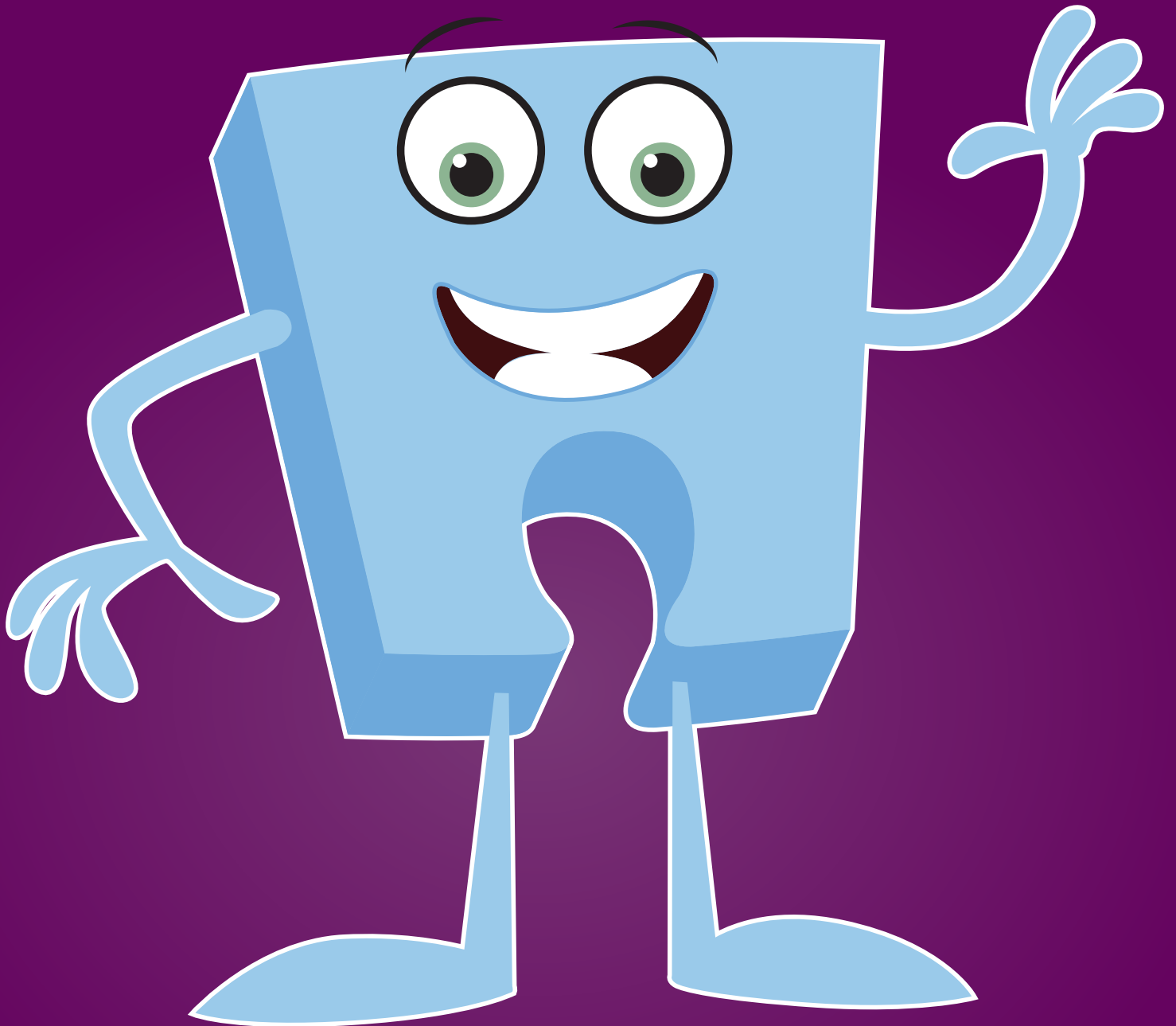


Jigsaw!

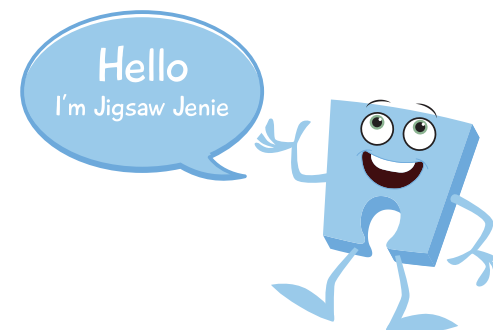
The mindful approach to PSHE



Being Me in My World - F2 (Reception)

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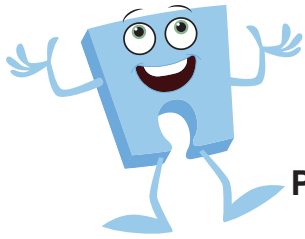
Being Me in My World

Puzzle Map - F2 (Reception) - Ages 4-5

Puzzle Outcome

Help me fit together the six pieces of learning about Being Me in My World to create the Learning Charter (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
Help other to feel welcome	1. Who... Me?!	I understand how it feels to belong and that we are similar and different	Jigsaw Song sheet: 'Together As One' Decorated box and an assortment of toys (from inside and outside learning environments) Jigsaw Jenie Jigsaw Jerrie Cat
Try to make our Nursery/Pre-school community a better place	2. How am I feeling today?	I can start to recognise and manage my feelings	Jigsaw Song sheet: 'Together As One' Jigsaw Jenie 4 hoops Emotion photos Jigsaw Jerrie Cat
Think about everyone's right to learn	3. Being at School	I enjoy working with others to make school a good place to be	Assortment of toys Paper General mess Clipboards Timers Bell Police hats Jigsaw Jenie Jigsaw Jerrie Cat
Care about other people's feelings	4. Gentle hands	I understand why it is good to be kind and use gentle hands	Jigsaw Song sheet: 'Together As One' Book: 'Hands are not for hitting', by Martine Agassi, or similar themed book e.g. 'No Hitting, Henry' by Lisa Regan Jigsaw Jenie Jigsaw Jerrie Cat
Work well with others	5. Our Rights	I am starting to understand children's rights and this means we should all be allowed to learn and play	Blindfold Keys Jigsaw Jenie Jigsaw Jerrie Cat
Choose to follow the Learning Charter	6. Our Responsibilities	I am learning what being responsible means	Book: 'Dogger' by Shirley Hughes Cubes Jigsaw Jenie Jigsaw Jerrie Cat



Puzzle Assembly/Collective Worship: Being Me in My World

Title: Being Me in My World - Song: Together As One

Resources: PowerPoint slideshow of people using their hands. Can of squirty cream or shaving foam. Plate. Flip chart paper/whiteboard/pens. Jigsaw song: Together as One (track with children singing, or backing track or played on the piano as appropriate). Lyrics of Together As One displayed on a whiteboard.

Stimulus (focus for reflection): Show the PowerPoint slideshow of people using their hands in different ways as the children are entering the assembly space.

Calm me: Sound the Jigsaw Chime and invite everyone to listen very very intently until they can no longer hear the sound. Ask everyone to close their eyes and take three long, gentle deep breaths. Sound the Chime again. This time as the sound fades ask everyone if they can remember when somebody used their hands to be kind to them. Perhaps this was to help them with their school work, or was it in a game, or maybe when they were feeling poorly or upset? Can they remember how that person's kindness made them feel? Ask the children to think of these images for a little while, and when it feels right sound the Jigsaw Chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room.

Help me think about: Explain that today's assembly is about how we can use our words and actions and what we say to be kind to someone else. Ask the children to share some of their thoughts they had during Calm me. They can do this with the person next to them, or the Lead practitioner can ask for some examples.

Puzzle Assembly Plan: In talk partners ask the children to think of different ways that they can do something kind with their hands. Take some feedback and scribe their ideas onto a piece of flip chart or a whiteboard under the heading 'KIND'. Repeat the exercise with children thinking of unkind actions.

Explain that our hands have the power to do good or cause harm in the same way that our words can do kind things and sometimes unkind things. It's our choice how we use our words and actions so it is important to stop and think about what we say and do to others.

Using the can of squirty cream/shaving foam, squirt some onto the plate and ask for a volunteer to try and put the cream back into the can. Explain that we can't put it back in, in the same way that we can't take back unkind words or undo unkind actions. Once they are out, they are out.

Display the lyrics of the Jigsaw song for Being Me in My World: Together as One, and play the song (version with children singing), or ask the children to sing the song if they know it. Invite the children to think about the meaning of the song. What is it trying to teach us? How does it relate to doing and saying kind things?

After the song has finished take some feedback from the children.

Help me reflect: In this moment of stillness ask everyone to think of something kind they can do with their hands and something kind they can say. Maybe this is in school/ the setting or perhaps at home. Ask them to imagine how these kind deeds will make the people around them feel and bring out feelings of happiness and belonging. If we always try to act kindly towards each other we are working towards being a happy team, together as one.

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

Closing the assembly

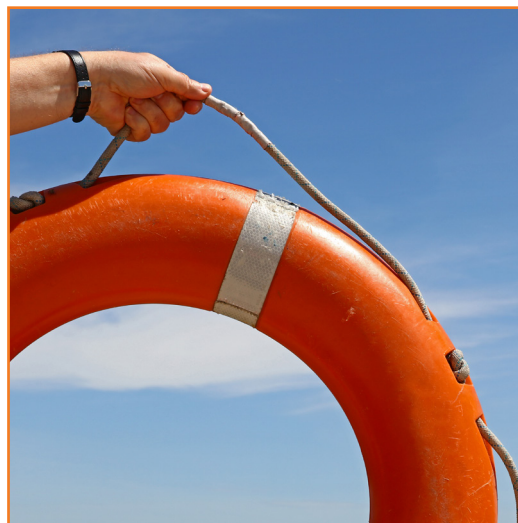
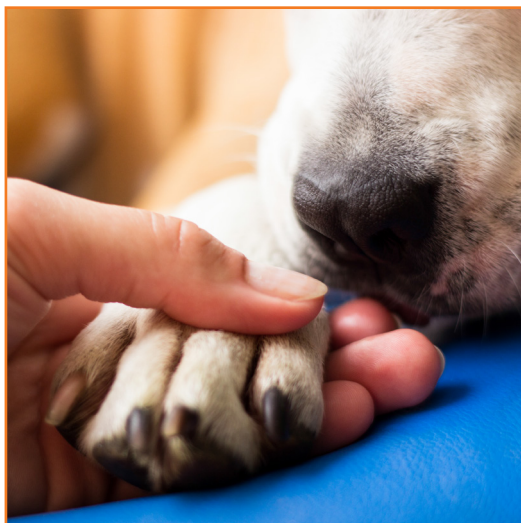
Play 'Together As One' again as the children leave the assembly space.

Being Me in My World
Assembly (PowerPoint Slides)





Being Me in My World Assembly (PowerPoint Slides) cont.



Together As One (Being Me in My World)

T-O-O-E-T-H-E-R
T-O-O-E-T-H-E-R
T-O-O-E-T-H-E-R
T, together,
Together,
T, T, together as one,
Together,
T, T, together as one,
Together as one O-N-E.
Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!
CHORUS
T, together,
T, T, together as one,
Together,
T, T, together as one,
Together,
T, T, together as one,
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done,
Oh, Oh (Shout it out!)
Oh Oh Oh!
CHORUS
Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!
Be kind to others and include everyone,
Respect one another,
It's a job well done,
Oh, Oh (Shout it out!)
Oh Oh Oh!
CHORUS



Together As One

(Being Me In My World)

T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

CHORUS

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS



Together As One (Being Me In My World)

First system of musical notation (measures 1-4). The treble clef staff contains whole rests. The bass clef staff contains a piano accompaniment with chords D, A, G/B, and D/A A/E. The bass line consists of eighth notes.

Second system of musical notation (measures 5-8). The treble clef staff contains whole rests. The bass clef staff contains a piano accompaniment with chords D, A, G/B, and D/A A/E. The bass line consists of eighth notes.

Third system of musical notation (measures 9-12). The treble clef staff contains the vocal melody for the lyrics "T - O - G - E - T - H - E - R,". The bass clef staff contains a piano accompaniment with chords D, A, G/B, and D/A A/E. The bass line consists of eighth notes.



13

T - O - G - E - T - H - E - R, T - O - G - E - T - H - E - R.

17

T, To-ge-ther. T, T, To-ge-ther as one. To-ge-ther, T,

20

T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

23

one. To-gether as one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud.



27

Ce - le-brate each-oth - er yeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!)

F# F# F# E

30

Oh, oh, oh! T, To-ge-ther. T, T, To-ge-ther as one. To-ge-ther, T,

D A G/B

34

T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

D/A D A

37

one. To-ge-ther as one. O - N - E. Be kind to oth-ers and in - clude ev-eryone, re -

G/B G D D



41

musical score for measures 41-44

Lyrics: spect one an-oth-er, it's a job WELL DONE! Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

Chords: F# (measures 41-42), F# E (measures 43-44)

45

musical score for measures 45-47

Lyrics: T, To-ge-ther. T, T, To-ge-ther as_ one. To-ge-ther, T,

Chords: D (measures 45-46), A (measure 46), G/B (measure 47)

48

musical score for measures 48-50

Lyrics: T, To-ge-ther as_ one. To-ge-ther, T, T, To-ge-ther as_

Chords: D/A (measure 48), D (measures 49-50), A (measure 50)

51

musical score for measures 51-54

Lyrics: one. To-gether as_ one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud. Clap... Sim...

Chords: G/B (measures 51-52), G (measures 53-54)



55

Ce-lebrateech-oth - er yeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

59

Be kind to others and in - clude everyone, re - spect one an-oth-er, it's a job WELL DONE!

63

Oh, oh! (SHOUT IT OUT!) Oh, oh, oh! T, To - ge - ther. T,

66

T, To - ge - ther as one. To - ge - ther, T, T, To - ge - ther as



69

one. To - ge - ther, T, T, To - ge - ther as — one. To - ge - ther as —

D A G/B

72

one. O - N - E.

G



Mindfulness Assemblies

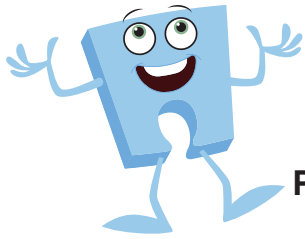
Introducing Jerrie Cat

These two assemblies can be used to introduce mindfulness, explain the purpose of Calm Me Time to the children, the reason for the inclusion of 'Pause Points' in Jigsaw lessons, and how Jigsaw Jerrie Cat and his big paws will help them pause and become more mindful.

Schools may wish to use these within the first few weeks of a new academic year, or when first introducing Jigsaw, the mindful approach to PSHE, in the school.

The two assemblies contain a story that is split into two parts to run across both assemblies so schools should run these in sequence.





Puzzle Assembly/Collective Worship: Being Me in My World

Title: Why do we do Calm Me time? - Song: Together As One

Resources: PowerPoint slideshow of the Jigsaw Friends Story- Part 1

PowerPoint slide showing a Jigsaw Chime

Jigsaw Chime

Jigsaw song : 'Together as One' (track with children singing, or backing track or played on the piano as appropriate)

Lyrics of 'Together As One' displayed

Jigsaw Friends

Stimulus (focus for reflection): Show the PowerPoint slideshow of the Jigsaw Chime as the children are entering the assembly space.

If the children are used to Jigsaw ask them if they recognise the chime from the photograph and ask them what they use it for in school. Share some of their ideas.

If Jigsaw is new in your setting, ask the children what the photograph is showing and what they think they might use the chime for in school.

Explain that today's assembly is going to help everyone understand why the chime is an important part of school and in particular their Jigsaw lessons. (If the children have not been introduced to the Jigsaw Friends, the assembly lead may wish to show the children the friends at this point, maybe one child could introduce each friend, in sequence from Jigsaw Jenie up through the year groups, by reading out their names and saying which year group they will belong to. Let the children know that collectively the Jigsaw friends are known as The Jiggies).

Calm me: Sound the Jigsaw Chime and invite everyone to listen intently until they can no longer hear the sound. Ask everyone to close their eyes, and sound the chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room. Although the chime was only sounded twice, ask the children to say how they felt when they were listening to it. Share some of their ideas and draw out the calming aspect of the chime.

Help me think about: Explain that today's assembly is about the chime and why it isn't a musical instrument, but instead is going to be used in Calm Me; a special time in their Jigsaw lessons where everyone will learn to relax their bodies and minds, and be peaceful.



Puzzle Assembly Plan: Read the Jigsaw Friends Story - Part 1, and show the accompanying Powerpoint illustrations.

Jigsaw Friends Story – Part 1

Slide 2

One day, Jigsaw Jem called all of the Jigsaw Friends together for a meeting. Jem asked all the friends to sit in a circle, just like the children did in Jigsaw lessons. All the Jiggies (that's what they called themselves) wondered why Jem had called them to a meeting and they chattered amongst themselves wondering what the reasons might be.

Jem called the meeting to order and said, "Jiggies, I have been wondering about something for a long time now, and I need your help to solve a problem."

Jack said excitedly, "Great, we're good at solving problems, what can we help you with?"

"Well...", replied Jem, "I've been thinking about the Jigsaw Chime the children use in their classes...there is something more we could be doing with Calm Me Time...but...I can't quite work out what that might be?"

All the Jiggies looked very puzzled, they didn't know what Jem was trying to say.

Jaz spoke up, "We're not sure what you mean Jem? All the children seem to like Calm Me Time and the Jigsaw Chime. What more is there?"

Slide 3

Jenie said, "Before we carry on with the meeting, can I ask a question?"

All the Jiggies nodded and Jenie continued, "As you know I learn with the youngest children in the school and if I'm honest I'm not sure why we use the chime at all. What is it for?"

Jem asked the Jiggies if they could answer Jenie's question. They chatted to each other to try and find the answer.

Slide 4

Jaz said, "It helps the children learn to be calm."

Jo said, "It is peaceful."

Jino said, "It makes my ears tingle."

Jenie thanked them for their answers but said, "Yes I know that, but WHY do we use the chime and do Calm Me Time?"

All the while Jez had been looking thoughtful. "I think I know what you are asking, Jenie. Can I ask you a question?"

Slide 5

Jenie nodded and Jez asked, "Imagine that Jack has promised to play with you at breaktime, but he doesn't show up and you have to spend the playtime on your own. What would you think?"

Jenie replied, "Well I'd be very surprised because Jack always keeps a promise, so I might be a little bit worried that he hadn't met me like he said he would."

Jez asked the other Jiggies what they might think if Jack hadn't shown up for them.

Jem said, "Well I'd be disappointed that Jack had broken a promise."

"OK", said Jem, "So how might that make you feel...?"

Jenie explained about feeling scared that something might have happened to Jack, and Jem explained about maybe feeling grumpy with Jack.

Jez asked, so how might you treat Jack the next time you saw him. Jem replied, "I'd be a bit 'off' with him I think. I don't like it when people break their promises."

Jack suddenly started jumping up and down to get all the Jiggies attention. "Hold on a minute, this doesn't seem very fair" he exclaimed. "I might have had a real reason why I couldn't play with Jenie, it would be unfair of you Jem if you got cross with me. Perhaps I decided to stay in and help someone with their learning, or maybe I accidentally forgot."

Jez suddenly jumped up, did a little jig and said, "And that's why we have Calm Me Time! Do you get it?"

All the Jiggies looked more confused than ever and shrugged their shoulders.



Slide 6

Jez explained, "When we use the chime it helps us relax our bodies and calm our minds down. We can use our breathing to help us calm down.

Sometimes we get thoughts in our heads that make us feel worried, or cross, or angry, or sad. Sometimes these thoughts get so BIG they make us behave in an unhelpful way.

So, if we can put a PAUSE in our thoughts and feelings, we can stop and think before we behave in a way that isn't helpful.

If Jem was feeling cross with Jack he might fall out with him, even though it wasn't really Jack's fault he didn't show up. And Jenie might be worried about Jack for no reason. If they both did Calm Me when the thoughts and feelings started to get BIG, it would help them not to worry or be cross. So, we use the Jigsaw Chime and our special breathing to practice calming down."

Slide 7

All the Jiggies looked very impressed with Jez.

"Is the chime magic then, like Harry Potter?" Jo asked.

"I can see what Jez is saying," Jem replied. "It's not magic, but our brains are so clever and good at learning that the chime teaches our brains to help us stay calm. If we practice Calm Me Time enough our brains start calming us down without us even realising, every time our feelings or thoughts get too BIG."

"Oh, I get it now," Jo nodded. So, we don't ALWAYS need a chime to practice Calm Me Time then? Sometimes we can just imagine the chime, or a calm picture, or start slowing our breathing down so our brains take over and calm us down. That is bit like magic really!"

Jem said, "And that's what I was trying to say right at the start of this meeting. I said there was something we were not doing with Calm Me Time. I've worked it out now by everything we've talked about. We need to practise it...but in a different way so we get used to doing it without a chime..."

The Jiggies stopped and wondered....what could that way be? Have you got any ideas?

We'll find out what the Jiggies decide next time...

Ask the children if they understand how the Jigsaw Chime and Calm Me Time work from the Jigsaw Friends' story.

Repeat the example in the story that thoughts lead to feelings, that lead to behaviour and Calm Me helps us put a PAUSE in that sequence so we have time to relax, think without reacting unhelpfully. It may be helpful to ask for some children to model this with the Jigsaw Friends as you/ they are explaining, asking what each Friend is thinking and feeling and how that might result in unhelpful/ unfair behaviour.

Ask the children to share with a Talking Partner if they can think of any times when they might get BIG feelings that are difficult to manage when they could try to use Calm Me Time. Can they think of examples when thoughts might lead to feelings that could lead on to unhelpful behaviours? Share some of the children's ideas.

Help me reflect: Sound the Jigsaw Chime and invite the children to close their eyes and breathe gently and deeply, listening to the sound of the chime as it fades away.

In this moment of stillness ask everyone to think of a time where they could use Calm Me to help them pause and be still. Maybe they could use it when they are feeling worried or anxious about something? Or perhaps when they have fallen out with a friend or are finding a piece of learning difficult? Maybe they could use it at home? Invite the children to think of an example that is relevant to them and to keep the idea in their heads.

[Settings with a particular religious character/faith/denomination may wish to use an appropriate prayer or act of worship at this point.]

Closing the assembly

Play 'Together As One' again as the children leave the assembly space.



Being Me in My World

Jigsaw Chime PowerPoint Slide 1 - Assembly all years

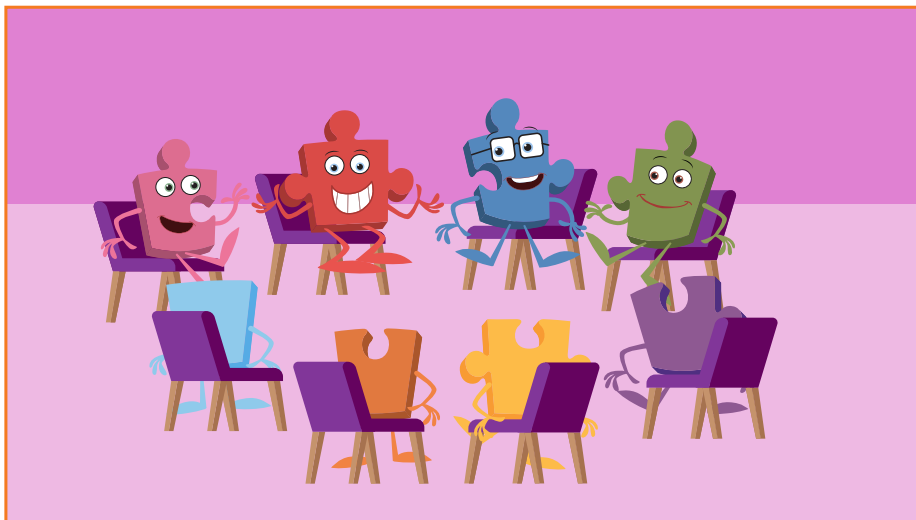


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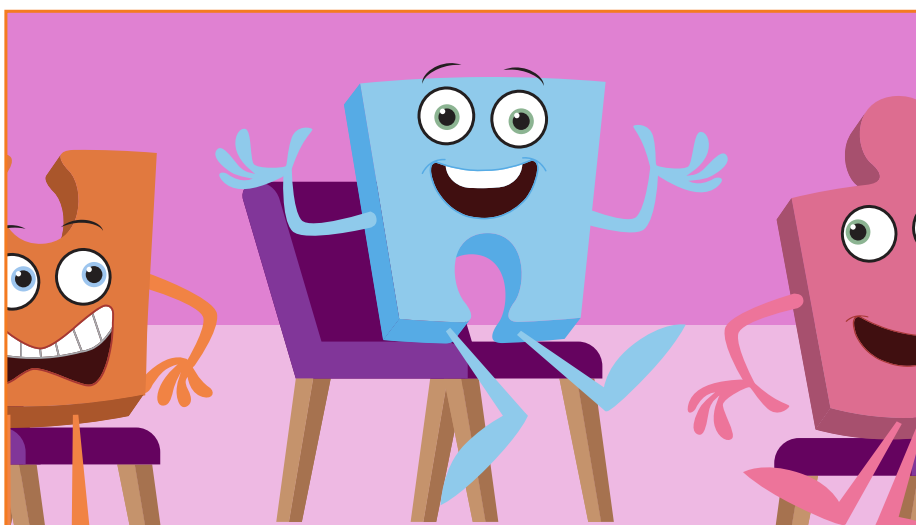
Being Me in My World

Why do we do Calm Me Time PowerPoint - Assembly all years

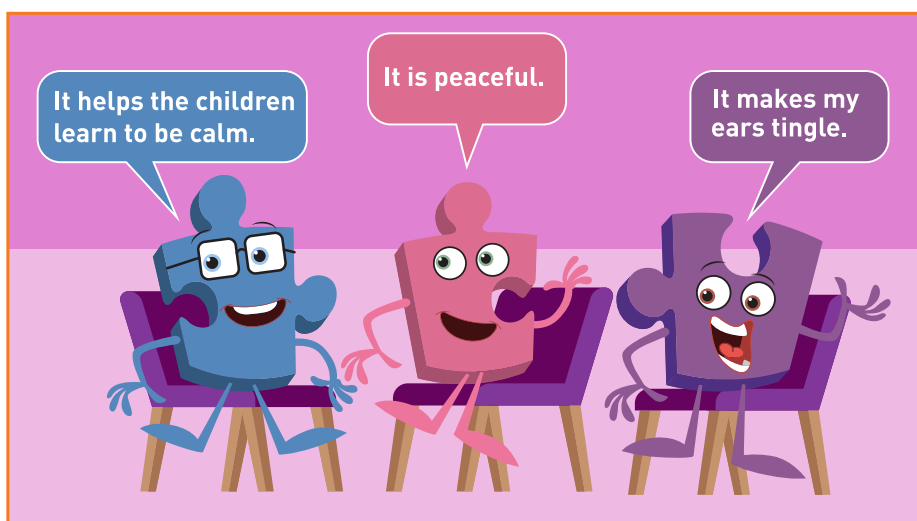
Slide 2



Slide 3



Slide 4



Being Me in My World

Why do we do Calm Me Time PowerPoint - Assembly all years

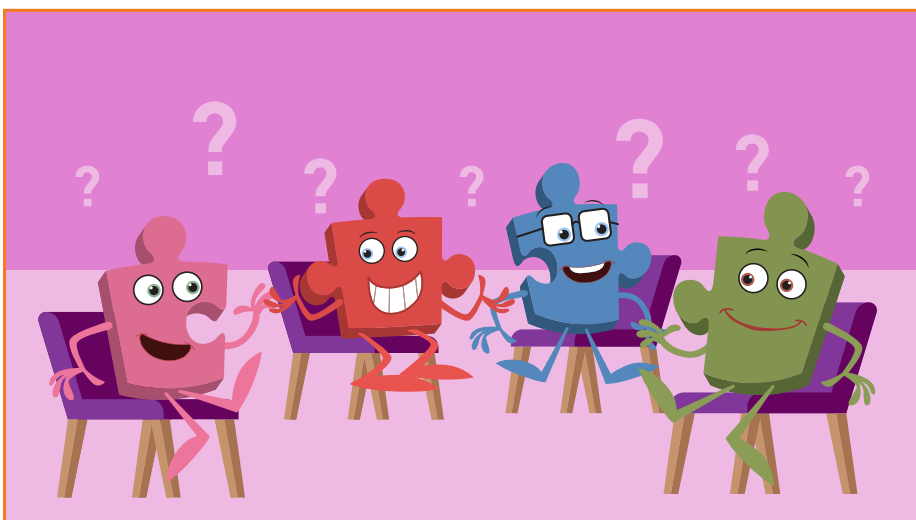
Slide 5



Slide 6



Slide 7





Puzzle Assembly/Collective Worship: Being Me in My World

Title: Introducing PAUSE POINTS and Jigsaw Jerrie Cat - Song: Together As One

Resources: PowerPoint slideshow of the Jigsaw Friends Story- Part 2

PowerPoint slide showing Jigsaw Jerrie Cat

Jigsaw Chime

Jigsaw song: Together as One (track with children singing, or backing track or played on the piano as appropriate)

Lyrics of Together As One displayed

Jigsaw Friends

Jigsaw Jerrie Cat if you have one

Stimulus (focus for reflection): Show the PowerPoint slideshow of Jigsaw Jerrie Cat (the cat picture) as the children are entering the assembly space.

Calm me: Sound the Jigsaw Chime and invite everyone to listen very intently until they can no longer hear the sound. Ask everyone to close their eyes and sound the chime again. This time when the sound has faded ask everyone to think about the story from last time. What were the Jigsaw Friends trying to teach us about Calm Me Time? Ask the children to think of these images for a little while keeping the ideas in their heads, and when it feels right sound the Jigsaw Chime again. As the sound fades away ask everyone to open their eyes and bring their attention back to the room.

Help me think about: Explain that in today's assembly we are going to hear the next part of the Jigsaw Friends' story. Can the children remember the question we were left with at the end of Part 1?

Puzzle Assembly Plan: Read the Jigsaw Friends Story - Part 1, and show the accompanying Powerpoint illustrations.

Jigsaw Friends Story – Part 2

Slide 2

The Jiggies sat and pondered...nobody could seem to think of an idea to practise being calm without a chime.

Jem asked, "Has anyone had any ideas yet?"

Jaz hesitated and then said, "Well I've heard some children saying that having a pet can help people. Some children can't have pets so do you think we could get a pet that everyone can share?"

Jack got very excited, "Yeah we could get a crocodile! That would be cool!"

Jino suggested an elephant and Jo said a tiger.

"Nice ideas," Jem said, "but those animals aren't really the type of pets that will help keep the children calm are they? Can you imagine a tiger or a crocodile loose in the school, let alone an elephant! What would the teachers say? Imagine the mess! But, how about a cat?"

Slide 3

"What's so special about a cat?" Jez asked, looking a little disappointed that they weren't going to get an elephant.

"Well, they can be very good to talk to, and nice to pet and stroke." Jem replied. "That's calming."

"I think a dog would be better" Jenie said. "Dogs are fun and you can teach them tricks."

"I agree Jenie," Jem said, "but dogs take a lot of looking after and need a lot of time to keep them exercised and healthy. We are so busy in school we wouldn't have the time."

"But don't cats still need looking after?" Jo asked.

"They do, but as long as they have plenty of space, are given nice food and are kept safe from busy roads they exercise themselves, so they are easier to look after in some ways, compared to a dog. Jem replied. "Whatever animal we choose, we have to make sure that we can look after it properly or it wouldn't be fair. Also, I know a place where there are cats that need re-homing."

"What's re-homing?" said Jenie.

"Sometimes people have to give up their pets for all sorts of reasons, or the animals are strays and have never had a home. This place I know takes in cats and then finds them forever homes.", explained Jem.

"Oh, let's go now" Jack said bouncing up and down again excitedly.

Slide 4

Jem led the Jigsaw Friends into town and into the nearest cat re-homing centre. The lady behind the front desk gave the Friends a quizzical look, it wasn't every day that a set of live Jigsaw pieces walked in.

Peering over the desk she asked, "How can I help you?"

"We've come to re-home a cat" Jino said hopping up and down with excitement, "For all the children in our school."

"Oh, that's splendid" the lady said, "but before we can go ahead we will need to take some details to make sure that the cat is going to a good home."

It seemed to take ages. The lady asked so many questions, but it made the Jiggies realise that having a pet is a big responsibility and there were lots of things to think about. Eventually the lady led them into a small room with three windows raised off the ground. She explained that the cats looking for a home were in their own special enclosure and they would be able to see them through the windows. On each window there was some information about the cats.

Slide 5

The Jiggies peered into the first window but they couldn't see a cat.

"This one's empty." Jez said sounding disappointed.

They walked up to the second window and looked in. Behind it were three ginger kittens but the information on the window said, "Need to be re-homed together."

"Oh, that's sad" Jem said, "We can't look after three cats, they will need to go to a home with a lot of space. I'm sure they will find a family soon though."

They moved on to the third window and saw a beautiful grey and white cat. "Oh, this one is lovely!" exclaimed Jino.

"Yes, but the information said it is frightened of children, so it wouldn't be fair to take it to school." Jaz said. "This is hopeless!"

"I can feel a BIG feeling, coming." Jo said, "And I don't like it! I'm feeling very disappointed and that's making me upset."

"Quick do a Calm Me Time." said Jem.

The Jiggies started to walk out of the little room, practising their breathing and trying their best to stay calm and not let the sadness they were feeling get too big. As they passed by the first window again, this time there was jet-black cat looking down at them. It had both paws up against the window and it made them stop and PAUSE.

Slide 6

Jem said, "Oh look everyone, there was a cat in this one after all. Look he has made us stop and PAUSE. It's like his paws are saying PAUSE!" All the Jiggies laughed at the joke, and the sad feeling went away.

Jez looked up at the information on the window and read it out. The notice said, "My name is Jerrie. I would love to be re-homed with children. I am a very quiet cat and very gentle, but I also like to play games sometimes like chasing a piece of string."

All the Jiggies looked at each other, They had found their Jigsaw cat. Jerrie was perfect.

"What made you choose Jerrie?" the lady asked them.

"Well we were looking for a cat to help the children practise their Calm Me Time." Jem said. "He showed us his paws which made us PAUSE. That means when Jerrie shows us his paws in school we can practise Calm Me without needing the Jigsaw Chime."

The lady didn't really understand about Calm Me Time, but nodded to pretend she had understood.

Slide 7

A few days later the Jiggies collected Jerrie Cat and took him back to the school to be in his forever home. Welcome Jigsaw Jerrie!

Show the children the picture of Jigsaw Jerrie again. Explain that in Jigsaw lessons the teachers will sometimes ask everyone to PAUSE. When the teacher does that, the children need to make a 'paws' symbol with their hands, like Jerrie reaching up to the window? Ask the children to show you their PAUSE hands.

When the teacher asks everyone to PAUSE, they need to close their eyes (if that is comfortable for them), and then listen to what the teacher asks.



The teacher will ask them:

“What are you thinking now?”

“What are you feeling now?”

The children need to do what the teacher asks and keep their ideas in their heads. It only takes a few seconds. This is another type of Calm Me Time, that they can use to help them whenever they need to PAUSE.

Slide 8

Practise this once by saying PAUSE, the children make the PAUSE hand sign, close their eyes if they choose to do so, and then ask the two questions.

“What are you thinking now?”

“What are you feeling now?”

Ask the children if they can remember what to do when the PAUSE points happen in Jigsaw lessons?

Can they think of some situations where thoughts might lead to BIG feelings, where a PAUSE point might help? Share some of the children's ideas.

Help me reflect: In this moment of stillness explain that we have different types of Calm Me Time that can help us when we feel sad, angry, or worried. These are Calm Me Time with the chime, using Pause Points and we can also use Calm Me Time without the chime just by practising our breathing or imagining calm pictures in our heads. Ask the children to imagine them using Calm Me to help them manage a time when they might be worried, sad or angry. Can they picture in their heads the Calm Me Time working and making them feel better and calming the BIG emotions down?

Thank the children for their participation.

[Settings with a particular religious character/faith/denomination may wish to use an appropriate prayer or act of worship at this point.]

Closing the assembly

Play ‘Together As One’ again as the children leave the assembly space.

Jigsaw Jerrie Cat is available to purchase on the Jigsaw online shop and may be an asset in the classroom to signify **Jigsaw Jerrie Cat** is available to purchase on the Jigsaw online shop and may be an asset in the classroom to signify Pause Points and/or to use as a comforter for children who need support or time out to calm down, or have a Calm Me Time to regulate their emotions.

www.jigsawpshe.com

Being Me in My World

Jerrie Cat PowerPoint Slide 1 - Assembly all years



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Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

Slide 2



Slide 3



Slide 4



Being Me in My World

Introducing PAUSE POINTS and Jerrie Cat PowerPoint - Assembly all years

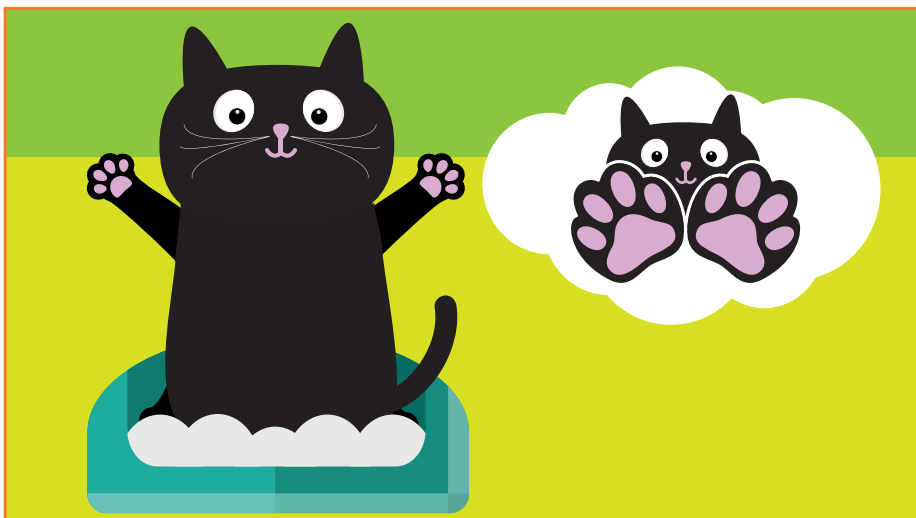
Slide 5



Slide 6



Slide 7



Puzzle 1

Weekly Celebration 1

This week we are celebrating people who:
Help others to feel welcome



Puzzle 1

Weekly Celebration 2

This week we are celebrating people who:
Try to make our school community a better place



Puzzle 1

Weekly Celebration 3

This week we are celebrating people who:
Think about everyone's right to learn



Puzzle 1

Weekly Celebration 4

This week we are celebrating people who:
Care about other people's feelings



Puzzle 1

Weekly Celebration 5

This week we are celebrating people who:
Work well with others



Puzzle 1

Weekly Celebration 6

This week we are celebrating people who:
Choose to follow the Learning Charter



Being Me in My World

Sample Whole-school Learning Charter

Our Learning Charter

↻ Rights

We have the right to:

- Learn
- Be respected and treated fairly
- Be heard
- Feel safe

↻ Responsibilities

We have the responsibility to:

- Allow others to learn
- Respect others and treat them fairly
- Listen to others
- Keep others safe

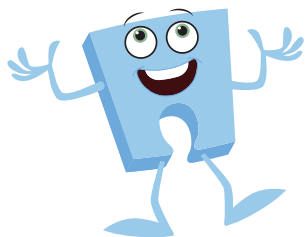
↻ Rewards

- Praise
- Sticker
- Choice activity box
- Visit another teacher
- Class certificate
- Postcard home
- Head Teacher award

↻ Consequences

- Reminder
- Warning
- Time out in class
- Loss of privilege
- Time out in another class
- Parents/Carers informed
- Sent to Senior Leader





Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 1 - Who... Me?!

Learning Intention/s: I understand how it feels to belong and that we are similar and different.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	(whole class) Hot Potato-style game - say their names as quickly as they can. Sing the Jigsaw Song: 'Together As One'.
	Help Me Learn	Introduce Jigsaw Jenie and explain that when they are holding it then it is their turn to share and everyone else will listen. Empty a brightly covered box holding an assortment of toys from the classroom on to the floor. Give children a chance to chat to their neighbour about the ones they like and why. Pass Jigsaw Jenie round and children to share their name again and which toy is their favourite and why. Questions: Have you ever seen any of these toys before? Do you have any that are the same or a bit different?
	Let's Think	Just like these toys were all different, so are you: you are UNIQUE (check understanding and if needed explain meaning). But they are the same because... (see if anyone knows why). They are all toys and you are all members of (school name and class name). So in some ways we are the same but in others we are different. That is what makes the world/school a wonderful place to be. Jigsaw Jenie is a UNIQUE Jigsaw Friend.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Some of the toys that were in the box should be made available for the children to explore independently		Bubble-ups during 'Interest Me' and 'Help Me Learn' Communication and language - listening and attention Communication and language - understanding Communication and language - speaking	Send home address label stickers for parents to record what activities they like to play with at home (these can be added to the display or put in their Learning Journey folders)
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Teacher/TA to provide support to encourage children to identify a toy that they would like to play with	Jigsaw Song sheet: 'Together As One' Jigsaw Jenie Decorated box and an assortment of toys (from inside and outside learning environments) Jigsaw Jerrie Cat Jigsaw Chime	Take photos of the children playing with a toy or in an area they like. Children to write own name (with support if necessary) and adult to record the reason why they like it	Outside toys from main session to be available



Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 1 - Who... Me?!

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

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

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

Characteristics of effective learning

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

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

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



Calm Me time in Foundation 2

Jigsaw PSHE is the mindful approach to PSHE. Throughout every year group, at the beginning of each lesson (Piece) there is a Calm Me time, which is designed to teach children techniques to relax their bodies and calm their minds. This is being used to great effect and impacting positively on children's ability to concentrate, to connect well with each other and most importantly to be more aware of and better able to manage their feelings and thought processes.

We firmly believe that the sooner children are introduced to these techniques, the more second nature they become and the more helpful the impact on their capacity to learn.

Introduction

As the experience of quietness, stillness and being calm tends to be alien to many children, we strongly advise taking plenty of time to prepare them, to lead them gently to the Calm Me scripts that follow.

It may need weeks of practice just to be able to breathe in through the nose and out through the mouth, and to gain an awareness of this happening in the moment. This will be accompanied by practising sitting next to someone, possibly in a circle and listening.

Each of these skills needs to be built before the Calm Me scripts below can be used for the desired effect.

Then the Chime might take some getting used to. Children love this but will need to be helped to listen to it again and again, once a day maybe, over a period of weeks, listening to it sounded just once and listening until the sound disappears completely. In itself this centres the child's attention and awareness and enhances their concentration skills, but more than that, it gives him a sense of quiet, calm and peace.

Further to this, it is also worth remembering that further preparation may well be needed so that children are able to use their imaginations to visualise the pictures in the later scripts. If they have never been to the beach on a summer day and felt the sand between their toes or the water lapping round their ankles as they paddle, how will they be able to call these experiences to mind in a visualisation?

So preparing them by giving them the experience in school or setting, to dip their toes in water, their toes and fingers in the sand tray would be essential. Adding seagull noises and seashells to touch and feel, enhance this experience so that when they are asked to imagine a sandy beach, they have experience to draw on.

So, when using the Jigsaw Calm Me scripts, please take time to read them well ahead of time in order to provide children with the experiential opportunities they need in order to fully embrace the Calm Me times.

The scrips are deliberately repetitive so children get used to the routine of the practice and they are progressive from September to July.





Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 1

Being Me in My World

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

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

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie has a special Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

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

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

Can they try this with their eyes closed?

Does this feel different?

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

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

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

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

Practise as many times as the children can manage.

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

How do they feel?

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

This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Together As One

(Being Me In My World)

T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

CHORUS

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS



Together As One (Being Me In My World)

First system of musical notation (measures 1-4). The key signature is D major (two sharps). The time signature is 4/4. The notation includes a vocal line (treble clef) and a piano accompaniment (grand staff). The piano accompaniment features a bass line with eighth notes and a treble line with chords. Chord labels are provided below the piano staff: D, A, G/B, D/A, and A/E.

Second system of musical notation (measures 5-8). The notation continues the vocal and piano parts from the first system. Chord labels are provided below the piano staff: D, A, G/B, D/A, and A/E.

Third system of musical notation (measures 9-12). The vocal line includes the lyrics: T - O - G - E - T - H - E - R,. The piano accompaniment continues with the same chord progression. Chord labels are provided below the piano staff: D, A, G/B, D/A, and A/E.



13

T - O - G - E - T - H - E - R, T - O - G - E - T - H - E - R.

17

T, To-ge-ther. T, T, To-ge-ther as one. To-ge-ther, T,

20

T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

23

one. To-gether as one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud.



27

Ce - le-brate each-oth - er yeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!)

F# F# F# E

30

Oh, oh, oh! T, To-ge-ther. T, T, To-ge-ther as one. To-gether, T,

D A G/B

34

T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

D/A D A

37

one. To-gether as one. O - N - E. Be kind to oth-ers and in - clude ev-eryone, re -

G/B G D D



41

musical score for measures 41-44

Lyrics: spect one an-oth-er, it's a job WELL DONE! Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

Chords: F# (measures 41-42), F# E (measures 43-44)

45

musical score for measures 45-47

Lyrics: T, To-ge-ther. T, T, To-ge-ther as one. To-ge-ther, T,

Chords: D (measures 45-46), A (measure 46), G/B (measure 47)

48

musical score for measures 48-50

Lyrics: T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

Chords: D/A (measure 48), D (measures 49-50), A (measure 50)

51

musical score for measures 51-54

Lyrics: one. To-gether as one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud. Clap... Sim...

Chords: G/B (measures 51-52), G (measures 53-54)



55

Ce-lebrateech-oth - eryeah, yeah we'reproud. Oh, oh! (SHOUTITOUT!) Oh, oh, oh!

59

Be kind to othersand in - clude everyone, re - spect one an-oth-er, it's a job WELL DONE!

63

Oh, oh! (SHOUTITOUT!) Oh, oh, oh! T, To - ge - ther. T,

66

T, To - ge - ther as__ one. To - ge - ther, T, T, To - ge - ther as__



69

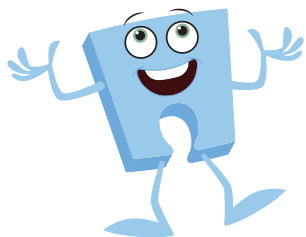
one. To - ge - ther, T, T, To - ge - ther as — one. To - ge - ther as —

D A G/B

72

one. O - N - E.

G



Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 2 - How am I feeling today?

Learning Intention/s: I can start to recognise and manage my feelings.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after the lesson plan) to help the children learn how to enjoy a Calm Me time
	Interest Me	Sing the Jigsaw Song: 'Together As One'. (Whole class) Assortment of photos on floor with 4 emotions. Happy, sad, angry and excited. Children to work together to sort them into hoops.
	Help Me Learn	All these children have just started school for the very first time. Look at the photos and encourage children to name the emotion that they are feeling. Re-introduce Jigsaw Jenie and recap rules of holding him. Pass Jigsaw Jenie round and children to share "I was happy when..." I was angry when..." etc. Questions: Why do you think these children are feeling happy/angry/excited/sad, etc?
	Let's Think	If you are feeling sad/angry, what could you do to feel better? Discuss strategies with class. Explain that we all have a job as part of the _____ class to be kind friends. Introduce the phrase, "If you see someone without a smile, give them one of yours." Play a game of 'Pass the smile' around the circle.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
4 hoops made available for sorting pictures independently		Bubble-ups during 'Interest Me' and 'Help Me Learn' Cross curricular links - maths, Understanding the world, Literacy, Communication and language	I feel happy when.../I feel sad when... Children to draw and attempt to write (mark/make recognisable letters/applying phonics) what makes them happy/sad
Adult-led/directed activities	Resources	Display ideas	Outside Learning
With a group of children, encourage children to take photos of each other with their biggest smile	Jigsaw Song sheet: Togethyer As One Jigsaw Jenie 4 hoops Emotion photos Jigsaw Chime	In the shared area/classroom display the children's photos with a "Welcome to ..." sign	Mirrors outside for children to explore making the different emotions on their faces



Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 2 - How am I feeling today?

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

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

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

Characteristics of effective learning

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

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		1
4		

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



Calm Me Script - Year F2 (Reception) - Piece 2

Being Me in My World

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

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

There may be things you choose to work on specifically to help your children achieve the goal of being able to enjoy Calm Me time as a group.

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie has a special Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

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

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

Can they try this with their eyes closed?

Does this feel different?

Can one of the children sound the Chime and everyone else practise listening until the sound has gone into the distance?

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

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

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

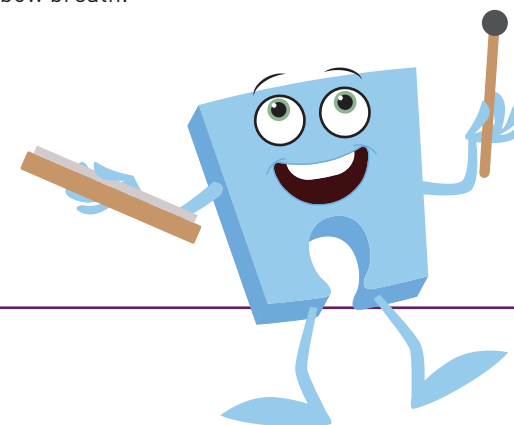
So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

Practise as many times as the children can manage.

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

How do they feel?

Can they use words like calm, peaceful and quiet?





Together As One

(Being Me In My World)

T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R
T - O - G - E - T - H - E - R

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Everybody stand up, let's sing it loud,
Celebrate each other yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

CHORUS

T, together,
T, T, together as one.
Together,
T, T, together as one,
Together,
T, T, together as one.
Together as one O-N-E.

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS

Everybody stand up, let's sing it loud,
Celebrate our difference yeah, yeah, we're proud.
Oh Oh (Shout it out!)
Oh Oh Oh!

Be kind to others and include everyone,
Respect one another,
It's a job well done.
Oh, Oh (Shout it out!)
Oh Oh Oh!

CHORUS



Together As One (Being Me In My World)

First system of musical notation (measures 1-4). The key signature is D major (two sharps) and the time signature is 4/4. The notation includes a vocal line (treble clef) with whole rests, a piano accompaniment (grand staff) with chords and a bass line, and chord labels: D, A, G/B, D/A, A/E.

Second system of musical notation (measures 5-8). The notation continues the piano accompaniment with chords and a bass line, and chord labels: D, A, G/B, D/A, A/E.

Third system of musical notation (measures 9-12). The vocal line (treble clef) enters with the lyrics "T - O - G - E - T - H - E - R,". The piano accompaniment continues with chords and a bass line, and chord labels: D, A, G/B, D/A, A/E.



13

T - O - G - E - T - H - E - R, T - O - G - E - T - H - E - R.

17

T, To-ge-ther. T, T, To-ge-ther as one. To-ge-ther, T,

20

T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

23

one. To-gether as one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud.



27

Ce - le-brate each-oth - er yeah, yeah we're proud. Oh, oh! (SHOUT IT OUT!)

F# F# F# E

30

Oh, oh, oh! T, To-ge-ther. T, T, To-ge-ther as one. To-gether, T,

D A G/B

34

T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

D/A D A

37

one. To-gether as one. O - N - E. Be kind to oth-ers and in - clude ev-eryone, re -

G/B G D D



41

musical score for measures 41-44

Lyrics: spect one an-oth-er, it's a job WELL DONE! Oh, oh! (SHOUT IT OUT!) Oh, oh, oh!

Chords: F# (measures 41-42), F# E (measures 43-44)

45

musical score for measures 45-47

Lyrics: T, To-ge-ther. T, T, To-ge-ther as one. To-ge-ther, T,

Chords: D (measures 45-46), A (measure 46), G/B (measure 47)

48

musical score for measures 48-50

Lyrics: T, To-ge-ther as one. To-ge-ther, T, T, To-ge-ther as

Chords: D/A (measure 48), D (measures 49-50), A (measure 50)

51

musical score for measures 51-54

Lyrics: one. To-gether as one. O - N - E. Eve-ry-bo-dy stand up, let's sing it loud. Clap... Sim...

Chords: G/B (measures 51-52), G (measures 53-54)



55

Ce-lebrateech-oth - eryeah, yeah we'reproud. Oh, oh! (SHOUTITOUT!) Oh, oh, oh!

59

Be kind to othersand in - clude everyone, re - spect one an-oth-er, it's a job WELL DONE!

63

Oh, oh! (SHOUTITOUT!) Oh, oh, oh! T, To - ge - ther. T,

66

T, To - ge - ther as_ one. To - ge - ther, T, T, To - ge - ther as_



69

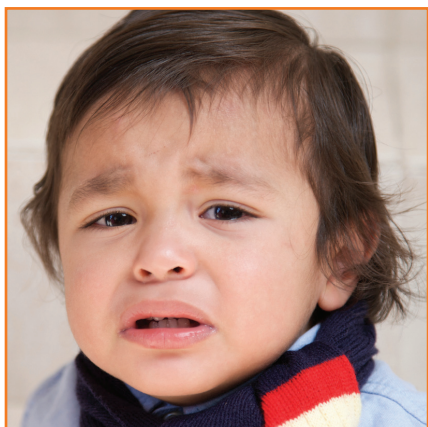
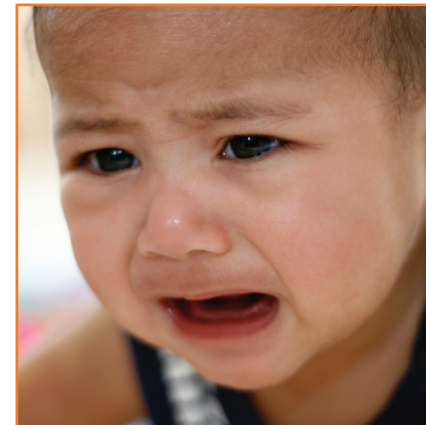
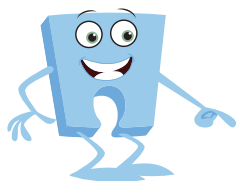
one. To - ge - ther, T, T, To - ge - ther as — one. To - ge - ther as —

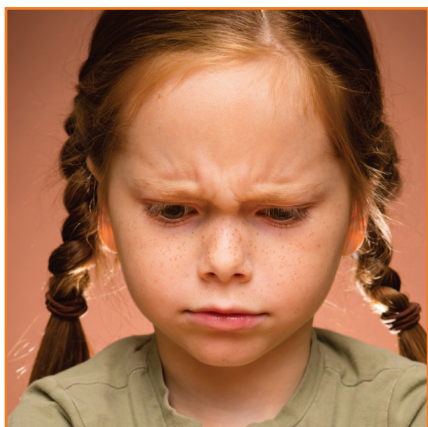
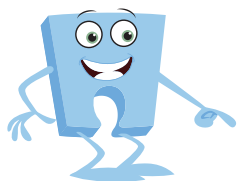
D A G/B

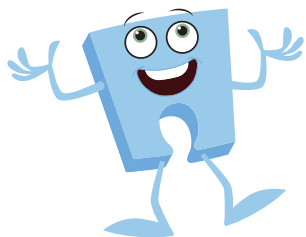
72

one. O - N - E.

G








Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 3 - Being at School

Learning Intention/s: I can work together and consider other people's feelings.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after the lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	Teacher/TA role play. They are playing independently and TA asks the Teacher to join in. Teacher refuses and says, "This is my toy and you can't play with it." He/she then leaves mess all over the floor and steps all over it rather than picking it up. TA says, "Oh dear, that's not very nice, is it? Now I am feeling sad."
	Help Me Learn	<p>Jigsaw Jenie asks the children what the problem is and what the solution could be. Children talk in pairs, discussing the problem and share with the group and then come up with some solutions. Reiterate that the children are now part of _____ school/class and they are all to work together to look after each other and their setting.</p> <p>Questions: How does it make you feel when someone won't share with you? Why should we look after our classroom?</p> <p>Introduce Jigsaw Jerrie Cat  Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and feel kindness for everyone in the class.</p>
	Let's Think	All work together to tidy up the mess and the adult times them. Share how long it took to tidy up and point out that when children work together as a team it's much more fun and jobs get done!

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
A range of toys available to encourage children to play alongside and with each other. Sound a bell or sing a song to signal 'tidy up time'. Adults have an opportunity to make assessment observations about which children are successfully meeting the LI and provide support and encouragement for those who are not		Bubble-ups during 'Interest Me' and 'Help Me Learn' Teacher/TA to take photos and record bubble-up observations in the adult-led activity Cross curricular links - Maths, Communication and language, Physical development	Encourage parents/carers to give their child a 'job' for the week, e.g. making bed, feeding the pet, laying the table, etc. and feedback how they got on
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Assortment of timers and challenges to do in one minute, e.g. in pairs, how many coins can you put in the money box? In pairs, how tall can you build a tower?	Assortment of toys Paper General mess Clipboards Timers Bell Police hats Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Assign two children the role of the 'Tidy Up Police'. Give them a clipboard with areas to check are tidy; they have to name two children who were doing excellent tidying up to be the Police next time	Team games



Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 3 - Being at School

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

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

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

Characteristics of effective learning

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

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1
		2
4		

Creating and Thinking Critically - thinking		
Having their own ideas	Making Links	Choosing ways to do things
	1	1
2		
		4



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 3

Being Me in My World

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

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

There may be things you choose to work on specifically to help your children achieve the goal of being able to enjoy Calm Me time as a group.

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie has a special Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

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

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

Can they try this with their eyes closed?

Does this feel different?

Can one of the children sound the Chime and everyone else practise listening until the sound has gone into the distance?

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

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

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

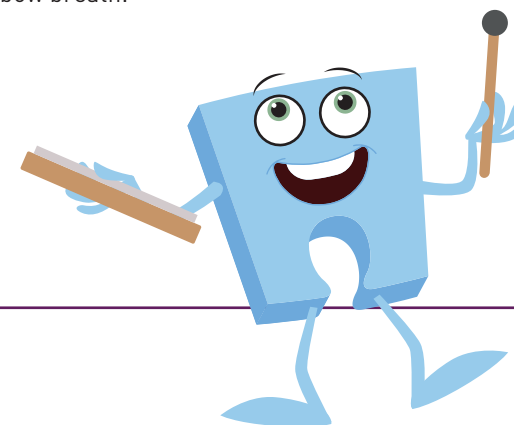
So breathe in a big and gentle breath through your nose and gently puff out your rainbow breath through your mouth.

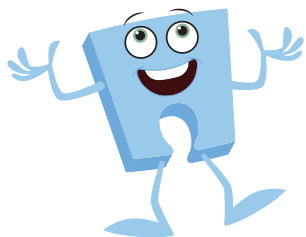
Practise as many times as the children can manage.

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

How do they feel?

Can they use words like calm, peaceful and quiet?





Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 4 - Gentle Hands

Learning Intention/s: I understand why it is good to be kind and use gentle hands.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after the lesson plan) to help the children learn how to enjoy a Calm Me time
	Interest Me	Sing the Jigsaw Song: 'Together As One'. TA to bring Jigsaw Jenie in saying they found him crying all by himself. Teacher asks, "What's wrong?" Jigsaw Jenie whispers in the teacher's ear. Teacher explains to the class that Jigsaw Jenie was playing outside with friends and someone wanted to join their game but Jigsaw Jenie said no and the other child kept asking and asking and then the Jigsaw Jenie hit him.
	Help Me Learn	<p>Explain to Jigsaw Jenie that the other boy was probably very sad and upset because he wasn't allowed to play, but Jigsaw Jenie should have used words and not hands. Share the book, 'Hands are not for hitting', or similar. Talk about each page and what is going on, apply to the children's experiences. Ask Jigsaw Jenie if he understands about using gentle hands and ask the children if they will give Jenie another chance to be nice when he is playing outside. We all make mistakes sometimes but can say sorry and find a better way to play.</p> <p>Questions: Have you ever been hurt by someone else? Have you ever got cross and hit someone? How does it feel if someone won't let you play or join in with their game?</p>
	Let's Think	What can we say or do when we feel ourselves getting angry? What if someone is hurting or annoying you? Children to discuss in pairs whilst an adult writes up their ideas. Introduce the phrase, "Please don't do that, I don't like it." Explain to the class that if anyone ever says that to them they have to stop immediately. Teacher models this by role-playing this with the TA. (Teacher note: When children are telling tales or having conflicts, always remind them to use their words and see if they can resolve fallings-out independently.)

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Adult to take photos of children doing kind/useful things with their hands for use on display, e.g. washing hands, drawing, etc.		Bubble-ups during 'Interest Me' and 'Help Me Learn' Links - Maths, Physical development, Communication and language, Literacy	Maths challenge: Find three things that are smaller than your hand and three things that are bigger. How many hands is your bed? Etc.
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Children do their hand prints on a piece of paper. TA to scribe what the children like to do with their hands best, e.g. hugging, painting, drawing, playing computer	Jigsaw Song sheet: 'Together As One' Book: 'Hands are not for hitting', by Martine Agassi or 'No Hitting, Henry', by Lisa Regan Jigsaw Jenie Jigsaw Chime Jigsaw Jerrie Cat	Communal area - Hands are not for hurting display. Display the paintings and photographs	Adult to take photos of children doing kind/useful things with their hands for use on display, e.g. digging in sand



Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 4 - Gentle Hands

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

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

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

Characteristics of effective learning

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

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

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



Calm Me Script - Year F2 (Reception) - Piece 4 - Ages 4-5

Being Me in My World

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

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

There may be things you choose to work on specifically to help your children achieve the goal of being able to enjoy Calm Me time as a group.

Start the Calm Me Time by showing children one of the calm pictures and helping them discuss what calm means. How does it feel to be calm, to have a calm body and a calm mind?

Which picture makes them feel the most calm?

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie has a special Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

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

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

Can they try this with their eyes closed?

Does this feel different?

Can one of the children sound the Chime and everyone else practise listening until the sound has gone into the distance?

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

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

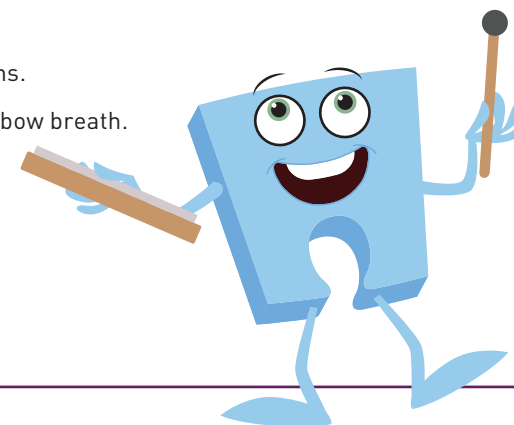
(As you practise this with children you can introduce them to visualising the colours of their rainbow breath as well.)

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

Practise as many times as the children can manage.

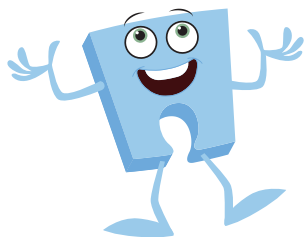
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel? Can they use words like calm, peaceful, and quiet?









Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 5 - Our Rights

Learning Intention/s: I am starting to understand children's rights and this means we should all be allowed to learn and play.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after the lesson plan) to help the children learn how to enjoy a Calm Me time
	Interest Me	Play a game of jailer and thief. A child is blindfolded and plays part of the jailer. Jailer sits in the middle of the circle and has a bunch of keys in front of them. The other children have to steal the keys away quietly without the jailer pointing in their direction. Play two or three rounds of this. After the game, discuss that it was OK to take someone else's things when we are playing a game all together, but would it be OK to take someone's things without asking? Discuss. We have a right for our things and ourselves to be safe.
	Help Me Learn	What other rights do we have? Discuss in talking partners. Refer back to previous sessions. Then show the pictures of rights, e.g. children looking at a book, playing outside, drinking water, etc. Play the 'What If' game. What if we were not allowed to play/sleep/eat/be warm/have friends? Teacher to write down all the ones that apply to school life. Questions: How would you feel if someone told you weren't allowed to? Would that be OK?
	Let's Think	Look at school rules/golden rules. What is the point of them? Why do we have them? What happens if we don't keep the school rules - how does it affect others? We all want to be happy and we can help each other to be happy with the things that we do. Sing 'If you're happy and you know it' - change the words to 'If you're happy and you know it give a hug/give a smile/help your friends/look after our toys', etc. Children can decide on the actions that will match the line.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Normal resources available - their right to have fun, play and explore		Bubble-ups during 'Interest Me' and 'Help Me Learn'. Learning stories focusing on behaviour, relationships with others, following rules and routines Links - Understanding the world, Physical development, Communication and language, Literacy	Make a poster about 'What is a RIGHT' talk. Adult to scribe or children to use/apply their phonics about WHY it is a right
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Food and drink-based learning task, making fruit punches or toast. Reiterate that it is their right to have healthy food and drink that will help them grow	Blindfold Keys Jigsaw Chime	'Our Rights' display will be added on to next session. Result will be a setting charter	Normal resources available - their right to have fun, play and explore



Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 5 - Our Rights

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

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

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

Characteristics of effective learning

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

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

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



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 5

Being Me in My World

There may be things you choose to work on specifically to help your children achieve the goal of being able to enjoy Calm Me time as a group.

As per last session, start the Calm Me Time by showing children one of the calm pictures and helping them discuss what calm means. How does it feel to be calm, to have a calm body and a calm mind?

Which picture makes them feel the most calm?

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

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie has a special Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

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

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

Can they try this with their eyes closed?

Does this feel different?

Can one of the children sound the Chime and everyone else practise listening until the sound has gone into the distance?

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

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

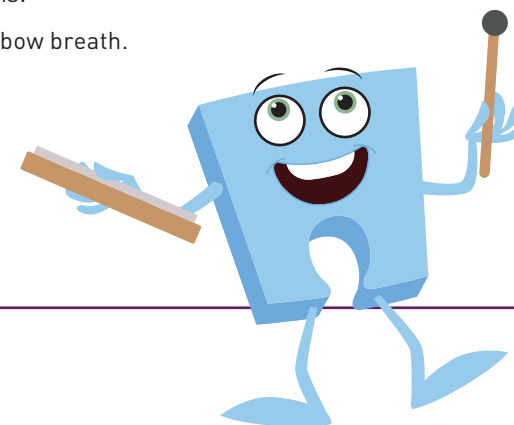
(As you practise this with children you can introduce them to visualising the colours of their rainbow breath as well.)

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

Practise as many times as the children can manage.

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

How do they feel? Can they use words like calm, peaceful and quiet?





Calm Me Time in Foundation 2 - Extra

Being Me in My World

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

Ask children to rub palms together and place them over their heart. Give yourself warmth in your heart. Now we are going to tell our bodies how much we love them. Place your hands on your toes and say,

"I love you toes".

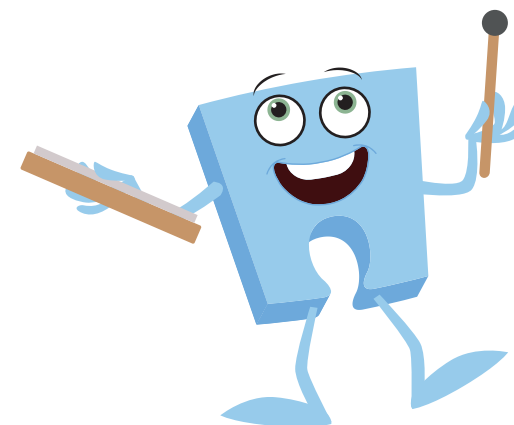
Move to your knees: "I love you knees".

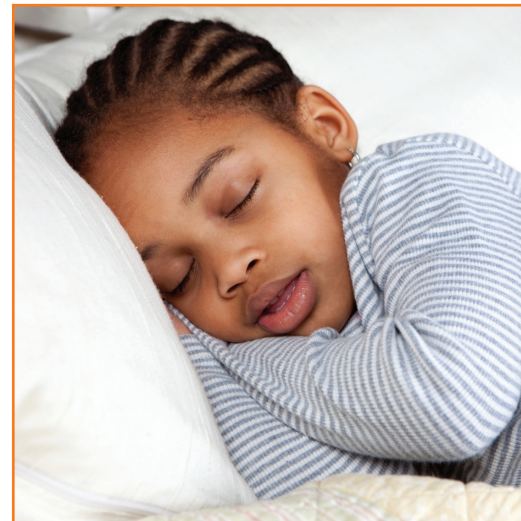
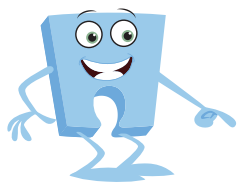
Move hands to shoulders: "I love you shoulders".

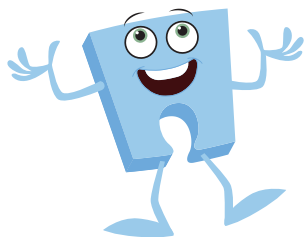
Move hands to cheeks: "I love you cheeks".

Now wrap your hands around your body, give yourself a warm hug. Think about how safe this hug makes you feel. Tell your body you love it: "I love you body".

Sound the Chime. Ask the children to listen until they can no longer hear it. This marks the end of Calm Me.








Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 6 - Our Responsibilities

Learning Intention/s: I am learning what being responsible means.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after the lesson plan) to help the children learn how to enjoy a Calm Me time
	Interest Me	Blindfold either TA/teacher, the other takes them round the classroom whilst chatting on their phone so doesn't tell them when there is a table coming up so they end up knocking into it (lots of communication will be needed beforehand!). The blindfolded adult pretends to get cross and says, "You are meant to be looking after me, you are responsible for keeping me safe but you are not." Activity is repeated with lots of care and communication this time. Explain afterwards that we all have responsibilities.
	Help Me Learn	<p>Look at last week's rights. Split children up into groups and talk about each right and what they could do to make sure they and others had those rights, e.g. right to be safe. Responsibility - tidy up the classroom, don't run in the hallways, play nicely outside, etc.</p> <p>Questions: How can we make sure that we are all safe/happy/learning in school?</p> <p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and feel safe.</p>
	Let's Think	Choose one of the rights and responsibilities that we are going to try and focus on for the rest of the day/week. Give every child a coloured cube for which they are responsible for a period of time.. They have to look after it and make sure they keep it with them. They are RESPONSIBLE for it. See how they got on after the time is up. Was it easy/hard? Why?

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Normal resources available: with the focus on their responsibility to ensure everyone is having fun and learning		Bubble-ups during 'Interest Me' and 'Help Me Learn' Learning stories focusing on behaviour, relationships with others, following rules and routines Links - Understanding the world, Physical development, Communication and language, Literacy	Ask the parents/carers to give the child something to be <i>responsible</i> for: a teddy/doll/robot for a day. Adults to feedback how they got on
Adult-led/directed activities	Resources	Display ideas	Outside Learning
'Dogger' by Shirley Hughes in book corner. Discuss responsibilities	Book: 'Dogger' by Shirley Hughes Cubes Jigsaw Chime Jigsaw Jenie Jigsaw Jerrie Cat	'Our Rights' display can be added to the Whole School Learning Charter	Normal resources available: with the focus on their responsibility to ensure everyone is having fun and learning



Puzzle 1: Being Me in My World - Foundation 2 - Ages 4-5

Piece 6 - Our Responsibilities

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

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

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

Characteristics of effective learning

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

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1
		2
4		

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



Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 6

Being Me in My World

As per last session, start the Calm Me Time by showing children one of the calm pictures and helping them discuss what calm means. How does it feel to be calm, to have a calm body and a calm mind?

Which picture makes them feel most calm?

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

Script

Everyone sitting in a circle, including the adults, explain to the children that Jigsaw Jenie has a special Jigsaw Chime that he wants to share with everybody. He has asked you to sound the Jigsaw Chime and so the children can listen until they can't hear the sound any more.

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

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

Can they try this with their eyes closed?

Does this feel different?

Can one of the children sound the Chime and everyone else practise listening until the sound has gone into the distance?

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

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

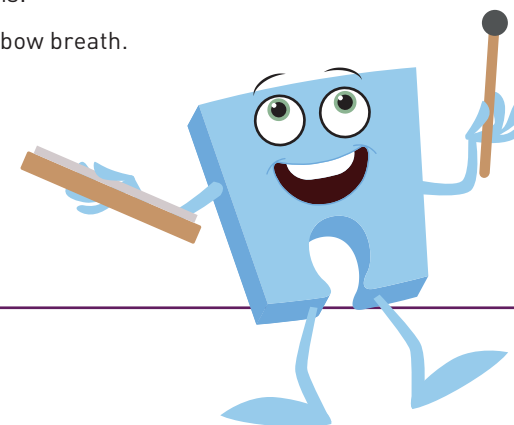
(As you practise this with children you can introduce them to visualising the colours of their rainbow breath as well.)

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

Practise as many times as the children can manage.

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

How do they feel? Can they use words like calm, peaceful and quiet?





Calm Me Time in Foundation 2 - Extra

Being Me in My World

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

Ask children to run palms together and place them over their heart. Give yourself warmth in your heart. Now we are going to tell our bodies how much we love them. Place your hands on your toes and say,

"I love you toes",

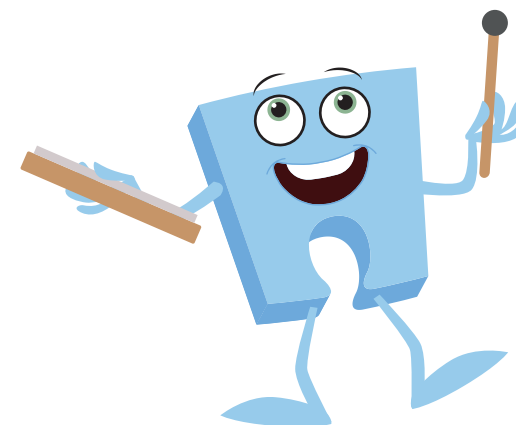
Move to your knees "I love you knees",

Move hands to shoulders "I love you shoulders"

Move hands to cheeks "I love you cheeks".

Now wrap your hands around your body, give yourself a warm hug. Think about how safe this hug makes you feel. Tell your body you love it "I love you body".

Sound the Chime. Ask the children to listen until they can no longer hear it. This marks the end of Calm Me.





Congratulations

Well done for your work in the
Being Me in My World Puzzle

I am proud that you

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



Congratulations

Well done for your work in the
Being Me in My World Puzzle

I am proud that you

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