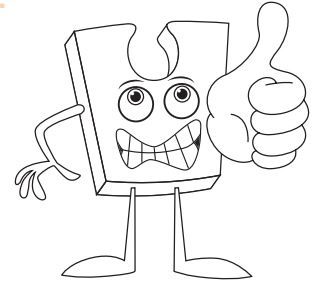
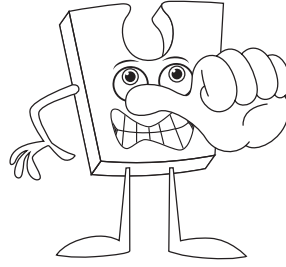
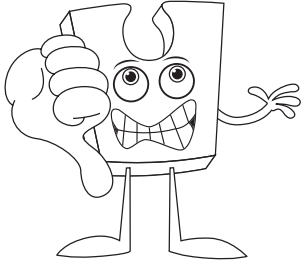
**My Jigsaw Learning**

**Dreams & Goals - Piece 5**

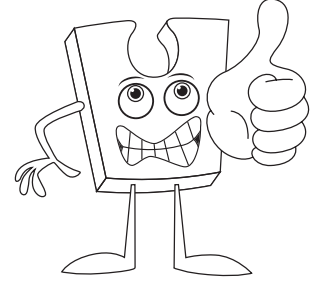
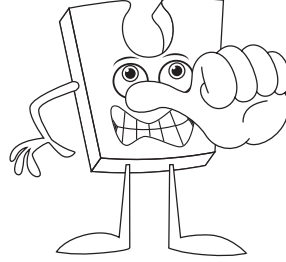
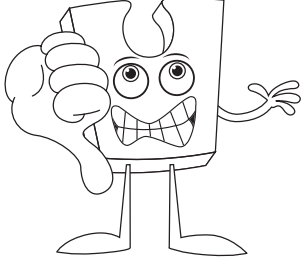
**Ages 5-6**

**Name** .....

I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them



I can explain how I feel when I face obstacles and how I feel when I overcome them



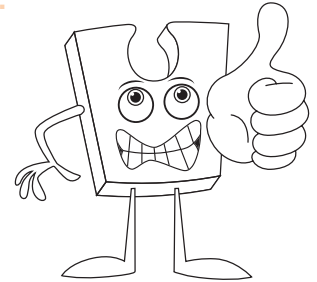
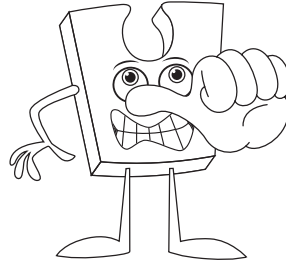
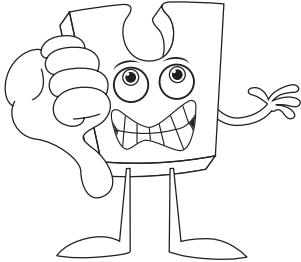
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**Dreams & Goals - Piece 5**

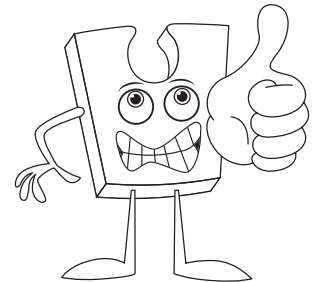
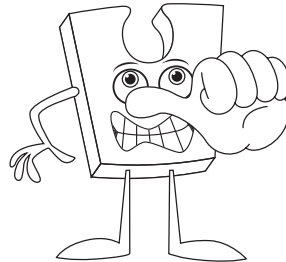
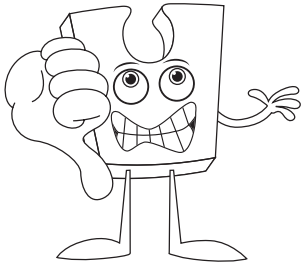
**Ages 5-6**

**Name** .....

I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them



I can explain how I feel when I face obstacles and how I feel when I overcome them



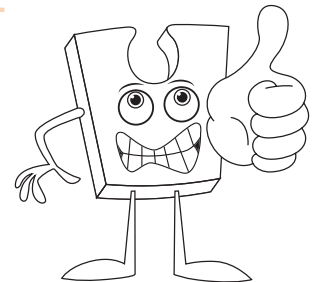
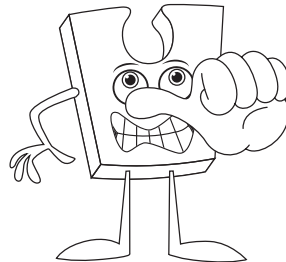
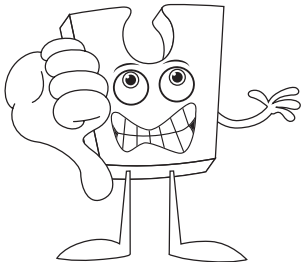
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**Dreams & Goals - Piece 5**

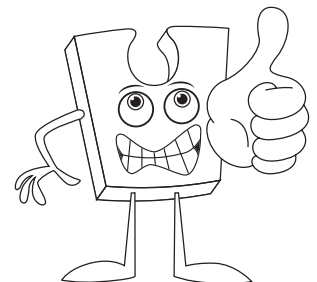
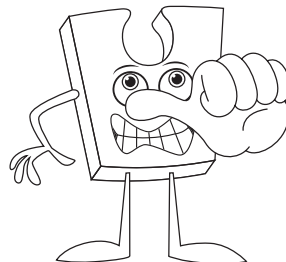
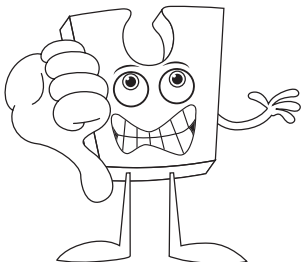
**Ages 5-6**

**Name** .....

I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them



I can explain how I feel when I face obstacles and how I feel when I overcome them





## Puzzle 3: Dreams & Goals - Ages 5-6 - Piece 6

### Celebrating My Success

<b>Puzzle 3 Outcome</b> <b>Our Garden of Dreams and Goals</b>	<b>Please teach me to...</b> tell you how I felt when I succeeded in a new challenge and how I celebrated it know how to store the feelings of success in my internal treasure chest
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<b>Resources</b> Jigsaw Song: 'For Me' Jigsaw Chime 'Calm Me' script Jigsaw Jack's treasure chest Success pictures - from Piece 1 Jigsaw Jack Jigsaw Jerrie Cat Treasure chest templates Jigsaw Journals My Jigsaw Learning Ceertificates	<b>Vocabulary</b> Success Celebration Challenge Internal treasure chest Feelings Goals Dreams Garden
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<b>Teaching and Learning</b> <b>Note</b> Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the children's weekly formative assessments and work from their Jigsaw Journals and teacher weekly observations/notes. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/ or choose to do the Let me learn part of the lesson with the teacher(s) working with each group in turn.  <b>The Jigsaw Charter</b> Share 'The Jigsaw Charter' with the children to reinforce how we work together.  <b>Connect us</b> Slide 1: Option 1: Sing or listen to the Jigsaw Song: 'For Me' Option 2: Play 'islands'. Teacher calls out a number, e.g. 3s, 2s, 4s. The children co-operate with each other to get themselves into teams of that number. If people are left out ask the groups to invite the people to join them, even if it means going over the number. To make this more lively, put some large pieces of paper, shaped like islands, on the floor so the 3s, 2s etc. have to stand on an island in their groups.  <b>Calm me</b> Just for this lesson, tell the children they will do Calm Me a bit later in the lesson.  <b>Open my mind</b> Slides 2-5: Sitting in a circle with Jigsaw Jack's treasure chest in the middle of the circle, show the children the pictures of success from Piece 1 and ask them the question: Do you see success in this picture? Why or why not? The pictures that show 'success' are then placed in Jigsaw Jack's treasure chest of success. (See how the children now understand what success means. Is this different from how they viewed success at the start of this Puzzle?)	<b>Ask me this...</b>  What does this song help us learn about having dreams and goals? Why is it important to include everyone in a team?  What is success? How does success feel?
---	---

**Tell me or show me**

Stay sitting in a circle. Help the children recap on the successes they have experienced during this puzzle, ensuring every child can recall at least one. Give some thinking time/prompts and then use Jigsaw Jack to go around the circle and let the children share their thoughts using this stem sentence: One thing I have done well is....

**Calm me**

Use the Calm Me script and the Jigsaw Chime to help children build a picture of their own treasure chest in their minds. Help them understand they can close their eyes and imagine their treasure chest, open it up and remember their successes whenever they like, especially if they are finding something difficult.

**Let me learn**

It may be appropriate to organise this part of the lesson so that groups of children work with adults in turn. Using the treasure chest template, the children record by drawing or writing their responses to the stem sentences in each box. These worksheets provide an opportunity for the teacher to summatively assess each child's understanding of the Puzzle (unit). For additional clarity and to extend the children's understanding, it may be helpful to ask the children questions such as those below to determine whether they are 'working at' or 'working beyond'. It would be helpful if an adult could scribe their responses.

- How do you celebrate your successes?
- What sort of feelings do you have when you are successful?
- Why is it important to have an 'internal treasure chest'?
- Can our 'internal treasure chests' help us in the future?

**Help me reflect**

Slide 6: The children complete My Jigsaw Learning for this lesson (piece) as before.

Hand out the end of Puzzle certificate to each child to stick into their Jigsaw Journal alongside their completed Treasure Chest template...



## Dreams and Goals

### Calm Me Script - Ages 5-6 - Piece 6

Let's calm our busy minds down so that we can concentrate better and feel nice and calm.

So let's sit up in our chairs nice and straight with both feet flat on the floor and hands either on our tummies or in our laps. Close your eyes and listen carefully for the sound of the chime. Listen, listen, listen until the sound has all gone and then focus your mind on your breathing. Breathe in gently and deeply through your nose...1,2,3,4 and out gently and slowly 1,2,3,4,5 through your mouth.

Can you feel your tummy rise and fall as you breathe in and out?

Every time you take a breath in see if you can think of something you are happy about. Every time you breathe out smile and think how lucky you are to feel happy. I breathe in and feel happy. I breathe out and I smile.

In... happy... Out... smile.

(Repeat several times)

Keep doing this and see if your mind can build a picture of Jigsaw Jack's treasure chest...in your mind, a picture of a treasure chest.

Breathe in and see the picture in your mind...

The treasure chest contains all your successes.

Breathe out and see the picture in your mind... I smile and feel proud of my successes.

Breathe in... breathe out... feel proud.

(Chime again) When you hear the chime fade into the distance, very gently bring your attention into the classroom, wiggle your fingers and toes and when you are ready open your eyes and keep your calm mind with you.





## Dreams and Goals

### PowerPoint Slide 1 'For Me' - Ages 5-6 - Piece 6

#### 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.

##### 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

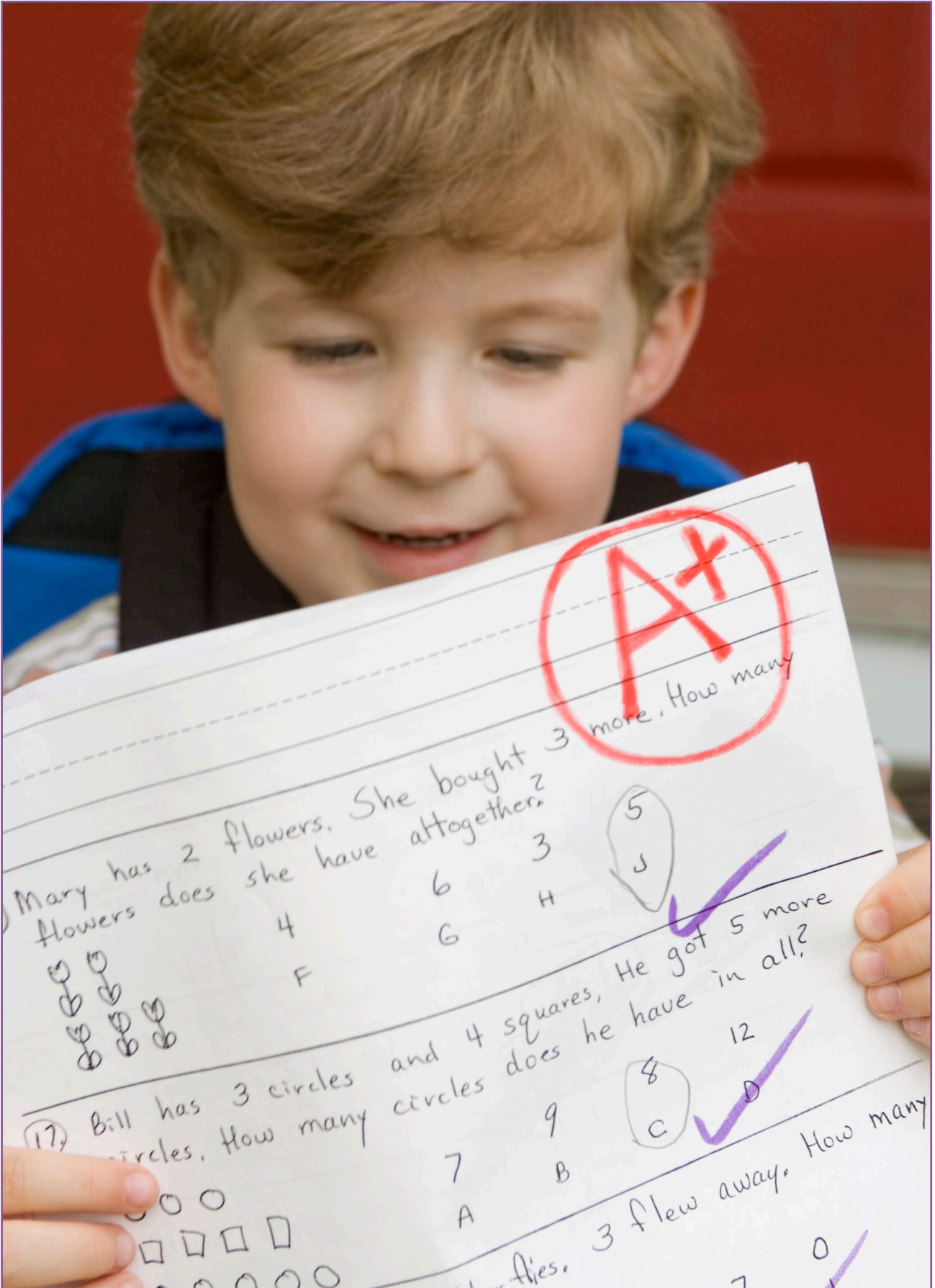
##### CHORUS

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

## Dreams and Goals

Success Pictures PowerPoint Slide 2 - Ages 5-6 - Piece 6



Dreams and Goals

Success Pictures PowerPoint Slide 3 - Ages 5-6 - Piece 6



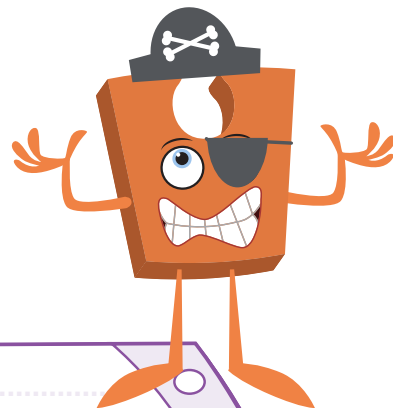
## Dreams and Goals

Success Pictures PowerPoint Slide 4 - Ages 5-6 - Piece 6



**Dreams and Goals**  
Success Pictures PowerPoint Slide 5 - Ages 5-6 - Piece 6





**Dreams and Goals**  
Treasure Chest Template - Ages 5-6 - Piece 6

**One of my successes has been** .....

.....  
.....  
.....  
.....

**This made me feel** .....

.....  
.....  
.....  
.....  
.....

**What helped me do well** .....

.....  
.....  
.....  
.....  
.....

**My internal treasure chest is important because** .....

.....  
.....  
.....  
.....

## Dreams and Goals

### PowerPoint Slide 6: My Jigsaw Learning - Ages 5-6 - Piece 6



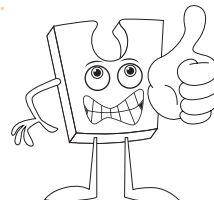
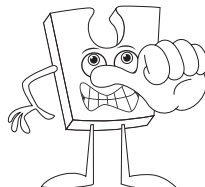
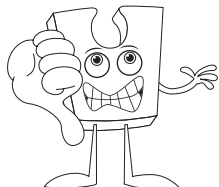
My Jigsaw Learning

Dreams & Goals - Piece 6

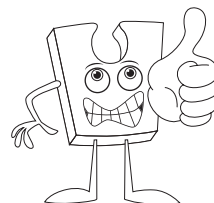
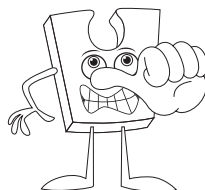
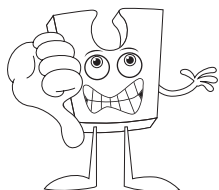
Ages 5-6

Name .....

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it



I know how to store the feelings of success in my internal treasure chest



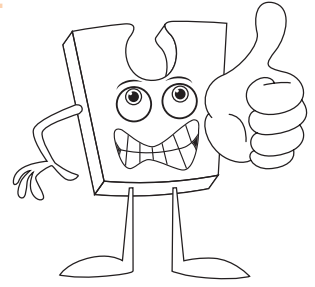
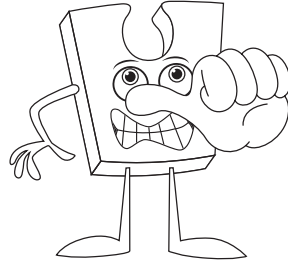
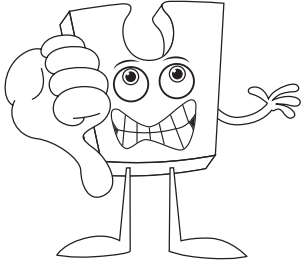
**My Jigsaw Learning**

**Dreams & Goals - Piece 6**

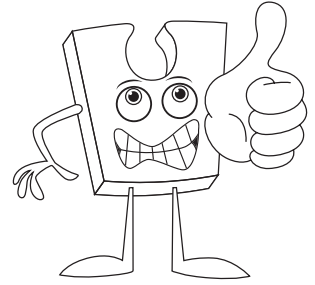
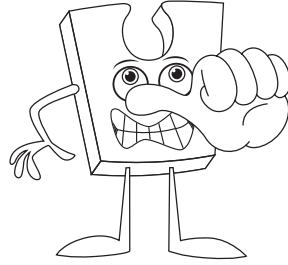
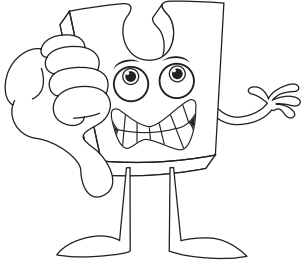
**Ages 5-6**

Name .....

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it



I know how to store the feelings of success in my internal treasure chest



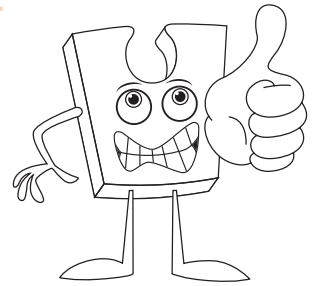
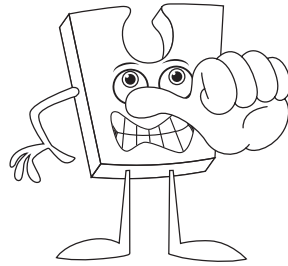
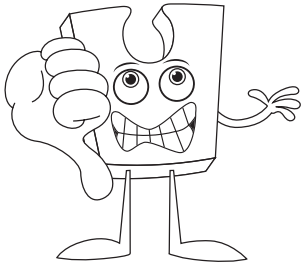
**My Jigsaw Learning**

**Dreams & Goals - Piece 6**

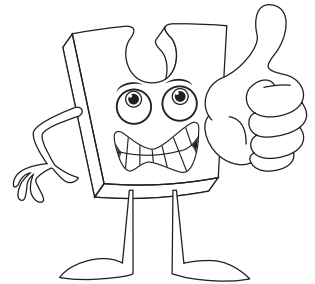
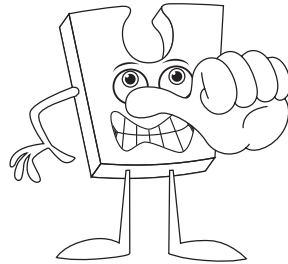
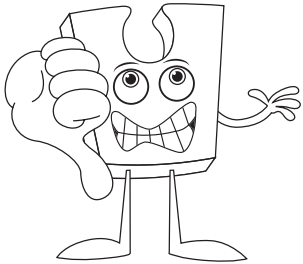
**Ages 5-6**

Name .....

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it



I know how to store the feelings of success in my internal treasure chest



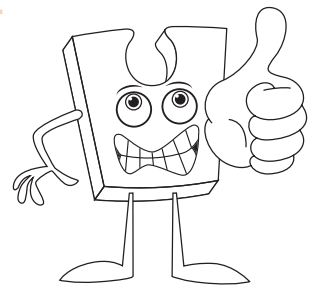
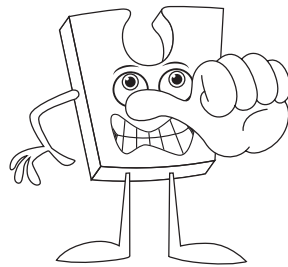
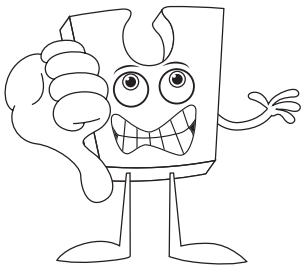
**My Jigsaw Learning**

**Dreams & Goals - Piece 6**

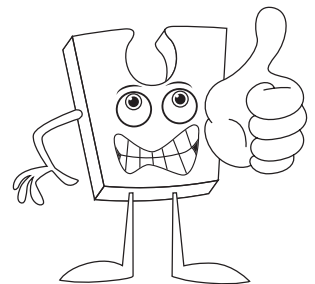
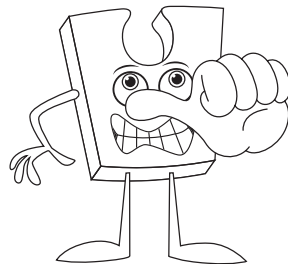
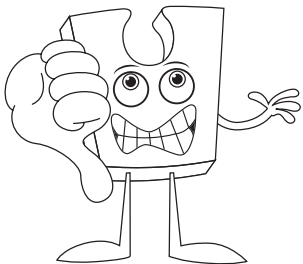
**Ages 5-6**

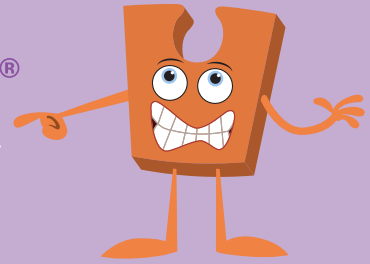
Name .....

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it



I know how to store the feelings of success in my internal treasure chest





# Dreams & Goals

Well done!



Please feel proud that you have learnt to:



.....

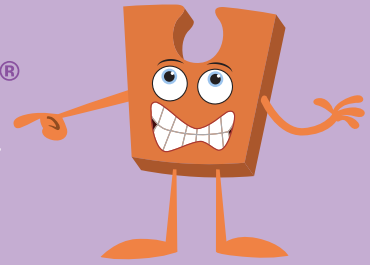
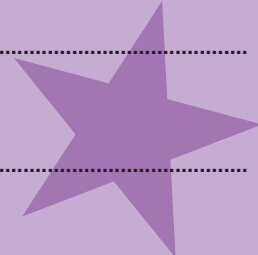
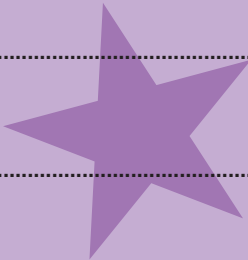
I am especially pleased that you:

.....

I am proud that I can:

.....

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



# Dreams & Goals

Well done!



Please feel proud that you have learnt to:



.....

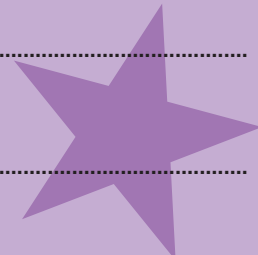
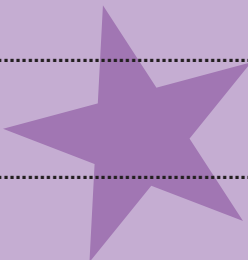
I am especially pleased that you:

.....

I am proud that I can:

.....

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



## Exemplification for Ages 5-6 **Dreams & Goals** Puzzle

These are examples of the style of answers that children may write/ and say in response to lessons in the Puzzle and Piece 6 in particular. The content could be different.

	WORKING TOWARDS
I made a stretchy flower. It was bright and colourful.	
I felt pleased with my stretchy flower because it looked nice.	

Ages 5-6 expectation	WORKING AT
I was proud of my stretchy flower. I like telling my family about things I do well.	
My internal treasure chest helps me feel proud of myself.	

	WORKING BEYOND
I made a stretchy flower but I needed help with the cutting out. I was pleased with my stretchy flower and glad that I asked for some help so it looked nice.	
My internal treasure chest is important because it will help me remember all the good things I have done when I face a new challenge and I feel proud of my successes.	

