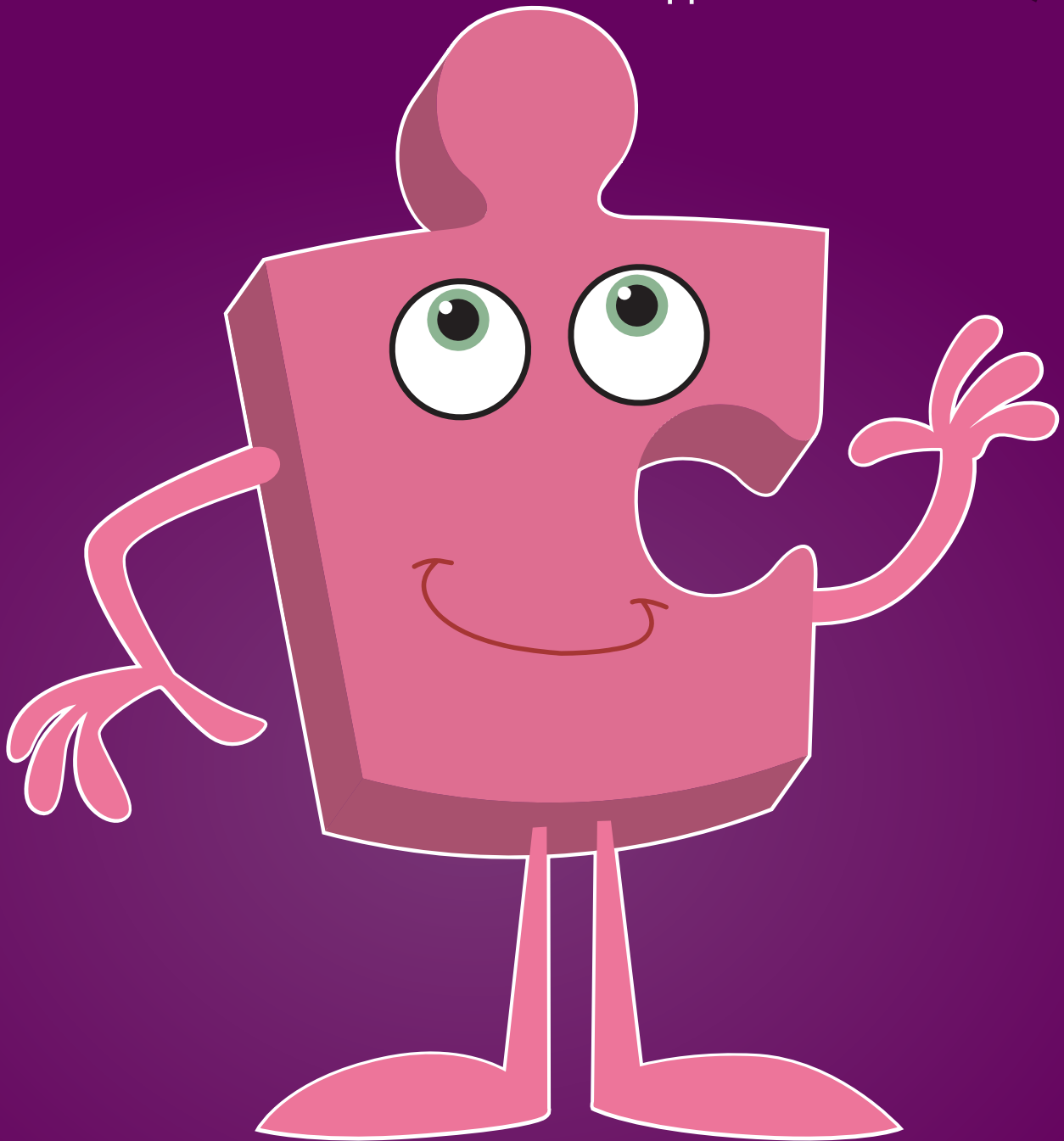


Jigsaw!

The mindful approach to PSHE



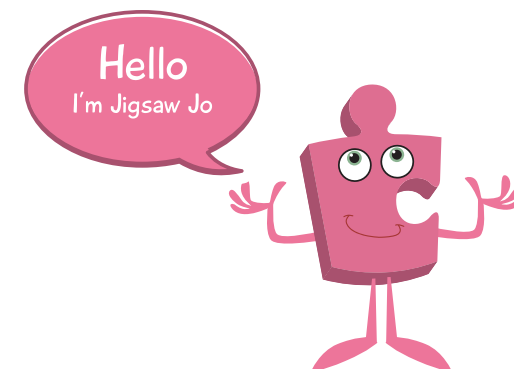
Dreams and Goals - Ages 6-7

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Dreams & Goals

Puzzle Map - Ages 6-7



Puzzle Outcome

Help me fit together the six pieces of learning about my dreams and goals to create Our Garden of Dreams and Goals (Pieces 4&5 Dream Birds)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Goals to Success	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Success pictures, Treasure chest template, Jigsaw Jo's Challenge PowerPoint, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. My Learning Strengths	I carry on trying (persevering) even when I find things difficult	I can tell you some of my strengths as a learner	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Jigsaw Song; 'For Me', Jigsaw Jo, Ladder template, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Learning with Others	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Book: 'The Owl and the Pussy Cat' by Edward Lear, Materials for the challenge: French numbers 1-20, Mandarin/Chinese numbers 1-10, Macarena dance moves, Card and colouring materials, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have a positive attitude	4. A Group Challenge Puzzle Outcome: Dream Birds	I can work well in a group	I can work with others in a group to solve problems	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/modelling materials/ paints, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Continuing Our Group Challenge	I can tell you some ways I worked well with my group	I can tell you how I felt about working in my group	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Celebrating Our Achievement Assessment Opportunity ★	I know how to share success with other people	I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	Jigsaw Chime, 'Calm Me' script, Special objects, Dream birds, Treasure chest template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat, Jigsaw Jo.

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:

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

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 gonna' reach the sky.

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

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

VERSE 2:
I,
I can be,
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 singers.
The future's bright,
Now let's all sing this together.

CHORUS

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)

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 smileers. The future's bright, Now let's all sing this together. CHORUS
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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

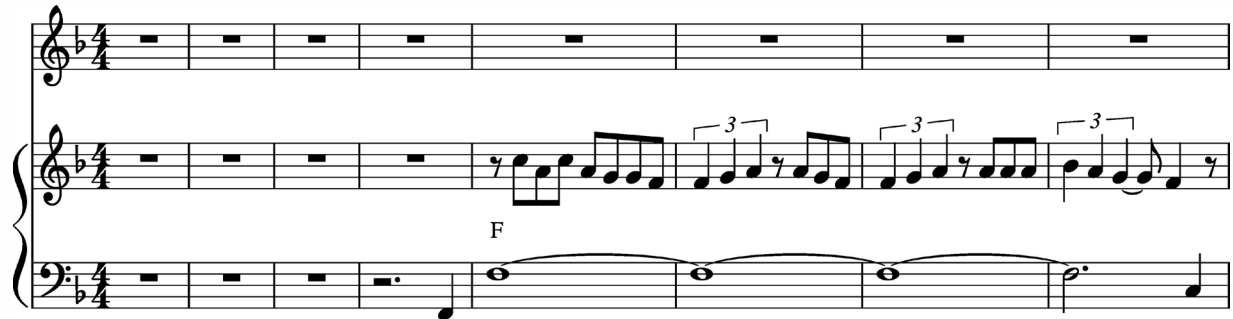
CHORUS

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)



Measures 1-8 of the piece. The music is in 4/4 time with a key signature of one flat (Bb). The melody in the right hand features eighth and quarter notes, with triplets in measures 5, 6, and 7. The left hand provides a bass line with a whole note F in measure 5 and a half note F in measure 6.

9



Measures 9-13 of the piece. The melody continues with eighth and quarter notes and triplets. The left hand features a steady eighth-note bass line. Chord labels 'Dm' and 'F' are placed below the bass line in measures 11 and 13 respectively.

14



Measures 14-18 of the piece. The melody continues with eighth and quarter notes. The left hand features a steady eighth-note bass line. Chord labels 'Dm' and 'Bb' are placed below the bass line in measures 15 and 17 respectively.

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

F F

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

Dm Bb

27

2nd verse, higher pitch



do it too. Driv-ing for-ward, taste the passion.
do it too. Take that first step, make it happen.

C Bb C

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

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

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

39

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

Bb F

43



Driv-ing for-ward, tastethe 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

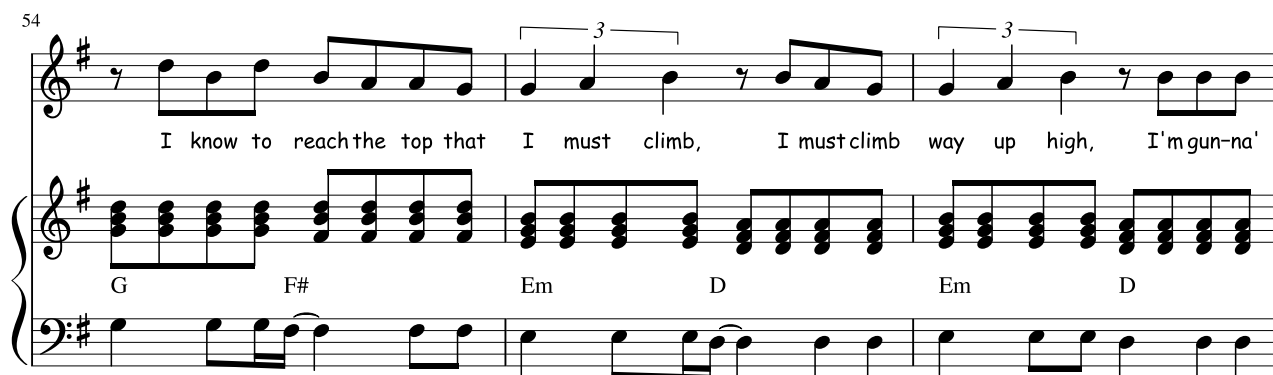
50



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 wri-ter - s, fut-ure-chefs, and fut-ure
We're the laughs, we're the smil-er - s, the fut-ure's bright, let's all

G F# Em Dm C

65

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

D G F# Em D

68

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

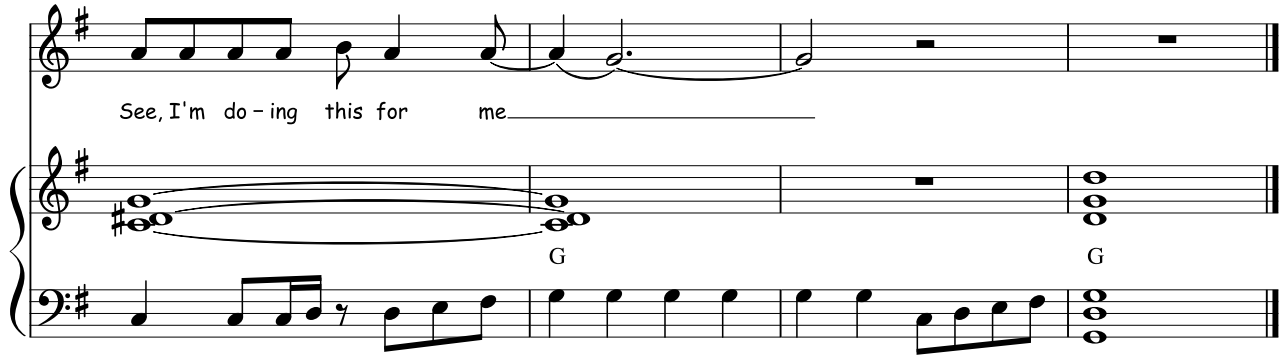
Em D C G F#

71

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

Em D C

73



See, I'm do - ing this for me _____

G G

The musical score for page 73 consists of three staves. The top staff is a vocal line in treble clef with a key signature of one sharp (F#). It contains a melody with eighth and quarter notes, ending with a long note that spans across the first two measures of the piano accompaniment. The lyrics 'See, I'm do - ing this for me' are written below the vocal line, with a long underline for the word 'me'. The middle staff is the right-hand piano accompaniment in treble clef, featuring a sustained chord of F# and C# in the first measure, which is then held over into the second measure. The bottom staff is the left-hand piano accompaniment in bass clef, with a key signature of one sharp (F#). It features a rhythmic pattern of eighth and quarter notes, with a 'G' chord indicated below the staff in the second measure. The piece concludes with a double bar line at the end of the third measure.

Puzzle 3

Weekly Celebration 1

This week we are celebrating people who:

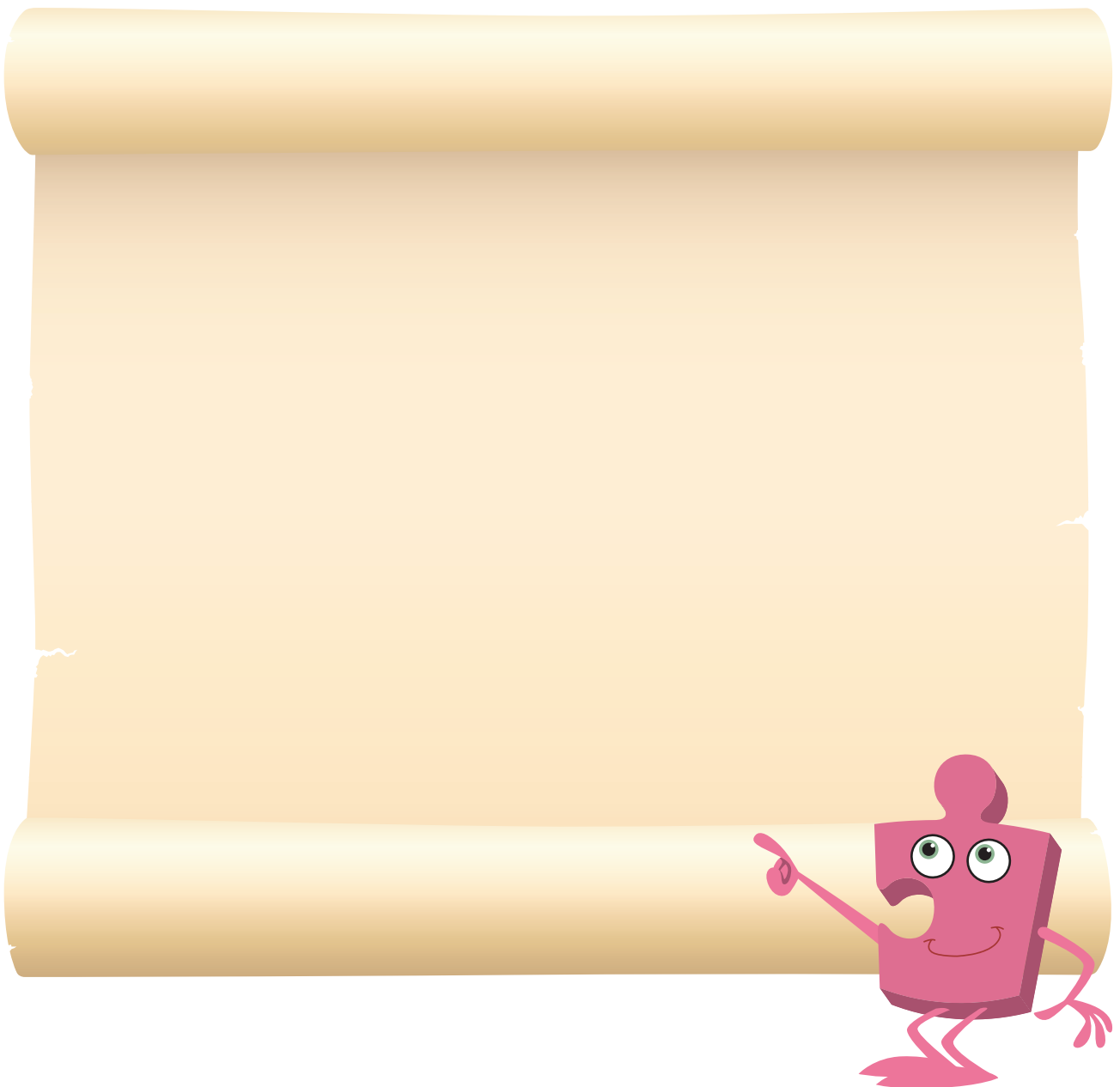
**Stay motivated when doing
something challenging**



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

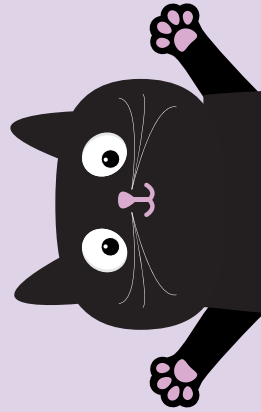
This week we are celebrating people who:
**Are working hard to achieve their own
dreams and goals**



Class Teacher's Preparation to Lead the **Dreams and Goals** Puzzle with children Ages 6-7

Additional Resources needed (not including those contained within Jigsaw)

- Piece 1: Jigsaw Jo's Treasure Chest - a box/ treasure chest filled with marbles, beads, shells, coins etc.
- Piece 2: Jigsaw Jo's Treasure Chest as above
Teacher needs to cut out a large representation of a ladder, or draw this on several pieces of flip chart paper taped together
- Piece 3: Materials for the card making group (card, colouring pencils etc)
- Piece 4: Soft ball
Teacher to source some gentle music
Crafting materials for children to make their dream birds
- Piece 5: Crafting materials as above
- Piece 6: A 'precious item' that might be found outside e.g. a crystal, a shell, a special stone and a basket of precious items e.g. pebbles, shells etc. enough for one per child



Additional considerations

- Piece 1: Ensure enough 'My Jigsaw Learning' sheets have been **printed** (each child will need one). **Print/copy** a treasure chest template for each child. **Print/copy** one set of the success pictures. Remember to record the names of the children doing each challenge ready for Pieces (lessons) 2 and 3.
- Piece 2: **Copy/print** enough 'My Jigsaw Learning' sheets, one per pupil. **Copy/print** one ladder template per pupil.
- Piece 3: **Copy/print** enough 'My Jigsaw Learning' sheets.
- Piece 4: **Print/copy** enough 'My Jigsaw Learning' templates one per child.
- Piece 5: **Copy/print** enough 'My Jigsaw Learning' sheets one per child. Keep the children's dream birds for the next lesson (Piece).
- Piece 6: **Copy/print** enough 'My Jigsaw Learning' sheets one per child. 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 Ages 6-7 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 Tell me or show me/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 6-7

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 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@janleveragegroup.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 6-7

Jigsaw Summative Assessment: Tracking Pupil Progress

Child's name					
	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 1 Being Me in My World		I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.	
Puzzle 2 Celebrating Difference		I can name some differences and similarities between me and other people in my class. I can give a reason why a friend is special to me.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.	I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.	
Puzzle 3 Dreams & Goals		I can tell you what I did to help my group create an end product. I can say how I felt about working in a group.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.	

	Assessment Date	Working towards	Working at	Working beyond	Teacher comments
Puzzle 4 Healthy Me		I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy.	I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body. I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.	
Puzzle 5 Relationships		When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.	
Puzzle 6 Changing Me		I can tell you how I am different now to when I was a baby and say 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. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.	I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.	

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
Student responses may be limited to:	Student responses may demonstrate:	In addition to Working At, student responses may also demonstrate:
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:

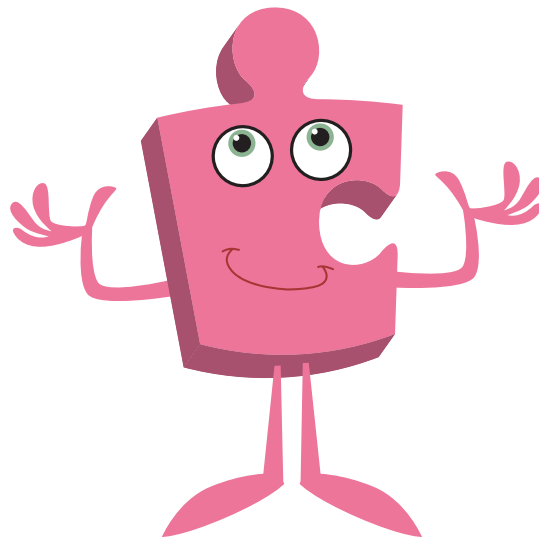
You participated actively in this lesson.

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 can try when there are disagreements in your friendship group?

Puzzle 3: Dreams & Goals - Ages 6-7 - Piece 1

Goals to Success	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... choose a realistic goal and think about how to achieve it tell you things I have achieved and say how that makes me feel
Resources Treasure chest filled with marbles, beads, coins, coloured stones Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Success pictures Jigsaw Jo's Challenge Powerpoint Slide Treasure chest templates Laminated Jigsaw Charter My Jigsaw Learning	Vocabulary Realistic Proud Success Celebrate Achievement Goal
Teaching and Learning Note Teachers should ensure 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. The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated Jigsaw Charter on display. Connect us Play 'Pass the treasure chest'. Sitting in a circle, the children pass Jigsaw Jo'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? Is this a 'realistic' goal? Calm me 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 the Jigsaw Chime.	Ask me this... How did you manage to achieve the success? How does it feel to have achieved this goal? Is this a realistic goal for our class? Does your mind feel calm and ready to learn?



Open my mind

Slides 1-4: With Jigsaw Jo's treasure chest in the middle of the circle, show children the 'success' pictures one at a time and ask them the question: Do you see success in this picture? Why or why not? If yes, how do you think the people in the picture feel about their success? (Ensure the children understand that feeling proud of success is a positive feeling.)

The pictures that show 'success' are then placed in Jigsaw Jo'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, e.g. a goal keeper may have let a goal in but maybe successful because s/he is in the national team.)

Tell me or show me

Invite the children in talking partners to share something they have achieved and felt proud about.

Once all the children have an idea, pass Jigsaw Jo around the circle and invite each child to share their success and their feelings about it.

Summarise by explaining that we can store these proud and positive feelings inside us. Ask the children to imagine they have a treasure chest inside them and they are storing their special feelings inside.

(You could ask children to mime their successes for others to guess).

Pause Point: Slide 5:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause Point. Invite the children to pause for a moment. 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

Hand out a treasure chest template to each child and invite them to complete the sections explaining their success and the feelings they would like to store inside like treasure. The treasure chests can be used to make a display in the classroom if appropriate.

Slide 6: Bring the children back to the circle and explain that for the next two Jigsaw lessons the children will need to work on a challenge/ goal set by Jigsaw Jo. Show the list of challenges they can choose from on the PowerPoint slide. Explain to the children they need to think which challenge they would enjoy and which are realistic for them to achieve.

Ask the children if they know what realistic means and explain that if we choose challenges that are too easy, they aren't really a challenge. If we choose something very difficult it might take a long time to achieve, or it might end up being too difficult for us.

Also explain that challenges are very personal. What one person finds difficult another person might find easy. Can the children think why that might be?

If needed teachers could exemplify using the challenge list or other examples. e.g a person who already speaks Chinese wouldn't find the 1- 10 challenge difficult, a very difficult challenge would be to fly to the moon and back without using a rocket etc.

Ask each child to decide which realistic challenge they would like to attempt. **Then make a note of which child has chosen which challenge (they will be grouped according to this in the next two lessons (Pieces)).**

Do you feel proud when you talk about this success?

Help me reflect

Slide 7: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Learning on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate Jigsaw Jo). Hand out one My Jigsaw Learning sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

Notes:



Dreams and Goals

Calm Me Script - Ages 6-7 - 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 distance, 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.

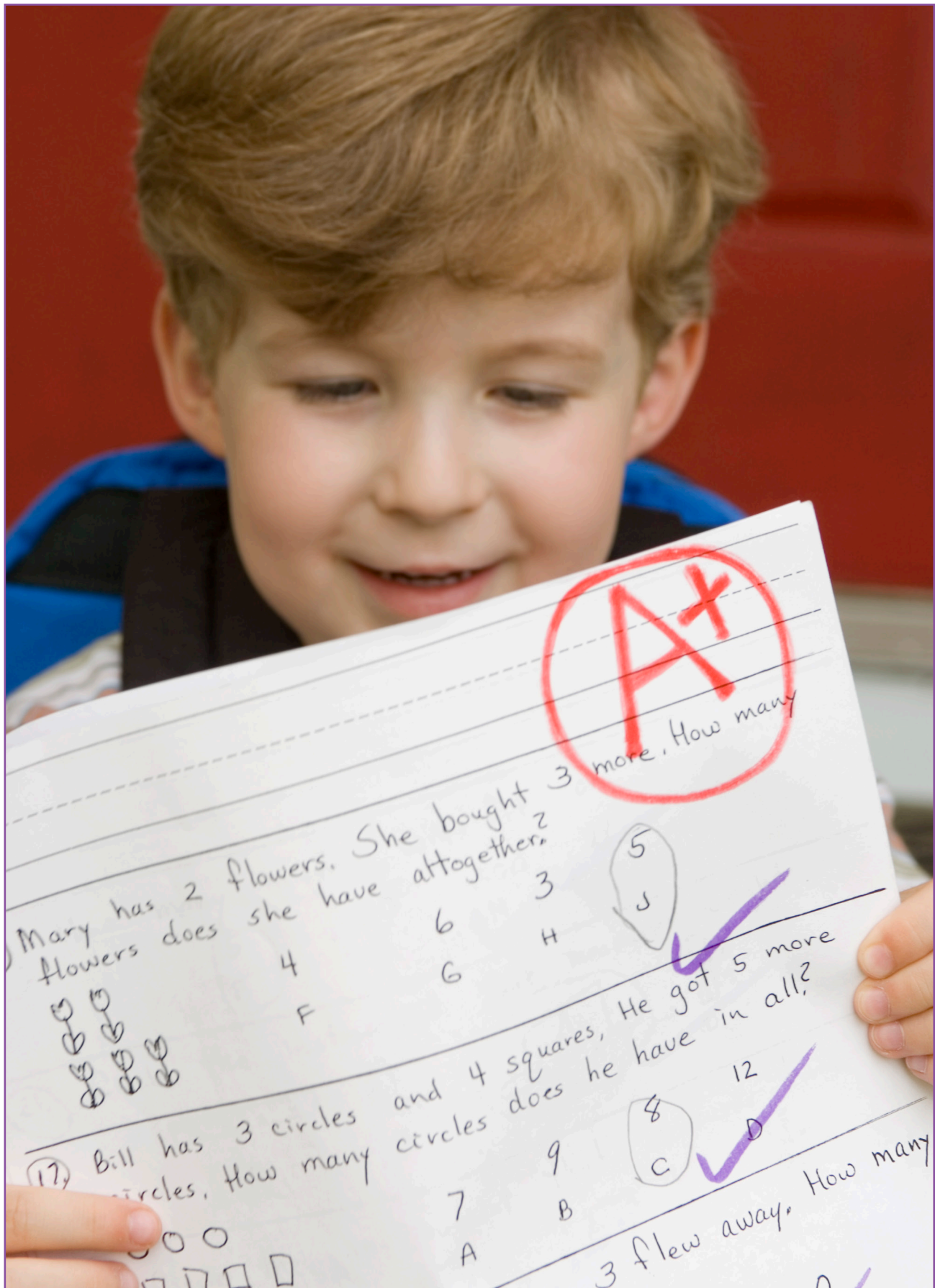
You feel happy and peaceful. Your mind is nice and calm and ready to learn.

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

Success Pictures PowerPoint Slide 1 - Ages 6-7 - Piece 1



Dreams and Goals

Success Pictures PowerPoint Slide 2 - Ages 6-7 - Piece 1



Dreams and Goals

Success Pictures PowerPoint Slide 3 - Ages 6-7 - Piece 1



Dreams and Goals

Success Pictures PowerPoint Slide 4 - Ages 6-7 - Piece 1



This treasure chest belongs to

A success I have achieved is

This made me feel



Dreams and Goals

Jerrie Cat PowerPoint Slide 5 - Ages 6-7 - Piece 1





Dreams and Goals

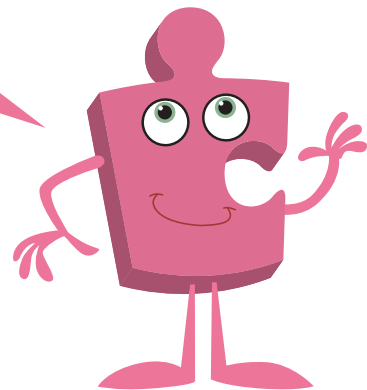
Challenges PowerPoint Slide 6 - Ages 6-7 - Piece 1



"Hi, I've set you some challenges. You can choose one to work on next time. Good luck!"

You can choose to:

- 1) Learn the Macarena dance
- 2) Learn to count in Mandarin Chinese from 1 to 10
- 3) Learn to count in French in 2s from 0 to 20
- 4) Make a colourful card to take home to your family with a special message inside it (you can make a card each but you have to agree and use the same design)
- 5) Memorise the poem "The Owl and the Pussy-cat" by Edward Lear



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Dreams and Goals

PowerPoint Slide 7: My Jigsaw Learning - Ages 6-7 - Piece 1



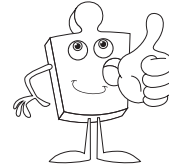
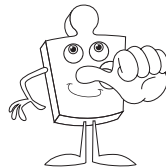
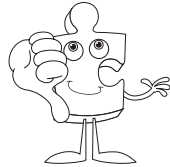
My Jigsaw Learning

Dreams & Goals Piece 1

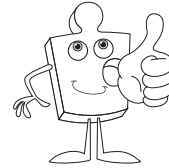
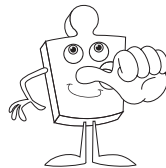
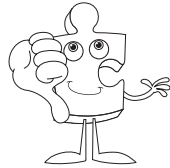
Ages 6-7

Name

I can choose a realistic goal
and think about how to
achieve it



I can tell you things I have
achieved and say how that
makes me feel



TINT BOX - To improve next time I

.....

.....

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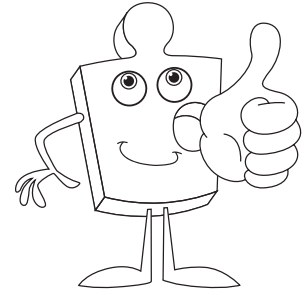
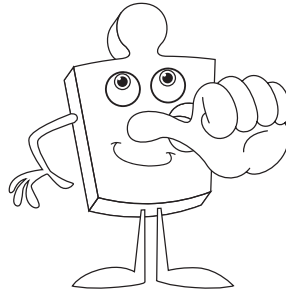
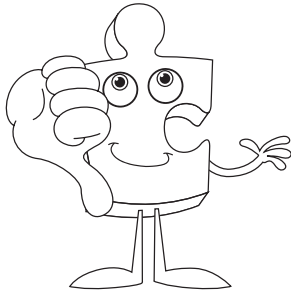
My Jigsaw Learning

Dreams & Goals Piece 1

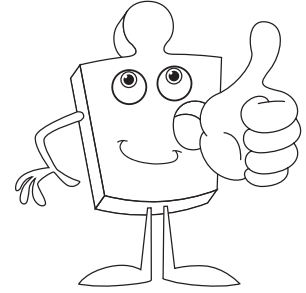
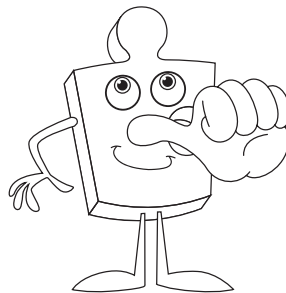
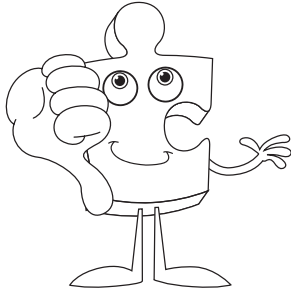
Ages 6-7

Name

I can choose a realistic goal
and think about how to
achieve it



I can tell you things I have
achieved and say how that
makes me feel



TINT BOX - To improve next time I

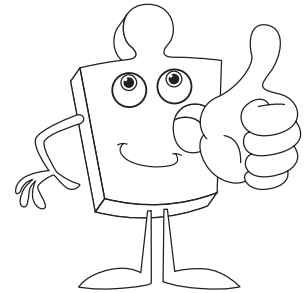
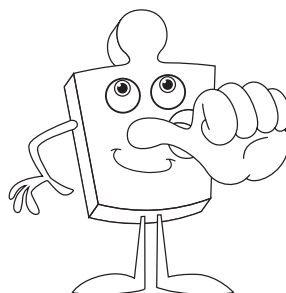
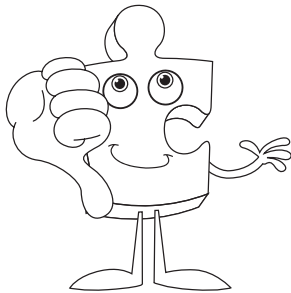
My Jigsaw Learning

Dreams & Goals Piece 1

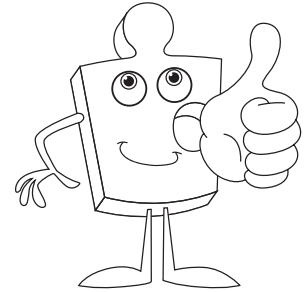
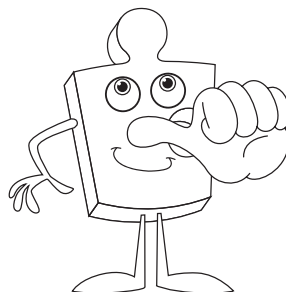
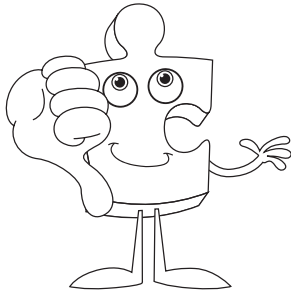
Ages 6-7

Name

I can choose a realistic goal
and think about how to
achieve it

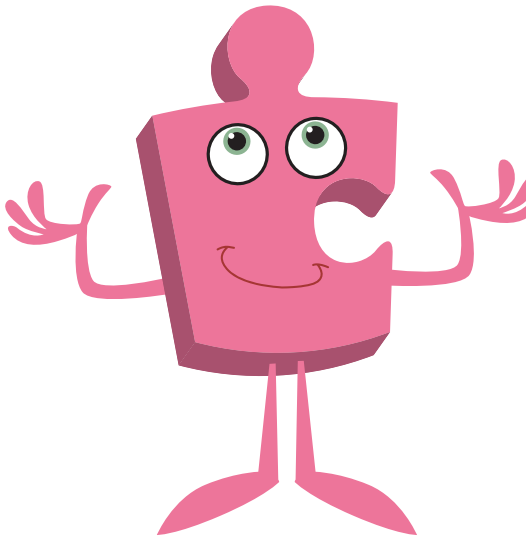


I can tell you things I have
achieved and say how that
makes me feel



TINT BOX - To improve next time I

Puzzle 3: Dreams & Goals - Ages 6-7 - Piece 2

My Learning Strengths	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... persevere even when I find tasks difficult tell you some of my strengths as a learner
Resources Treasure chest filled with marbles, beads, coins, coloured stones Jigsaw Chime 'Calm Me' script Jigsaw Song: 'For Me' Jigsaw Jo Jigsaw Jerrie Cat Ladder template Jigsaw Journals My Jigsaw learning	Vocabulary Strengths Persevere Challenge Difficult Easy
	
Teaching and Learning The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. Connect us Play 'Pass the treasure chest'. Sitting in a circle, the children pass Jigsaw Jo'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? Is this a 'realistic' goal? Can the children remember what made it possible for them to achieve this challenge last week? Can they think of a way to make this more challenging e.g. against the clock and then as a group work out a way to achieve it? Calm me 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 the Jigsaw Chime. Open my mind Slide 1: Sing or listen to the Jigsaw Song: 'For Me'. Ask the children what the song is trying to teach us about our dreams and goals? (Striving to achieve the best that we can be, looking ahead and working hard to achieve our dreams etc)	Ask me this...



Pause Point: Slide 2: 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.

Tell me or show me

Group the children according to the challenge they chose at the end of the last Piece (lesson). Ask each group to remind Jigsaw Jo of the challenge they will be working towards.

The teacher places a big cut-out ladder in the centre of the circle and uses one of the challenges as an example which he/she writes on a piece of paper and places at the top end of the ladder. Emphasise that the goal is at the top because that is what we are stepping/climbing towards. Ask the children to identify the steps needed to achieve the goal, i.e. what do they need to do first, next, etc.

As they give their ideas, place Jigsaw Jo on the first rung of the ladder, then the next and then the next until you have modelled the stepped process of working towards the goal.

Let me learn

Give each child a ladder template and working together in their groups, they need to identify the steps needed to take in order to achieve their challenge/goal, and write each of these onto the steps of the ladder.

Can the children colour in the step/rung of the ladder which they think might be the most difficult?

Then ask the children to fill in Jigsaw Jo's speech bubble; what advice would Jigsaw Jo give them to help them to persevere with the most difficult step?

The ladders can be placed into the children's Jigsaw Journals.

Help me reflect

Slide 3: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Learning on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate Jigsaw Jo). Hand out one My Jigsaw Learning sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

Notes

You can use a real stepladder for Tell Me or Show Me if you like.

Children can take steps up the ladder to kinaesthetically illustrate stepping towards a goal.



Dreams and Goals

PowerPoint Slide 1 'For Me' - Ages 6-7 - 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

Calm Me Script - Ages 6-7 - 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 distance, 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.

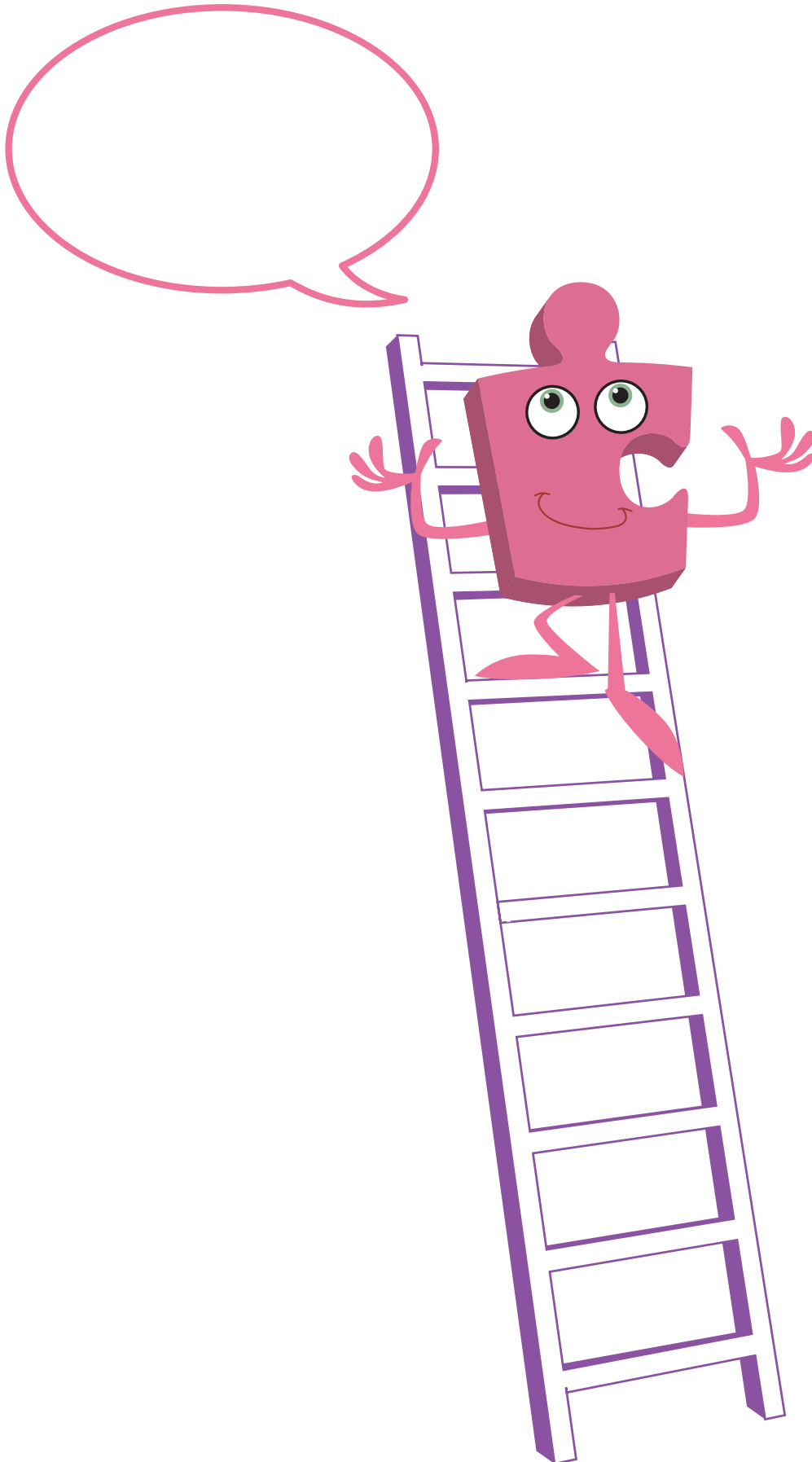
You feel happy and peaceful. Your mind is nice and calm and ready to learn.

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
Ladder Template - Ages 6-7 - Piece 2





Dreams and Goals

Jerrie Cat PowerPoint Slide 2 - Ages 6-7 - Piece 2



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Dreams and Goals

PowerPoint Slide Slide 3: My Jigsaw Learning - Ages 6-7 - Piece 2



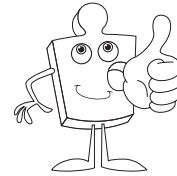
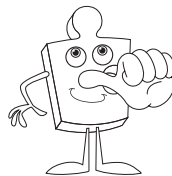
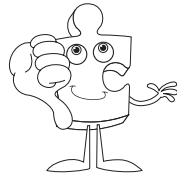
My Jigsaw Learning

Dreams & Goals Piece 2

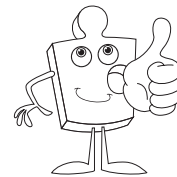
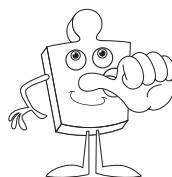
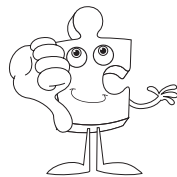
Ages 6-7

Name

I carry on trying (persevere)
even when I find things
difficult



I can tell you some of my
strengths as a learner



TINT BOX - To improve next time I

.....

.....

.....

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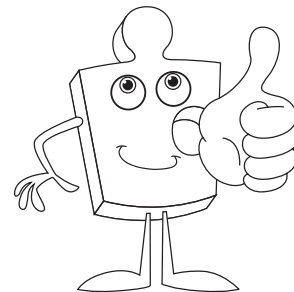
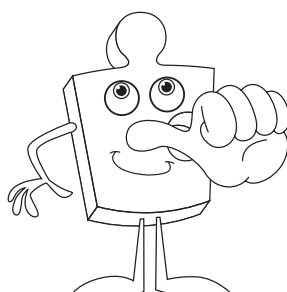
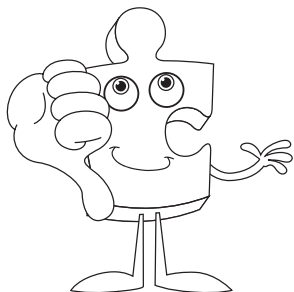
My Jigsaw Learning

Dreams & Goals Piece 2

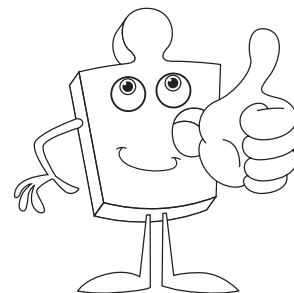
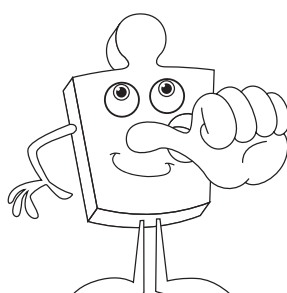
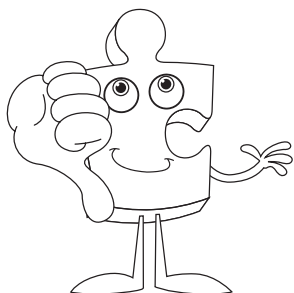
Ages 6-7

Name

I carry on trying (persevere)
even when I find things
difficult



I can tell you some of my
strengths as a learner



TINT BOX - To improve next time I

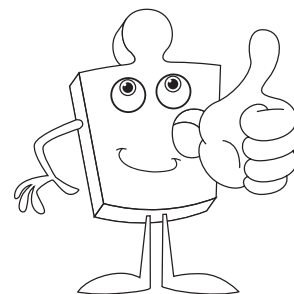
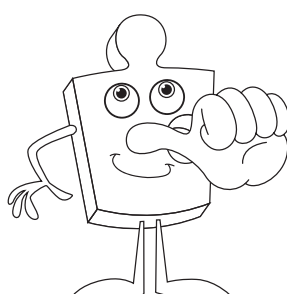
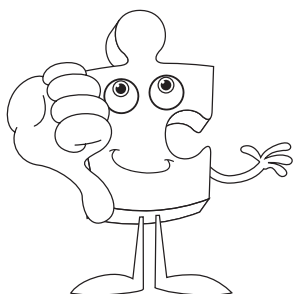
My Jigsaw Learning

Dreams & Goals Piece 2

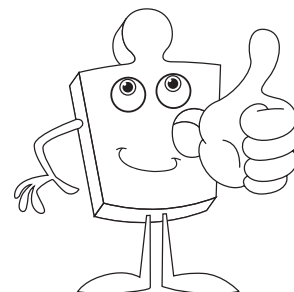
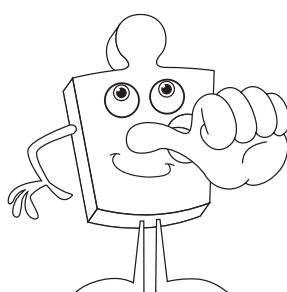
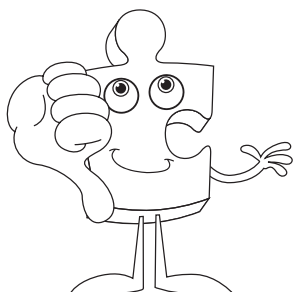
Ages 6-7

Name

I carry on trying (persevere)
even when I find things
difficult



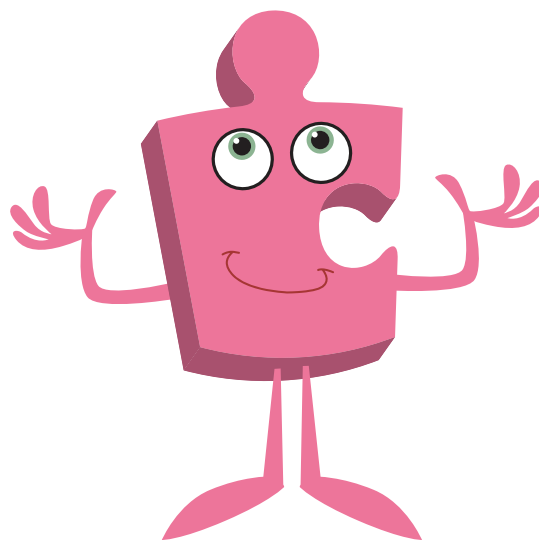
I can tell you some of my
strengths as a learner



TINT BOX - To improve next time I

Puzzle 3: Dreams & Goals - Ages 6-7 - Piece 3

Learning with Others	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... recognise who it is easy for me to work with and who it is more difficult for me to work with understand how working with other people can help me to learn
Resources Jigsaw Chime 'Calm Me' script Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Song: 'There's a Place' Book: 'The Owl and the Pussy Cat' by Edward Lear Materials for the challenge: French numbers 1-20, Mandarin/Chinese numbers 1-10, Macarena dance moves Card and colouring materials Jigsaw Journals My Jigsaw Learning.	Vocabulary Learning together Success Celebrate Achievement Goal Partner Team work
Teaching and Learning	
The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.	
Connect us 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? Add a handshake to the smile and pass round circle.	
Calm me 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 the Jigsaw Chime.	
Open my mind Slide 1: Sing or listen to the Jigsaw Song: 'There's A Place' (introduced in Celebrating Difference). Ask the children how getting along with others is important when working towards a goal.	



Tell me or show me/Let me learn

Give time for the children to work on their challenge/goal, remind them of the steps they thought about last week. (There are resource sheets that can be handed out for the Macarena dance, the Mandarin Chinese counting, The Owl and the Pussy Cat, and the French counting in 2s. Note the French and Mandarin Chinese numbers are given phonetically not as they are spelt).

After an appropriate amount of time for the children to have achieved their challenge, children return to the circle and if they want to, can show what they have learnt/produced.

As they do this use questions to help the children reflect on the team's contribution to the goal.

Is it easier to work towards a goal with people you get along with? Why/why not?

Congratulate the children for doing so well and give everyone a round of applause.

Help me reflect

Slide 2: Share the learning intentions for the lesson with the children (the purple and green statements at the beginning of the lesson plan). The teacher can exemplify the statements or re-frame them in simpler terms if that helps the children to understand. For each statement ask the children to show whether they are a 'thumbs-up, thumbs-neutral or thumbs-down. Show the children My Jigsaw Learning on the PowerPoint slide and explain how they are to complete this activity (by ticking or colouring the appropriate Jigsaw Jo). Hand out one My Jigsaw Learning sheet per child and ask them to record their responses. If desired there is space for them to record formative learning targets, or comments about the lesson. Stick the completed sheets into their Jigsaw Journals.

Is it easier to work towards a goal with someone you get on with well? Why/why not?

Notes



Dreams and Goals

Calm Me Script - Ages 6-7 - 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 up into the clouds. Lovely sounds float up into the white fluffy clouds.

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. Can you feel your tummy rise and fall as your lungs fill with air and then let it go again?

Focus on your breathing and feel more and more calm every time you breathe out.

Imagine you are floating on the white fluffy clouds, like a magic carpet ride. You feel light and free and happy.

The clouds keep you safe until you want to gently jump off and float to the ground... a nice soft landing.

Count your breathing again... as you breathe in 1,2,3,4 and as you breathe out...1,2,3,4,5.

Do this several times and then, when you are ready, bring your attention back to the classroom and bring your calm mind back here with you. Open your eyes when you are ready.





Dreams and Goals

PowerPoint Slide 1 'For Me' - Ages 6-7 - Piece 3

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

Macerena Dance Moves - Ages 6-7 - Piece 3

- 1. Right hand straight out in front, palm down.**
- 2. Left hand out, palm down.**
- 3. Turn right palm up.**
- 4. Turn left palm up.**
- 5. Right hand to left shoulder.**
- 6. Left hand to right shoulder
(both arms crossed over the chest).**
- 7. Right hand to back of your head.**
- 8. Left hand to left of head
(you should now look like you're doing sit-ups).**
- 9. Right hand touches left hip.**
- 10. Left hand crosses to right hip.**
- 11. Right hand to right hip.**
- 12. Left hand to left hip.**



Dreams and Goals

Mandarin Chinese 1 to 10 (Phonetic) - Ages 6-7 - Piece 3

- 1. Ee**
- 2. Are**
- 3. San**
- 4. Suh**
- 5. Woo**
- 6. Lee-yoo**
- 7. Chee**
- 8. Baa**
- 9. Jee-yoh**
- 10. Shure**



Dreams and Goals

French Counting to 20 in 2s (Phonetic) - Ages 6-7 - Piece 3

0. Zero

2. Duh

4. Catra

6. Sees

8. Wheet

10. Dees

12. Dooze

14. Catorze

16. Sez

18. Dees-Wheet

20. Van



Dreams and Goals

The Owl and The Pussy-Cat by Edward Lear (First 2 verses only) - Ages 6-7 - Piece 3

**The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat:
They took some honey,
and plenty of money
Wrapped up in a five-pound note.**

**The Owl looked up to the stars above,
And sang to a small guitar,
“O lovely Pussy, O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!”**



Dreams and Goals

PowerPoint Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 3



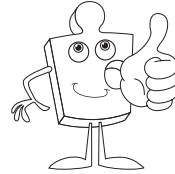
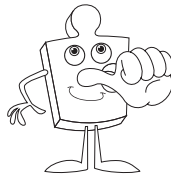
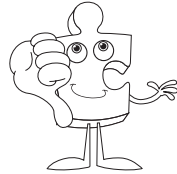
My Jigsaw Learning

Dreams & Goals Piece 3

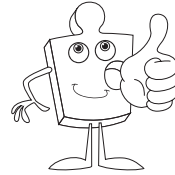
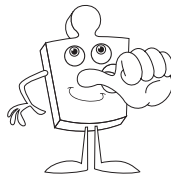
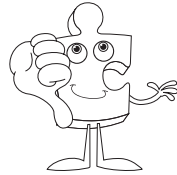
Ages 6-7

Name

I can recognise who I work
well with and who it is more
difficult for me to work with



I can tell you how working with
other people helps me learn



TINT BOX - To improve next time I

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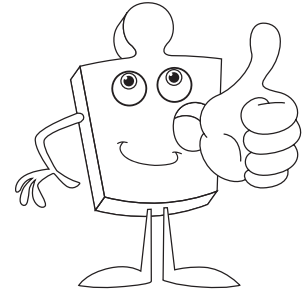
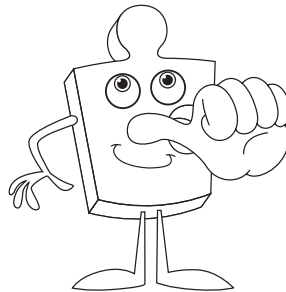
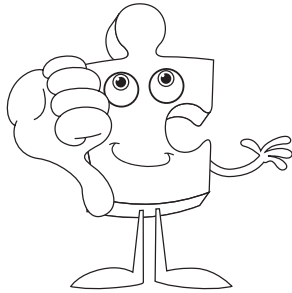
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Dreams & Goals Piece 3

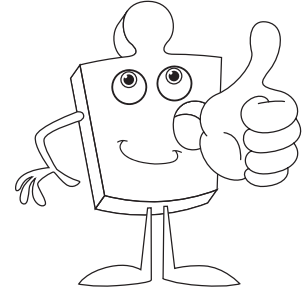
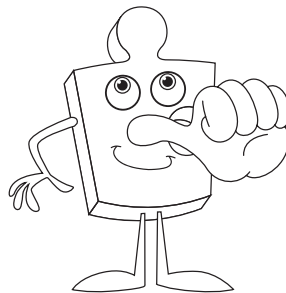
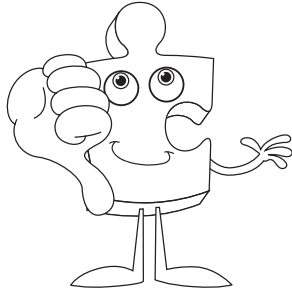
Ages 6-7

Name

I can recognise who I work well with and who it is more difficult for me to work with



I can tell you how working with other people helps me learn



TINT BOX - To improve next time I

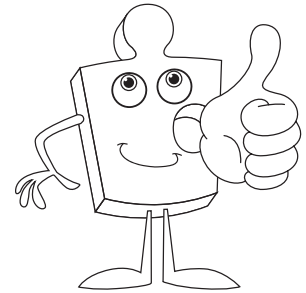
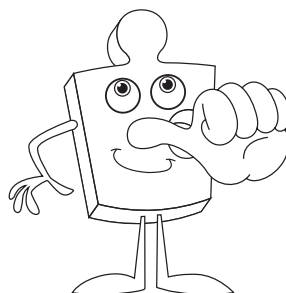
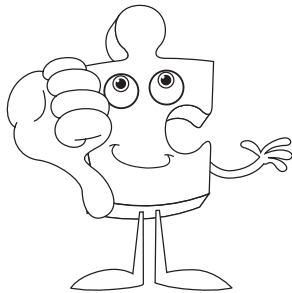
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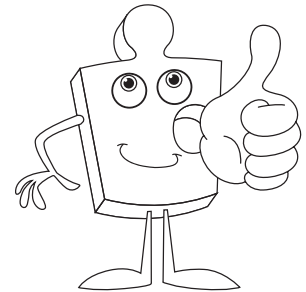
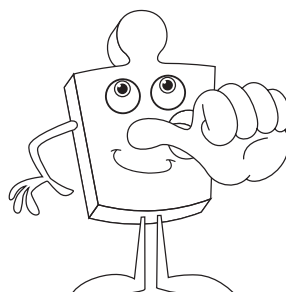
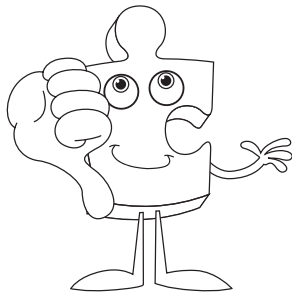
Ages 6-7

Name

I can recognise who I work well with and who it is more difficult for me to work with



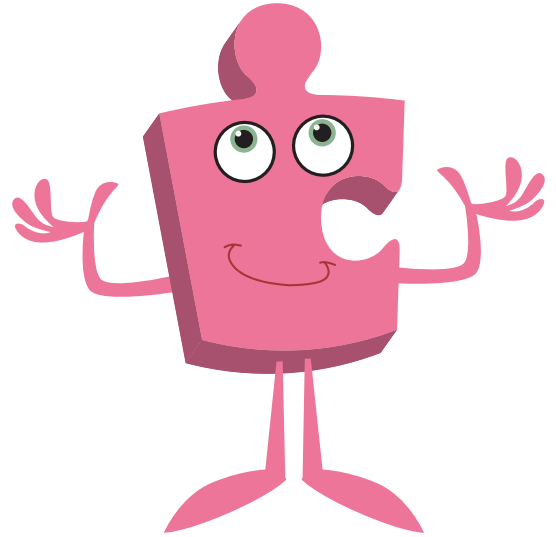
I can tell you how working with other people helps me learn



TINT BOX - To improve next time I

Puzzle 3: Dreams & Goals - Ages 6-7 - Pieces 4&5

A Group Challenge	
Puzzle 3 Outcome Our Garden of Dreams and Goals	Please teach me to... work cooperatively in a group to create an end product explain some of the ways I worked cooperatively in my group to create the end product work with other people to solve problems express how it felt to be working as part of this group
Resources Soft ball Jigsaw Chime ‘Calm Me’ script Gentle music Gardens PowerPoint slides Jigsaw Jo Jigsaw Jerrie Cat Art materials/modelling materials/paints My Jigsaw Learning Pieces 4&5	Vocabulary Learning together Success Celebrate Achievement Challenge Product Dream bird Group Team work Problem-solve



Teaching and Learning The Jigsaw Charter Share ‘The Jigsaw Charter’ with the children to reinforce how we work together. Connect us Play ‘Pass the ball’. Standing in a circle, the children throw a large sponge ball to each other. One person starts by throwing the ball across the circle, that person then throws the ball to someone else in the circle. The children have to concentrate, cooperate and work together to achieve this task. Then, time this activity so that the ball has passed to everyone in the circle and at the end they know how long this task has taken. It may be easier to say to children, once they have had a turn, sit down so that it ensures all children take part in this game. Then ask the children to see if they can work together to do this task again but halve the time in which it took to achieve it. How can they do this? What skills/strategies do they need to use to achieve this? Then have a go! Calm me 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 the Jigsaw Chime.	Ask me this... Did you manage to achieve this task? How does it feel to achieve a task together? Does your mind feel calm and ready to learn?
---	---

Open my mind

Slides 1-8: With gentle music playing in the background, show children the PowerPoint images of gardens, slowly moving from one image to another. Passing Jigsaw Jo around, ask the children to share which garden was their favourite and why.

Tell me or show me

Using the 'Calm Me' techniques the children already know, take the children through a guided journey where they visit a garden of 'dreams and goals.' This is a safe and happy place. Encourage the children's imagination to visualise the garden they see in their own minds, the colours, the plants, the birds, the creatures, etc. Use the Jigsaw Chime to bring them back from their guided journey and, in talking partners, invite them to share what they saw.

Two sets of partners then get together and talk about what the birds might be like in a garden of 'dreams and goals.'

Let me learn

Explain to the children that their challenge in groups is to make some imaginary birds for 'A Garden of Dreams and Goals'. In their groups of four, set the children the task of working cooperatively to create an imaginary dream bird that might live in the garden of dreams and goals. Provide the children with a range of materials so that they can choose how to construct their dream bird. Help the children to think about the colours and shapes they might use. This is a garden of dreams and goals so they can use their imaginations. It is a happy, safe garden with nothing scary in it. Give the children this lesson and the next lesson to complete the creation of their dream bird.

Explain that this task is about making the dream bird but also learning about how to work as a team.

As the children work on their dream birds for the rest of this lesson and the next, help them to focus on effective group work by asking questions such as:

- Has everyone on your group got a job?
- Is everyone clear in your team clear on the design of your bird?
- Is everyone clear in your team what their role is?
- Can you stop and think of an idea to use to help your group get on better with the task?
- Have you got any ideas about how to solve problems when people in the group disagree?
- What's working well in your group?

In Piece 6 the children will be brought together to share their experiences.

Help me reflect

Slides 9-10: Ask the children complete the relevant My Jigsaw Learning (Piece 4 or Piece 5) at the end of the lesson.

Notes

Certificates

For next lesson you will need to personalise a Dreams & Goals certificate for each child.



Dreams and Goals

Calm Me Script - Ages 6-7 - Pieces 4 and 5

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 up into the clouds. Lovely sounds float up into the white fluffy clouds.

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?

Focus on your breathing and feel more and more calm every time you breathe out.

Imagine you are floating on the white fluffy clouds, like a magic carpet ride. You feel light and free and happy.

The clouds keep you safe until you want to gently jump off and float to the ground...a nice soft landing.

You have landed in a Garden of Dreams and Goals; a safe, happy place.

Help your imagination create a picture in your mind of this beautiful garden. Colours? Sounds? How do you feel in the garden. Can you see any birds in the Garden of Dreams and Goals?

Count your breathing again... as you breathe in 1,2,3,4 and as you breathe out... 1,2,3,4,5.

Do this several times and then, when you are ready, bring your attention back to the classroom and bring your calm mind back here with you. Open your eyes when you are ready.



Dreams and Goals

Gardens PowerPoint Slides 1-8 - Ages 6-7 - Pieces 4&5





Dreams and Goals

PowerPoint Slide: My Jigsaw Learning - Ages 6-7 - Piece 4



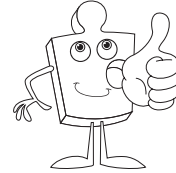
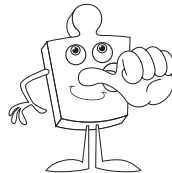
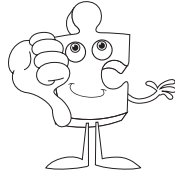
My Jigsaw Learning

Dreams & Goals Piece 4

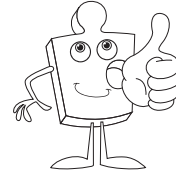
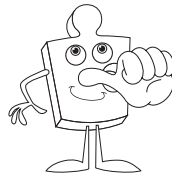
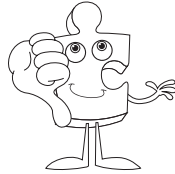
Ages 6-7

Name

I can work well in a group



I can work with others in a group to solve problems



TINT BOX - To improve next time I

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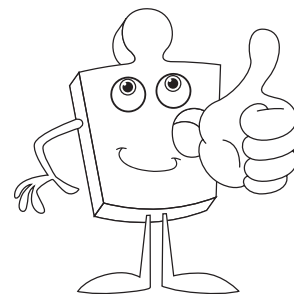
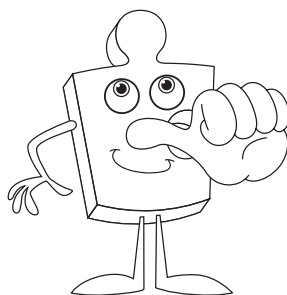
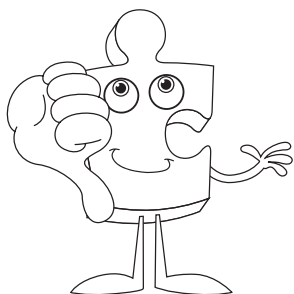
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Dreams & Goals Piece 4

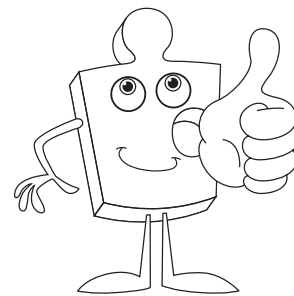
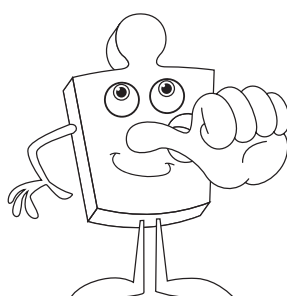
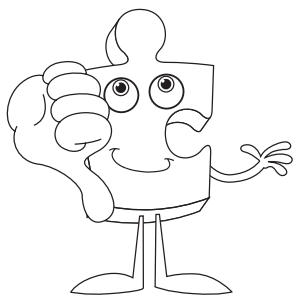
Ages 6-7

Name

I can work well in a group



I can work with others in a group to solve problems



TINT BOX - To improve next time I

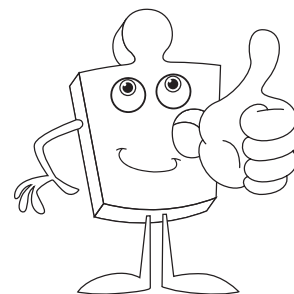
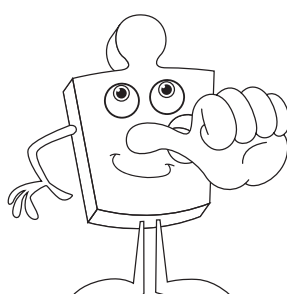
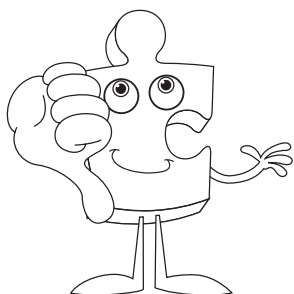
My Jigsaw Learning

Dreams & Goals Piece 4

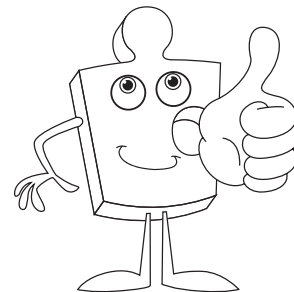
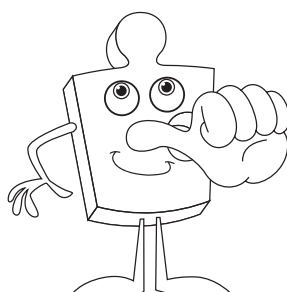
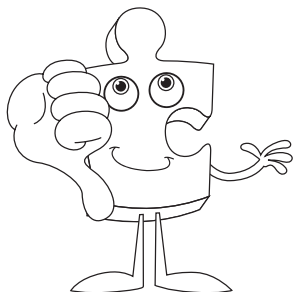
Ages 6-7

Name

I can work well in a group



I can work with others in a group to solve problems



TINT BOX - To improve next time I



Dreams and Goals

PowerPoint Slide: My Jigsaw Learning - Ages 6-7 - Piece 5



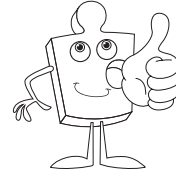
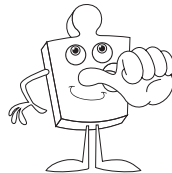
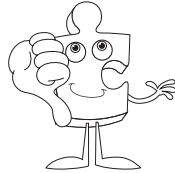
My Jigsaw Learning

Dreams & Goals Piece 5

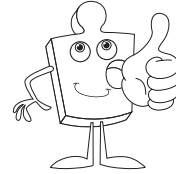
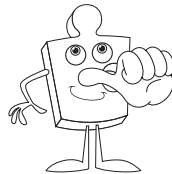
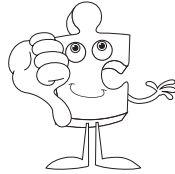
Ages 6-7

Name

I can tell you some ways I
worked well with my group



I can tell you how I felt about
working in my group



TINT BOX - To improve next time I

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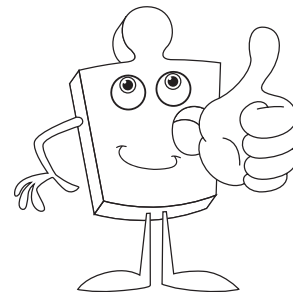
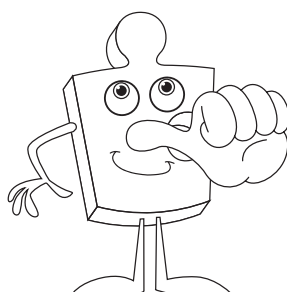
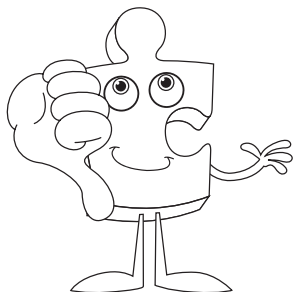
My Jigsaw Learning

Dreams & Goals Piece 5

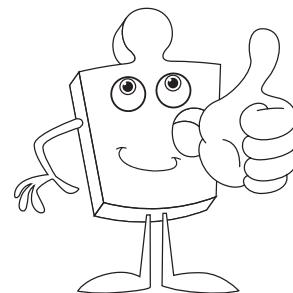
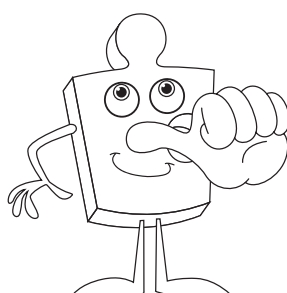
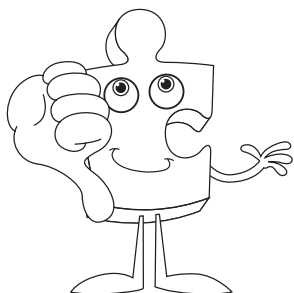
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TINT BOX - To improve next time I

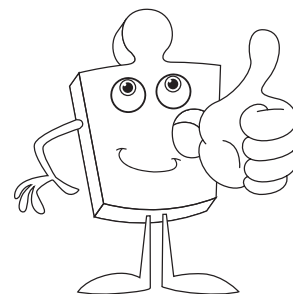
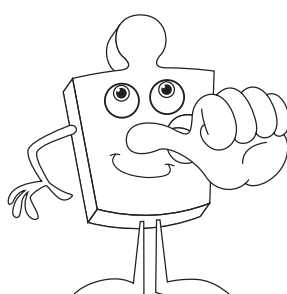
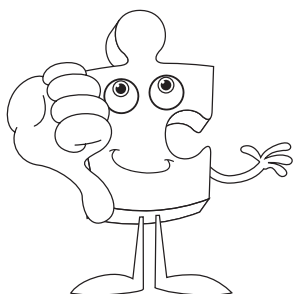
My Jigsaw Learning

Dreams & Goals Piece 5

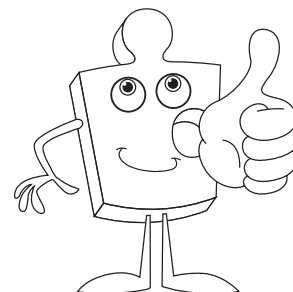
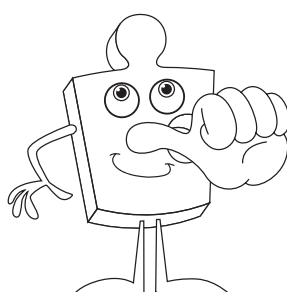
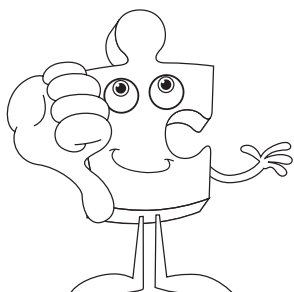
Ages 6-7

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TINT BOX - To improve next time I

Open my mind

Using Jigsaw Jo as the talking object passed around the circle, ask the children to complete the following stem sentence. Teachers may wish to give children some thinking time individually or in pairs prior to passing Jo around:

'I was pleased with our dream bird because.....'

Then repeat the above using the stem sentence:

'I feel.....because my group achieved their goal.'

Show me or tell me

Remind the children about our internal treasure chests where we can store positive feelings. Can they imagine the feelings they have just shared being stored inside their treasure chests?

Hand out the treasure chest template for this Piece (lesson) and go through the stem sentences so the children know the type of responses they will need to record. Ask the children to complete the stem sentences to record their thoughts and feelings about the dream bird task.

As children are completing the treasure chest templates, the teacher could ask the following questions to extend the children's thinking:

- Did your team have all the skills it needed?
- How did you choose who was doing which job?
- What worked well in your group? Why was that?
- What could have been better?
- If there were problems in the group, can you explain why that was?

Let me learn

The teacher brings out a precious item that could be found outside such as a crystal, a shell, a semi-precious stone etc. and explains that when they are holding this object they remember feeling proud of when they achieved a dream or goal. The teacher invites the children to think of a 'dream' or a wish that is special to them (they don't have to share this). Is there a special dream or goal they have?

Calm Me

Before taking the children through the Calm Me script, allow each child to choose a pebble/shell from the basket and imagine one of their dreams or goals being inside it. They place their special object (during Calm Me) in their internal treasure chest to remind them of this dream or goal during the Calm Me script.

Help me reflect

Slide 2: Ask the children to complete My Jigsaw Learning for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

How does it feel to complete a task together?

Notes

Each Puzzle (unit) has its own certificate for the teacher to complete for each child. This is an opportunity for the teacher to give the child feedback on their learning and progress. The certificates can then be presented and stuck into their Jigsaw Journals. As an extension activity they could then reflect and/ or record how it felt to receive the certificate and their learning progress.



Dreams and Goals

Calm Me Script - Ages 6-7 - Piece 6

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

Hold your pebble in your hand. 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.

Keep doing this and see if your mind can build a picture of what makes you feel proud of something you have achieved.

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

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

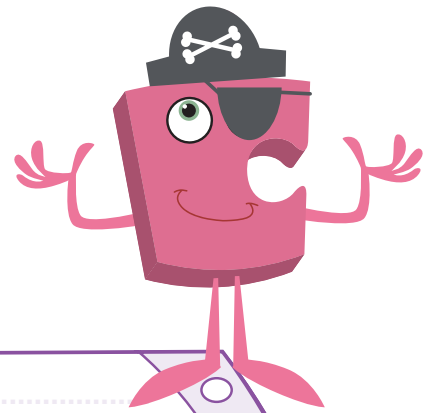
Feel the special object in your hand and imagine you feel proud every time you hold it.

Can you help your mind to imagine putting the special object in your pretend treasure chest that is in your imagination?

Take one more breath in through your nose and gently blow it out through your mouth.

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

Treasure Chest Template - Ages 6-7 - Piece 6

What did you do in your group to achieve the task?

.....

.....

.....

.....

What skills did you have that were helpful for the group?

.....

.....

.....

.....

What skills did other people have that were helpful in your group?

.....

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.....

How did you feel about working in your group?

.....

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What would you do differently to make your group a better team?

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Dreams and Goals

Jerrie Cat PowerPoint Slide 1 - Ages 6-7 - Piece 6





Dreams and Goals

PowerPoint Slide Slide 2: My Jigsaw Learning - Ages 6-7 - Piece 6



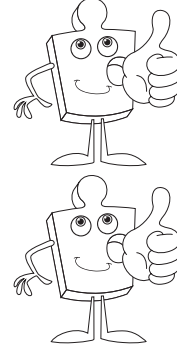
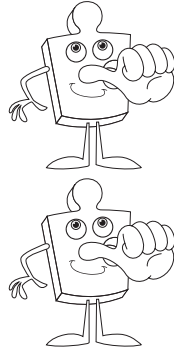
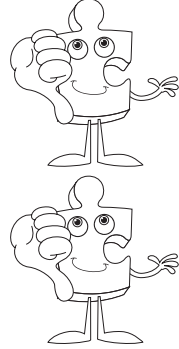
My Jigsaw Learning

Dreams & Goals Piece 6

Ages 6-7

Name

I can tell you how being part of a
successful group feels and
I can store these feelings in my
internal treasure chest



TINT BOX - To improve next time I

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My Jigsaw Learning

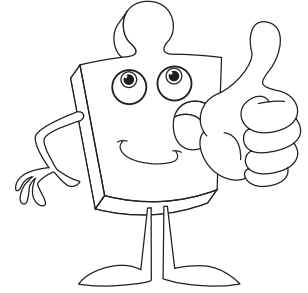
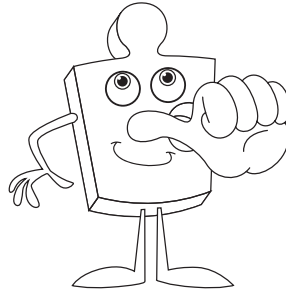
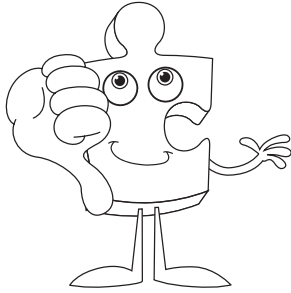
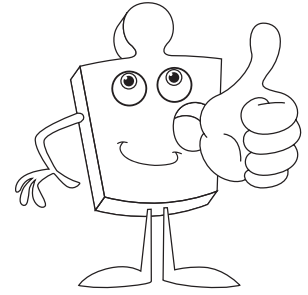
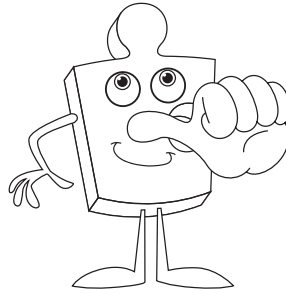
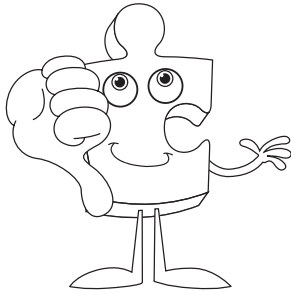
Dreams & Goals Piece 6

Ages 6-7

Name

I know how to share success
with other people

I can tell you how being part of a
successful group feels and
I can store these feelings in my
internal treasure chest



TINT BOX - To improve next time I

My Jigsaw Learning

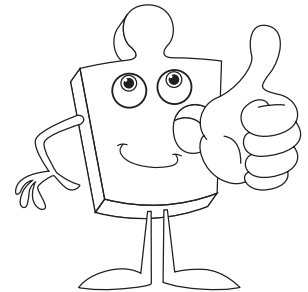
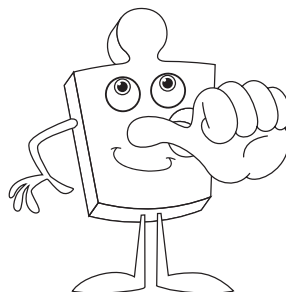
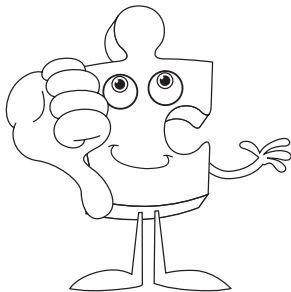
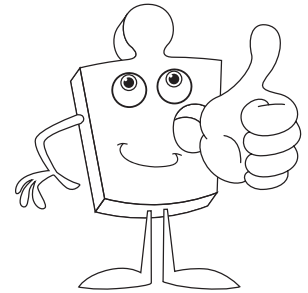
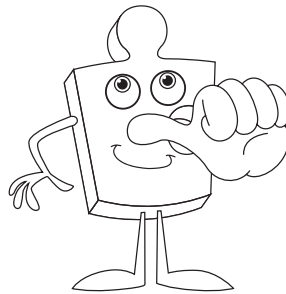
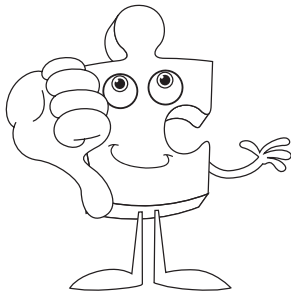
Dreams & Goals Piece 6

Ages 6-7

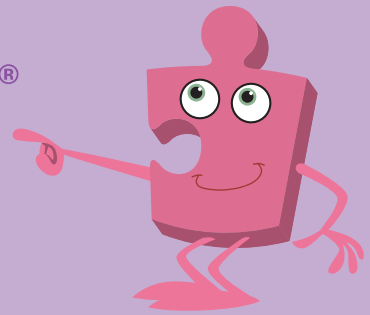
Name

I know how to share success
with other people

I can tell you how being part of a
successful group feels and
I can store these feelings in my
internal treasure chest



TINT BOX - To improve next time I



Dreams & Goals

Well done!



Please feel proud that you have learnt to:



.....

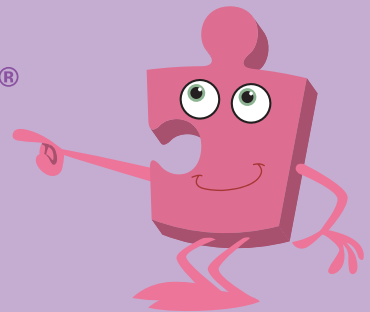
I am especially pleased that you:

.....

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 6-7 Dreams & Goals Puzzle

These are examples of the style of answers that children may write and say in response to lessons 4-6 in particular. The content could be different.

	WORKING TOWARDS
I helped my group put the feathers on our dream bird.	
I liked working with other people in my group.	

Ages 6-7 expectation	WORKING AT
I made the feathers for our dream bird and I gave them to Savannah who stuck them on. Savannah was better at sticking, I was better at the cutting out.	
It felt good and bad working in a group. When the group worked well together and didn't argue I was happy in the group. When we argued it stopped us getting on with our bird and that made me feel frustrated.	

	WORKING BEYOND
Savannah and I worked well as a team to make the bird's wings. We chose which jobs we would do and stuck to our decision. Our jobs matched what we were best at doing. Some people had more than one job and this made it difficult for them to do both things at the same time. One person didn't really want any of the jobs in the team so this slowed us down because they didn't contribute.	
I think our team worked well together because we mostly got along. It did get frustrating when one person chose not to get involved because they didn't like any of the jobs. I got frustrated with the person and they got upset and we argued because they wouldn't join in. Next time I think our group should agree that everyone had a job they wanted to do, and have a plan to sort out arguments if they happen.	

