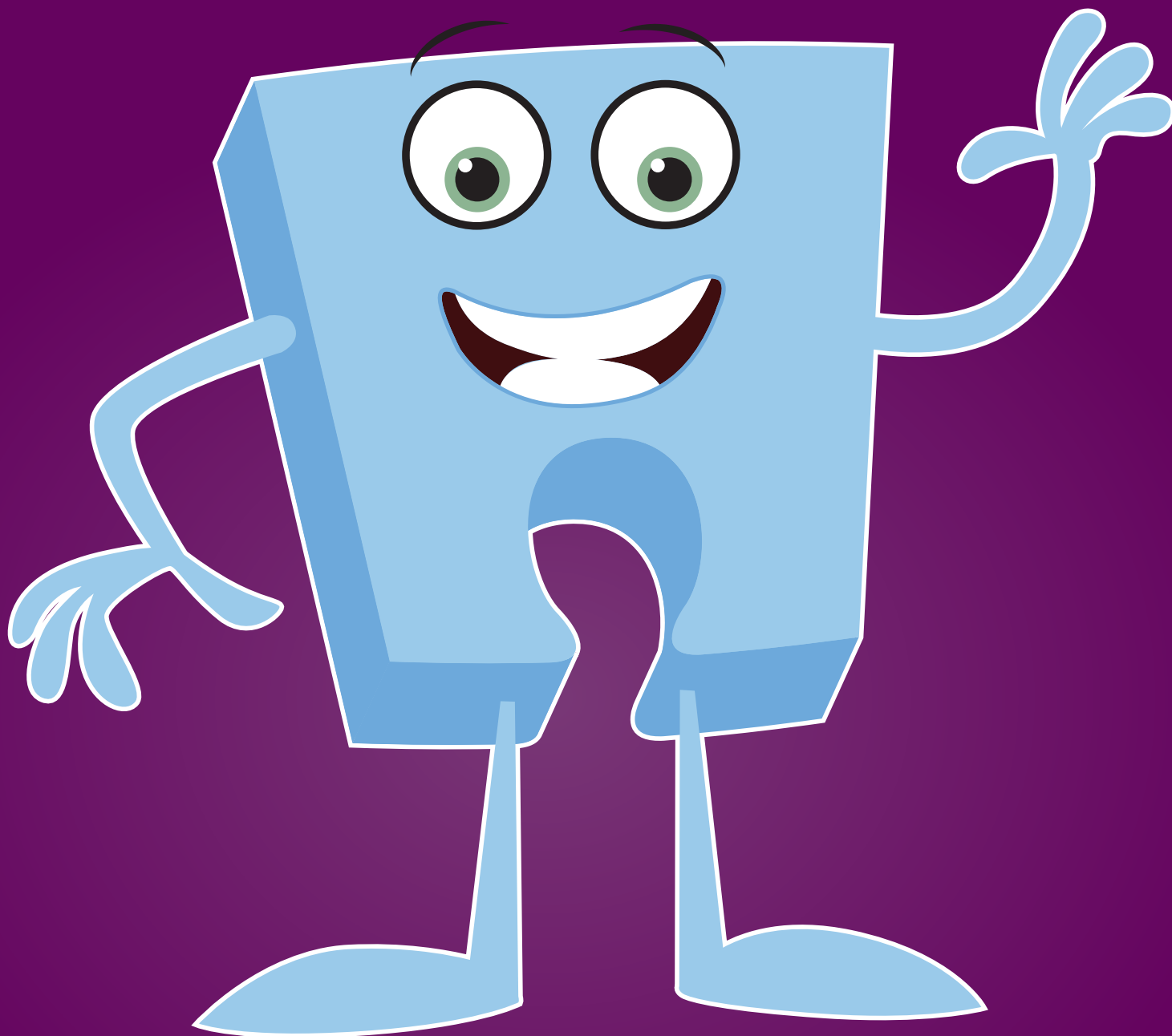


Jigsaw!

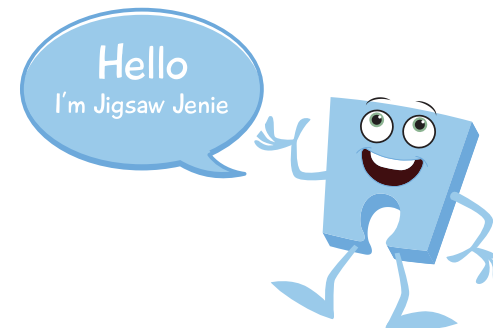
The mindful approach to PSHE



Changing Me - F2 (Reception)

www.jigsawpshe.com

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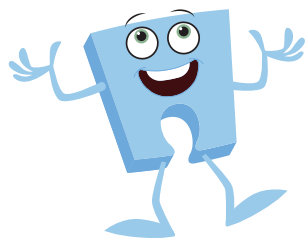
Changing Me

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

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change (see Piece 2)

Weekly Celebration	Pieces	Learning Intentions	Resources
Understand that everyone is unique and special	1. My Body	I can name parts of the body	Large paper big enough to fit the outline of a child on Post-its or labels of body parts Book: 'Look Inside Your Body' by Louie Stowell Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy	Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/less healthy activities/food 2 containers/hoops for sorting Magazines/food leaflets for child-initiated Paper Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults	Jigsaw Song sheet: 'A New Day' Book: 'Tell Me What It's Like To Be Big', by Joyce Dunbar Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1	Jigsaw Song sheet: 'A New Day' Book: 'The Huge Bag of Worries' by Virginia Ironside Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Book: 'The Very Hungry Caterpillar', by Eric Carle Box or bag for worries/looking forward to ideas Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1	Jigsaw Jenie Music Jigsaw Jerrie Cat Jigsaw Chime
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception	Paper A special box Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle Assembly/Collective Worship: Changing Me

Title: Changing Me - Song: A New Day

Resources: PowerPoint slide show of different ages. Age cards. Activity cards. Jigsaw song for Changing Me: A New Day - lyrics on whiteboard/ mp3 track with children singing/ or backing track or played on piano as appropriate.

Stimulus (focus for reflection): As the children enter the assembly space display the Powerpoint slide show of different ages.

Calm me: Begin by inviting the children to listen to the Jigsaw Chime until the sound fades away. As the sound gets quieter can they begin to practise their 4/6 breathing? Take gentle breaths in through their nose on a count to 4 and then gently out through their mouths to a count of 6. As they do this can they think of something they are looking forward to doing when they are older? Maybe this is going to a senior school, getting a dream job, learning a new skill or trying a new hobby? Ask the children to keep this image in their heads for a few moments. Sound the Jigsaw Chime after a few moments and then invite everyone to bring their focus back to the room.

Help me think about: Invite the children to share some of their ideas from Calm me. Explain that this term their learning within Jigsaw is called Changing Me and they will be thinking about growing up and the changes that brings.

Puzzle Assembly Plan: Ask for some volunteers to come and hold the Age cards at the front of the assembly space and explain the numbers represent different ages.

Now read out each of the activity cards and ask the children which age matches the activity. The children may come up with stereotypical ages for some of the activities, so the Lead practitioner should point out that some of them might match with several ages.

After the exercise thank the volunteers. Explain that some things we can only do when we are older, like driving because there are age limits, but other things can be done at any age, like learning something new. We also have to be careful not to assume somebody can or can't do something because of their age. This is called stereotyping. For example, some children have gone to University when they are only 8 or 9 years of age. Getting older is exciting because we can look forward to being able to do new things when we reach certain ages and as we learn more and more.

Display the lyrics for the Jigsaw song for Changing Me : A New Day and play the track (or ask the children to sing , if they know the song).

After the song invite the children to explain what they think the song means and share some of their ideas.

Help me reflect: In this moment of quiet invite everyone to think about the type of person they want to be when they are older. What do they hope to achieve? What are they looking forward to about growing up?

(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 'A New Day' as the children leave the assembly space.



Changing Me Assembly (PowerPoint Slides)

A New Day (Changing Me)

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and
feel free.

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

Let's all agree that it's good to change,
Personalities will change with age,
We're becoming the people we're going to
be.

CHORUS:
It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!





Changing Me Assembly (PowerPoint Slides)



A New Day
(Changing Me)

Look around and tell me what you see, Changing faces, that's all right with me. It's a part of growing up, let's embrace and feel free.	Let's all agree that it's good to change, Personalities will change with age. We're becoming the people we're going to be.	It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great! Today's gunna' be great! Today's gunna' be great! Today's gunna' be great!
CHORUS: It's a new day, And I'm feeling great! New choices, New chances. It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great! Today's gunna' be great! Today's gunna' be great!	CHORUS: It's a new day, And I'm feeling great! New choices, New chances. It's a new day, And I just can't wait, Just can't wait... Today's gunna' be great! Today's gunna' be great! Today's gunna' be great! Today's gunna' be great!	



Changing Me
Assembly (Number cards)

1



Changing Me
Assembly (Number cards)

7



Changing Me
Assembly (Number cards)

12



Changing Me
Assembly (Number cards)

18



Changing Me
Assembly (Number cards)

40



Changing Me
Assembly (Number cards)

70



Changing Me
Assembly (Activity cards)

Reading

Having a job

Playing sport

Looking after a pet

Having a girlfriend or boyfriend

Driving a car



Changing Me
Assembly (Activity cards)

Owning a mobile phone

Playing computer games

Going to university or college

Getting taller

Choosing your own clothes

Getting married



Music and Lyrics
by Ryan Hanlon

A New Day (Changing Me)

VERSE:

Look around and tell me what you see,
Changing faces, that's all right with me.
It's a part of growing up, let's embrace and feel free.

CHORUS:

It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!

VERSE:

Let's all agree that it's good to change,
Personalities will change with age.
We're becoming the people we're going to be.



A New Day (Changing Me)

CHORUS:

**It's a new day,
And I'm feeling great!
New choices,
New chances.
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!**

**It's a new day,
And I just can't wait,
Just can't wait...
Today's gunna' be great!
Today's gunna' be great!
Today's gunna' be great!**

A New Day (Changing Me)

Look ar-ound and tell me

what you see, chang-ing fac-es that's al-right with me.

It's a part of growing up, let's embrace and feel free!



13



It's a new day and I'm feel - ing great. New choi - ces,

16



new chan - ces. It's a new day and I just can't wait,

19



just can't wait... To-day's gun-na be great!

22



To-day's gun-na be great!

25



It's a new day and I just can't wait, just can't wait.

F Am Bb C Bb C

28



Today's gunna be great! Let's all agree that it's

C F C F C F C

32



good to change, Per-son-al-ities will change with age,

F C F C F C

35



We're be-com-ing the peo-ple we're go-ing to be.

F Am Gm

39

It's a new day and I'm feel - ing great. New choi - ces,

F Am Bb C F Am

42

new chan - ces. It's a new day and I just can't wait,

Bb C F Am Bb C

45

just can't wait. To-day's gun-na be great!

Bb C C F Am

48

To-day's gun-na be great!

Bb C F Am Bb C

51



It's a new day and I just can't wait, just can't wait...

F Am Bb C Bb C

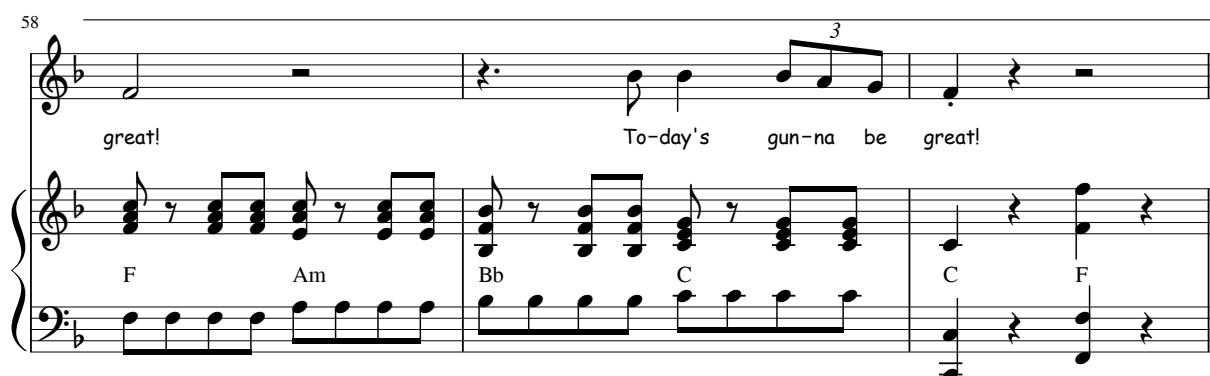
54



Today's gunna be great! Today's gun-na be

C F C F C C

58



great! To-day's gun-na be great!

F Am Bb C C F

Puzzle 6

Weekly Celebration 1

This week we are celebrating people who:
Understand that everyone is unique and special



Puzzle 6

Weekly Celebration 2

This week we are celebrating people who:
**Can express how they feel when
change happens**



Puzzle 6

Weekly Celebration 3

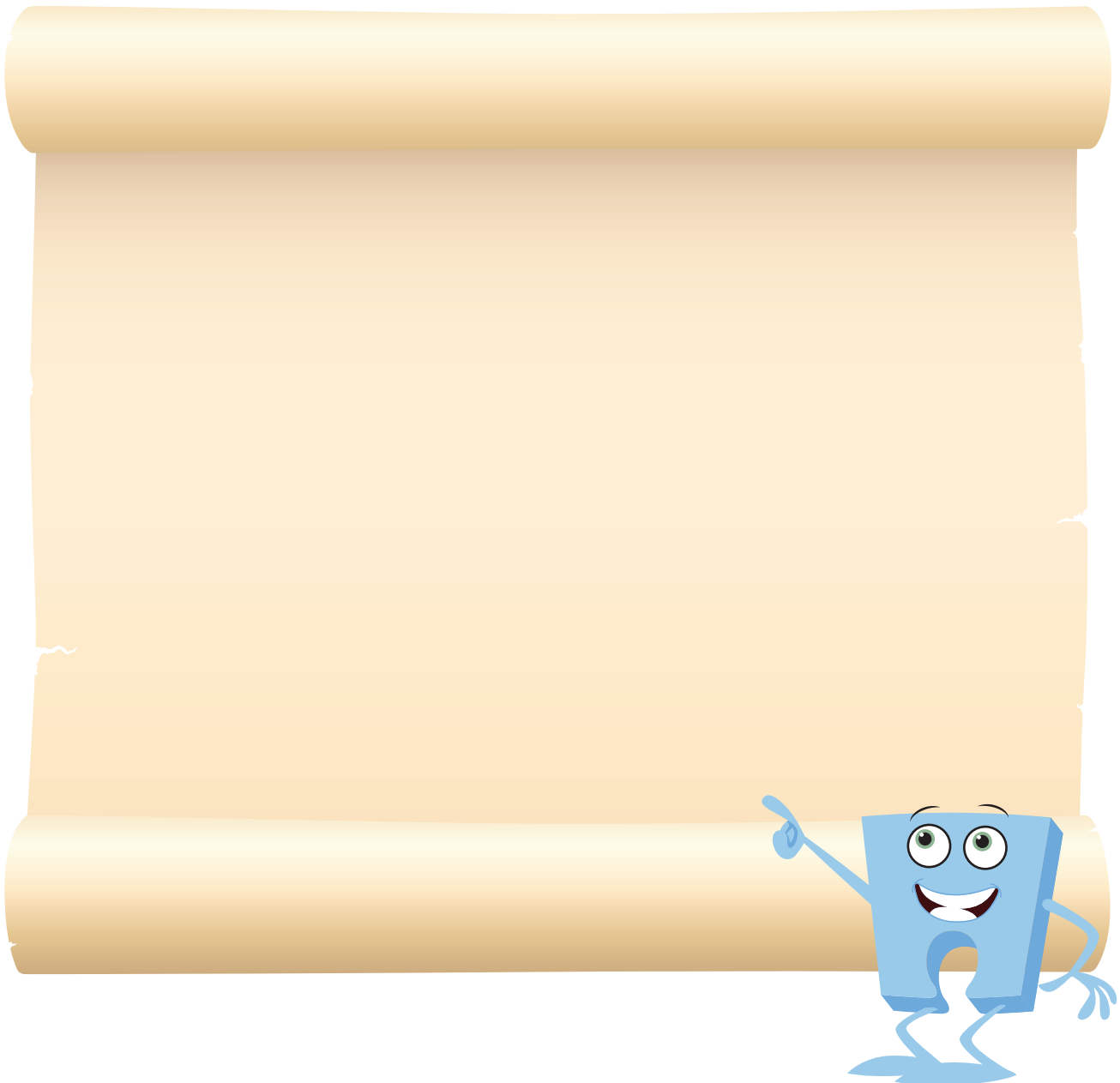
This week we are celebrating people who:
**Understand and respect the changes that
they see in themselves**



Puzzle 6

Weekly Celebration 4

This week we are celebrating people who:
**Understand and respect the changes that
they see in others**



Puzzle 6

Weekly Celebration 5

This week we are celebrating people who:
**Know who to ask for help if they are
worried about change**

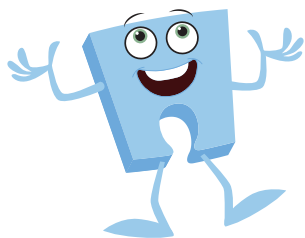


Puzzle 6

Weekly Celebration 6

This week we are celebrating people who:
Are looking forward to change





Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 1 - My Body

Learning Intention/s: I can name parts of the body.

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	Draw around a child onto paper. Give the children two minutes to talk to each other and see if they can name as many parts of the body as possible. You could do this first with Jigsaw Jenie for fun.		
	Help Me Learn	Using Post-it notes or the body part labels provided, label as many parts of the body as possible including inside the body. Questions: Can you name different parts of the body? What does each part do? Why is it important?		
	Let's Think	As you label the big picture ask whether the children can say what each part does. Refer to the suggested book or another similar non-fiction book that can provide information on the different parts of the body.		
Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links	
Outlines of a body for children to colour/decorate Non-fiction books available to gather information about the body		Bubble-up what children say Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care Understanding the world - the world Expressive arts and design - exploring and using media and materials	Research part of the body you are unsure of Talk about the senses can they find things that taste, smell, touch, look, hear nice/horrible and talk about why. Draw pictures/take photos	
Adult-led/directed activities	Resources	Display ideas	Outside Learning	
Draw/write/label parts of the body	Large paper big enough to fit the outline of a child on Post-its or labels of body parts Book: 'Look Inside Your Body' by Louie Stowell Jigsaw Jenie Jigsaw Chime	Put up the large poster from 'Help me Learn' Children's work during child-initiated	Lots of opportunities for physical play, stuck in the mud, musical statues	



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 1 - My Body

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	

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

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



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

Changing Me

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.

By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.

Let's get ready for Calm Me time.

Does Jigsaw Jenie want to be part of our Calm Me time circle?

Script

Sit up in your chair with a lovely straight back. Feel proud.

Smile.

Gently clasp your hands together so your fingers are entwined and then squeeze your fingers tightly.

Then relax your fingers, stop squeezing them and wiggle them instead.

Put your hands in your lap gently.

Feel calm.

Close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or what colour do you imagine your breath to be?

Is your breath warm or cold?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Put your hands on your knees.

I love my knees and thank them for helping me have strong legs to run, jump and play.



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

Changing Me

Gently put your hands on your eyes

I love my eyes and thank them for helping me see beautiful things in the world.

(You can repeat this with more parts of the body if children can manage to stay focused.)

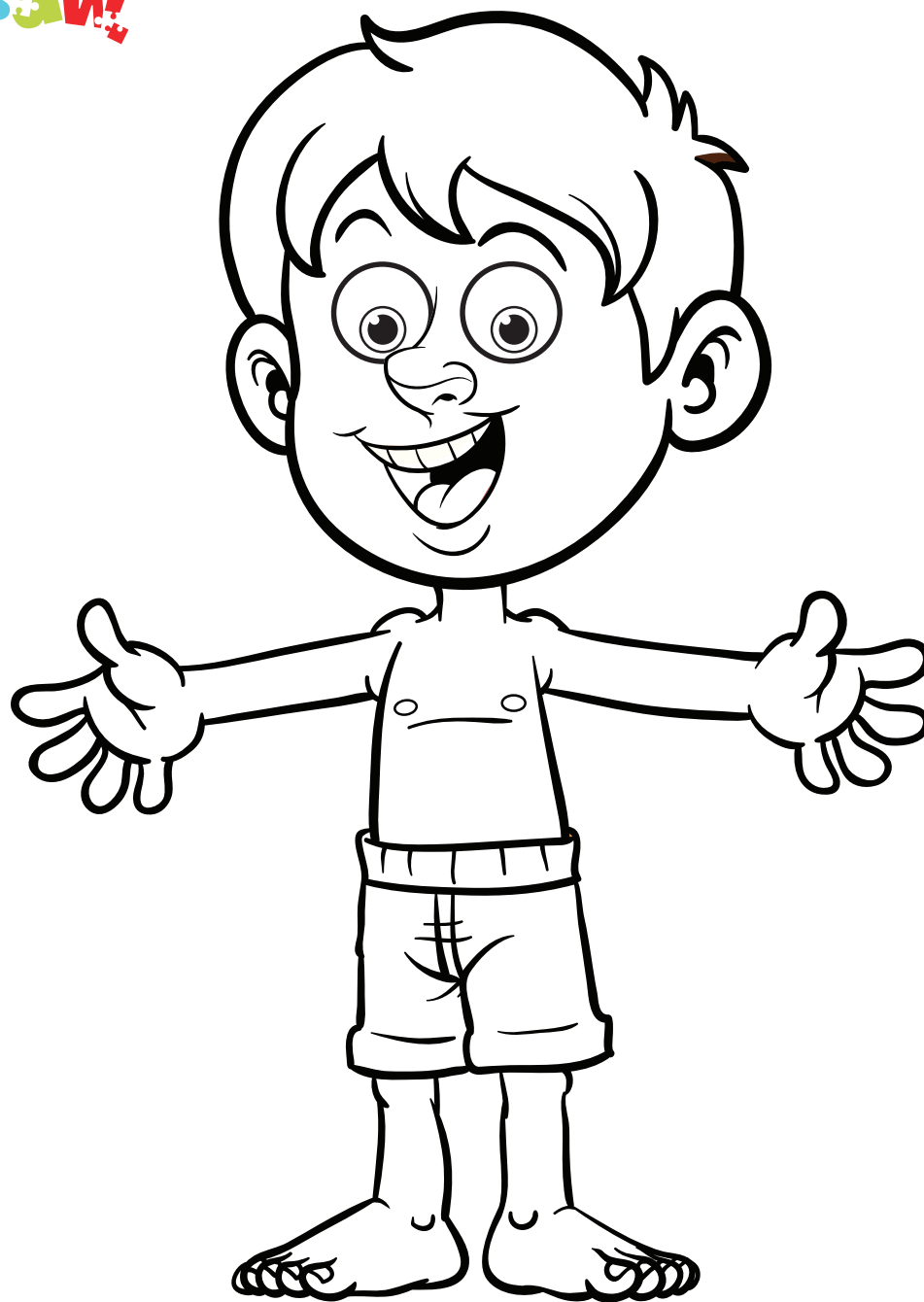
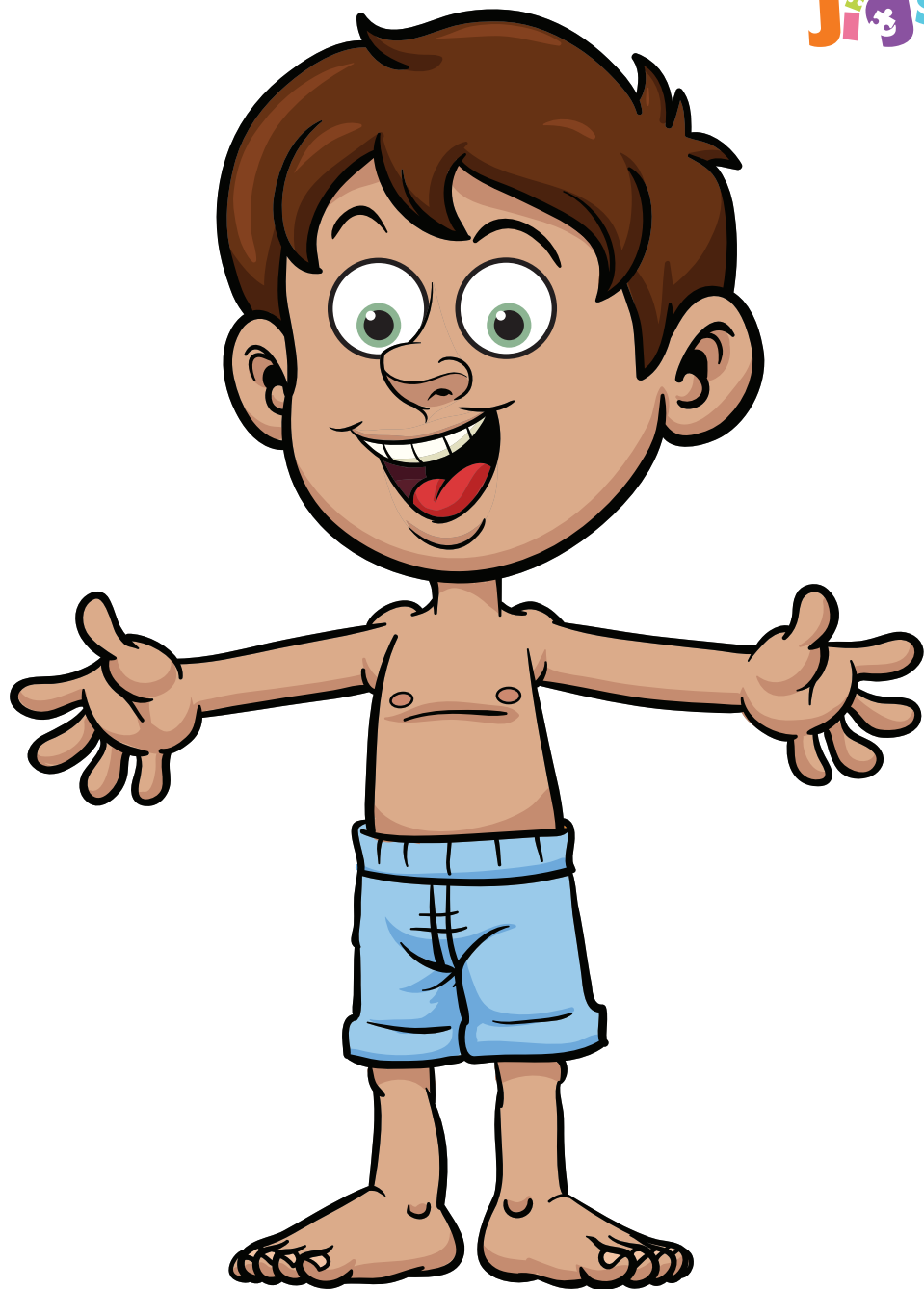
Concentrate again on taking lovely deep breaths in... 1...2...3... and out 1...2...3...4...

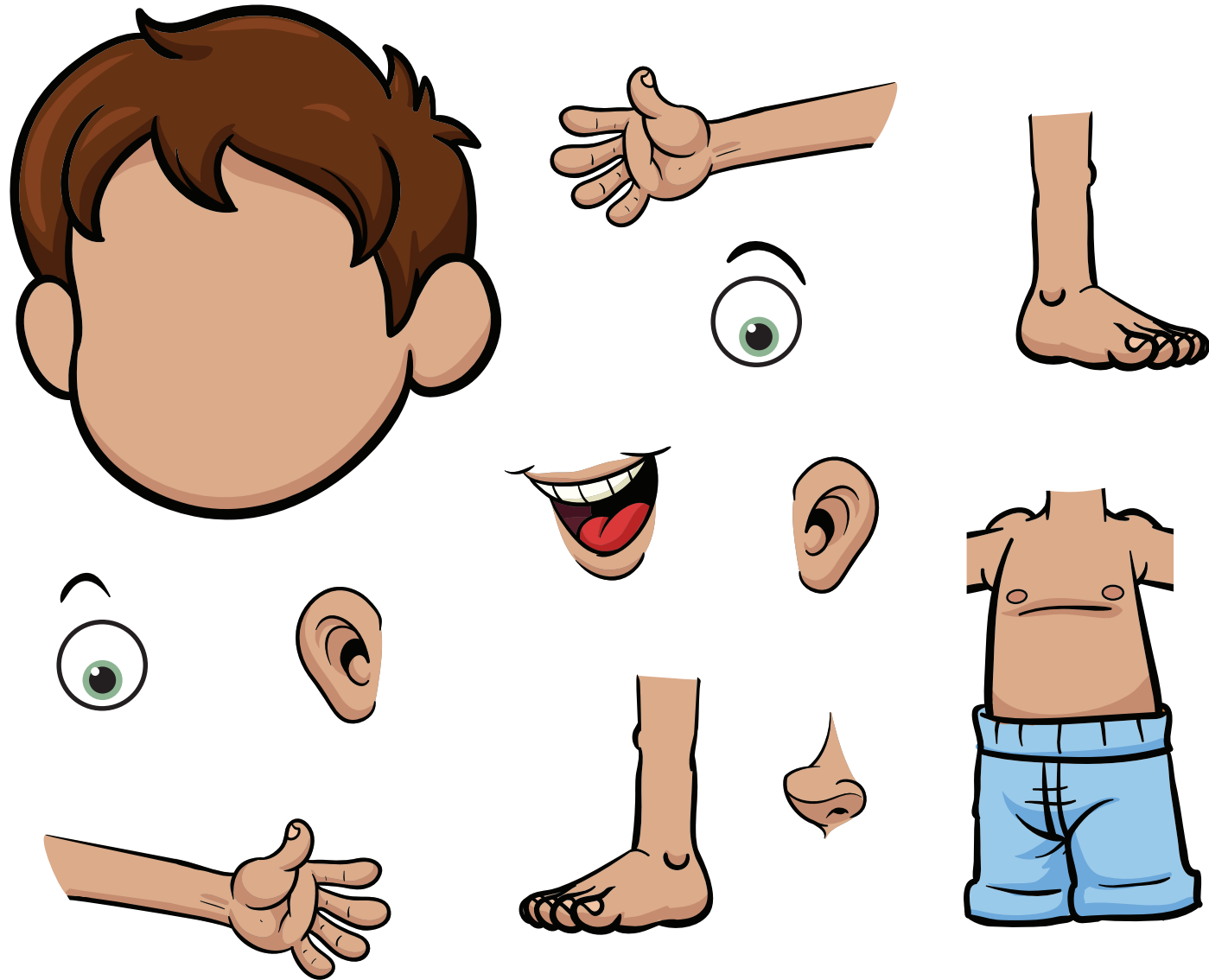
Sound the chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

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.







eye

ear

knee

finger

foot

mouth

nose

stomach

eyebrow

arm

tongue

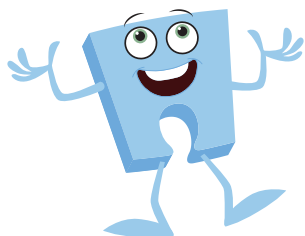
toe

forehead

chest

hand


leg



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 2 - Respecting My Body

Learning Intention/s: I can tell you some of the things I can do and foods I can eat to be healthy.

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	Sing the Jigsaw Song: 'Make a Good Decision' (From Healthy Me). Provide two separate containers and a large selection of objects/pictures of foods, activities. Ask the children to sort them according to what is healthy and not so healthy for our bodies. (Song lyrics found in the Healthy Me Puzzle.)
	Help Me Learn	<p>What do we need to do to keep our body healthy and happy? Look through the pictures/objects and discuss how they were sorted. Can we tell Jigsaw Jenie how to be healthy?</p> <p>Questions: What will happen if we eat less healthy food all the time? How would it make us feel? What would happen to our bodies? What do we need to do to keep healthy and happy?</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 happy to be healthy.</p>
	Let's Think	During Help Me Learn, provide questions to challenge children's thinking.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide opportunities for physical play Magazines to cut/draw and create plates of healthy food		Bubble-ups Talk about effects of exercise on the body during PE lessons/Physical Development sessions Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care	Draw a picture of your favourite foods/dinner/things to do that keep you healthy at home
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create pictures and write about all the things we need to do to keep healthy Provide a fruit tasting opportunity and talk about likes/dislikes Make fruit mobiles - cut out/draw fruits and hang together. Add to the Tree of Change.	Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/less healthy activities/food 2 containers/hoops for sorting Magazines/food leaflets for child-initiated Paper Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Adult-led/home link posters Child-initiated work	Role-play having a picnic with different foods Play group/team games: racing, stuck in the mud



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 2 - Respecting My Body

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	3
	4	

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

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) - Ages 4-5 - Piece 2

Changing Me

By now you will know what works for your children in terms of helping them get the most out of Calm Me times.

By all means enhance the simple scripts below to include some of the aspects that have worked well for them so far.

Let's get ready for Calm Me time.

Does Jigsaw Jenie want to be part of our Calm Me time circle?

Script

Sit up in your chair with a lovely straight back. Feel proud.

Smile.

Gently clasp your hands together so your fingers are entwined and then squeeze your fingers tightly.

Then relax your fingers, stop squeezing them and wiggle them instead.

Put your hands in your lap gently.

Feel calm.

Close your eyes and listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance...

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or what colour do you imagine your breath to be?

Is your breath warm or cold?

(Repeat)

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Put your hands on your knees.

I love my knees and thank them for helping me have strong legs to run, jump and play.





Calm Me Script - Year F2 (Reception) - Ages 4-5 - Piece 2 cont.

Changing Me

Gently put your hands on your eyes.

I love my eyes and thank them for helping me see beautiful things in the world.

(You can repeat this with more parts of the body if children can manage to stay focused.)

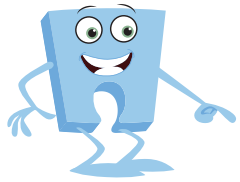
Concentrate again on taking lovely deep breaths in... 1...2...3... and out 1...2...3...4...

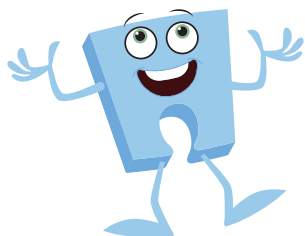
Sound the chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

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





Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 3 - Growing Up

Learning Intention/s: I understand that we all grow from babies to adults.

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	Sing the Jigsaw Song: 'A New Day'. Read the suggested story or one of a similar theme about growing up.
	Help Me Learn	Briefly talk about how the children have already changed from being a baby to now. Talk about visible features as well as abilities. Now show the children the picture cards of different stages in life. Questions: Can they put them in the correct order?
	Let's Think	How will we change as we grow up? What will we be able to do that we can't do now? Pass Jigsaw Jenie around the circle and ask the children what they are excited about being able to do when they grow up that they can't do now. How do we need to look after ourselves as we grow up?

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Picture cards freely available Plant seeds and watch them develop and change as they grow		Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care Understanding the world - the world	Look at pictures of your family from when they were little. Discuss how they have changed and compare to children's life now. Invite parents in to talk about how they have changed and grown up
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Cut and stick pictures/draw and write about how they have changed, or record special events in their life	Jigsaw Song sheet: 'A New Day' Book: 'I Wonder Why Kangaroos Have Pouches' by Jenny Wood Book: 'The Very Hungry Caterpillar' by Eric Carle Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more) Jigsaw Jenie Jigsaw Chime	Timeline using the picture cards and children's work	Role-play opportunities. Normal good practice



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 3 - Growing Up

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

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

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

Characteristics of effective learning

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

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

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



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

Changing Me

Jigsaw Jenie wonders which parts of the body are the most important. Can you help him understand this?

Which parts are important and why?

(Conclusion: all parts of our bodies are important as we need them all as they all do different jobs to keep us a live and healthy.)

If practical you might like to have children laying down on the floor for this Calm Me time.

Form a circle, feet towards the centre...

Script

Lay down nice and flat and let your body relax.

Put your hands on your tummy and close your eyes.

Smile.

Imagine you are safe and warm and looking up at a starry sky, twinkly stars... so many stars.

Feel calm.

Listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance... up to the stars.

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or can you imagine it being glittery and floating up towards the stars?

(Repeat)



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

Changing Me

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Put your hands on your tummy.

I love my tummy and thank it for helping me digest my food for energy.

Gently put your hands on your eyes.

I love my eyes and thank them for helping me see beautiful things in the world.

Think about your feet.

I love my feet and thank them for helping me walk and run.

(You can repeat this with more parts of the body if children can manage to stay focused, the idea being they are trying to direct their attention with and without touching parts of the body.)

Concentrate again on taking lovely deep breaths in... 1...2...3... and out 1...2...3...4...

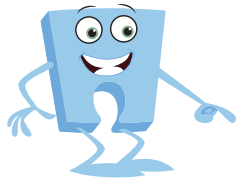
I appreciate my body and do my best to keep it healthy

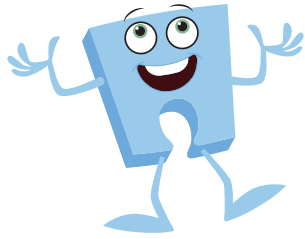
Sound the chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

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






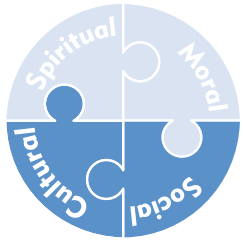
Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 4 - Fun and Fears Part 1

Learning Intention/s: I can express how I feel about moving to Year 1.

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	Sing the Jigsaw Song: 'A New Day'. Get the children to stand up. Ask them to move around the room in a happy way, then a sad way. Get them to move around in different ways according to different emotions. Children take turns to hold Jigsaw Jenie during this activity.
	Help Me Learn	<p>Explain to children that they will soon be moving to a new class and that they may be feeling some of the emotions they have just acted out. Read the suggested story or one similar about having worries and that the best thing to do is to share them. Tell the children that it is only natural to be feeling lots of different emotions.</p> <p>Questions: What are you excited about? Are you nervous about anything? Are you scared about anything?</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 excited about next year.</p>
	Let's Think	Set children a challenge to think about going next year. What are they excited about? Are they nervous about anything? Are they scared about anything? Get the children or adults to write their ideas down on paper and place them in a worry box or looking forward to box that is freely accessible in the classroom. Let them know that Jigsaw Jack (orange Jigsaw Friend) will be waiting for them in next year. (Jack may be able to visit them).

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide opportunities for children to explore/mix with older children if possible Bring down some resources/toys, photos from the childrens' next class for children to explore		Bubble-ups Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Understanding the world - people and communities Understanding the world - the world	Get children to talk to their grown-ups about any fears/worries they may have about going into a new class or even things they are excited about. Write it down on paper and place in the appropriate box ready for the next session
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Support children with writing down fears/worries/looking forward to go in the box	Jigsaw Song sheet: 'A New Day' Book: 'The Huge Bag of Worries' by Virginia Ironside Box or bag for worries/looking forward to ideas Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Display with different emotions on and word cards	Observe good practice



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 4 - Fun and Fears Part 1

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

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

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

Characteristics of effective learning

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

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

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



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

Changing Me

Jigsaw Jenie wonders which parts of the body are the most important. Can you help him understand this?

Which parts are important and why?

(Conclusion: all parts of our bodies are important as we need them all as they all do different jobs to keep us alive and healthy.)

Can you remember last time we practised focusing on different parts of our bodies and being grateful for how they help us?

If practical you might like to have children laying down on the floor for this Calm Me time.

Form a circle, feet towards the centre...

Script

Lay down nice and flat and let your body relax.

Put your hands on your tummy and close your eyes.

Smile.

Imagine you are safe and warm and looking up at a starry sky, twinkly stars... so many stars.

Feel calm.

Listen carefully to the Jigsaw Chime...listen until the sound has gone way into the distance... up to the stars.

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth. Is it rainbow breath or can you imagine it being glittery and floating up towards the stars?

(Repeat)



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

Changing Me

Now put your hands on your heart and as you breathe feel your heart beating, doing its work to keep your body alive and healthy.

I love my heart and thank it for keeping me healthy.

Put your hands on your tummy.

I love my tummy and thank it for helping me digest my food for energy.

Gently put your hands on your eyes.

I love my eyes and thank them for helping me see beautiful things in the world.

Think about your feet.

I love my feet and thank them for helping me walk and run.

(You can repeat this with more parts of the body if children can manage to stay focused, the idea being they are trying to direct their attention with and without touching parts of the body.)

Concentrate again on taking lovely deep breaths in... 1...2...3... and out 1...2...3...4...

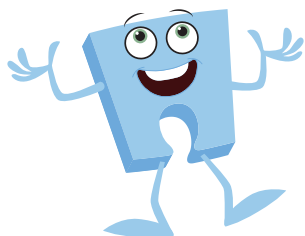
I appreciate my body and do my best to keep it healthy.

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.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

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



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 5 - Fun and Fears Part 2

Learning Intention/s: I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.

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	Put on some music. Ask the children if they can move happily to the music. How could they move so it looks like they were sad? Can they move around looking excited/worried? Children take turns to hold Jigsaw Jenie during this activity.
	Help Me Learn	Sit the children in a circle and tell the children that Jigsaw Jenie is feeling a little scared as he is going to visit Year 1 soon. Can the children help cheer Jenie up? Questions: Is there anything exciting about going to Year 1 that they can tell him about? Jigsaw Jack is in Year 1 waiting to meet them all. (Can he come to Reception to visit this lesson?)
	Let's Think	Ask the children to share some of the things they are excited about or worried about when they go to Year 1? Try to talk about some of the fears/worries they may have and how to overcome them.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Have pictures, uniform of Year 1 available for children to explore, set the role-play area up as a school		Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - people and communities Understanding the world - the world	Ask parents to talk about the transition to Year 1 in a positive way at home. Visit the website of the new school
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Encourage children to talk openly about transition to big school, address any concerns raised	Jigsaw Jenie Music Jigsaw Jack borrowed from Year 1 Jigsaw Jerrie Cat Jigsaw Chime	Display with different emotions on and word cards	Role-play schools, provide resources to allow children to act out being teachers



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 5 - Fun and Fears Part 2

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

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

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

Characteristics of effective learning

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

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

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



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

Changing Me

There are additional optional Calm Me scripts after the lesson plans for Pieces 5 and 6 should you wish to use them.

Jigsaw Jenie loves belonging to our class/nursery.

He is very nervous about moving up to the next class after the holiday.

Can we help him to be excited about this and not so nervous?

What can he do to help himself feel OK about this move?

Script

Let's sit in our circle, all together, and enjoy our Calm Me time.

Sit back in your chair with a nice straight back.

Let's hold hands in our circle.

Feel proud and safe.

Close your eyes if you feel comfortable to do so.

Smile.

Listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance... floating away on the clouds

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth.

Can you feel your body move, your tummy go up and down as you breathe?

(Repeat)



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

Changing Me

Keep taking nice gentle breaths in through your nose 1...2...3... and out through your mouth 1...2...3...4...

Feel peaceful.

Very gently squeeze the hands you are holding to show we belong to our class/nursery.

Then let go and put your hands on your heart to feel it beating.

I am kind and happy.

I belong in my class/nursery.

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.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

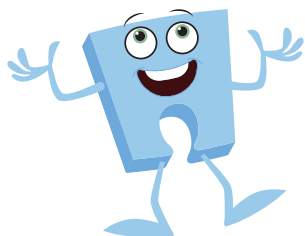
This Calm Me Script will be repeated for a few weeks in order to give children chance to feel secure in knowing the routine and the sequence of Calm Me time.



Calm Me Time in Foundation 2 - Ages 4-5 - Extra

Changing Me


Ask the children to sit comfortably in a circle. Sound the chime and ask the children to listen until they can no longer hear the sound, then send their breath to all of the muscles in their bodies. Slowly begin to stand up. Stand as strong and as straight as you can. You have grown from a small shoot, to a large tree in the forest. Press your feet into the ground, your roots keep you strong. Above are your leaves, growing bigger and bigger, they are all different colours stretching out towards the sun (stretch arms above your head). Flying above your head are birds, butterflies and dragonflies weaving in and out between your branches. They chase each other backwards and forwards in the warm summer sun. The trees around you have grown, the forest is full. Take a breath in and stretch your branches to the sky, breathe out and stretch them to the sides. Breathe in and stretch them out in front. When you are ready, sit back comfortably in the circle and listen to the chime until the sound disappears. This is the end of Calm Me time.



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5 - Summer 2

Piece 6 - Celebration

Learning Intention/s: I can share my memories of the best bits of this year in Reception.

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	 Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and think of what they enjoy about being in Reception. Sit in a circle, including all the children and adults. Ask the children to think about all the things we have achieved this year. What has been their favourite thing this year? Grown-ups share their favourite memory from the past year. Jigsaw Jenie shares his favourite moments.
	Help Me Learn	Show the children the special box. Explain to them that this is a special box that holds all the wonderful memories of the last year. Pass the box round the circle and get the children to talk about their favourite thing of the last year and put it in the box. Questions: What has been your favourite thing this year? What have we achieved this year? What have you learnt to do?
	Let's Think	Close the box and explain how we will always have the memories of all the fun and exciting things we have done and that the next year will also be full of fun and exciting things that they will always remember.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Put the memory box somewhere in the room and allow children to draw, write about favourite things/happy memories that they can put in the box		Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - people and communities Understanding the world - the world	Ask parents to discuss all the things they are proud of that their child has achieved this year. Share happy memories of the year
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a picture and write about our favourite things/memories. Show children their learning journeys/special folders with everything they have done this week. How does it make them feel?	Paper A special box Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Children's pictures of favourite things/memories	Observe good practice. Get out a selection of children's favourite toys over the last year



Puzzle 6: Changing Me - Foundation 2 - Ages 4-5

Piece 6 - Celebration

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	
		4

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

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



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

Changing Me

There are additional optional Calm Me scripts after the lesson plans for Pieces 5 and 6 should you wish to use them.

Last time we helped Jigsaw Jenie feel more confident about going into the next class at school after the holiday.

Jigsaw Jenie was nervous but we helped him feel excited about growing up and moving to the next class.

How do you feel about moving to a new class?

Are you nervous, excited?

Script

Let's sit in our circle, all together, and enjoy our Calm Me time.

Sit back in your chair with a nice straight back.

Let's hold hands in our circle.

Feel proud and safe.

Close your eyes if you feel comfortable to do so

Smile.

Listen carefully to the Jigsaw Chime. Listen until the sound has gone way into the distance... floating away on the clouds

(Sound the Chime.) Listen until you can't hear the sound any more. Listen... listen...

Now take a big deep breath in through your nose and gently blow out your breath through your mouth.

Can you feel your body move, your tummy go up and down as you breathe?

(Repeat)



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

Changing Me

Keep taking nice gentle breaths in through your nose 1...2...3... and out through your mouth 1...2...3...4...

Feel peaceful.

Very gently squeeze the hands you are holding to show we belong to our class/nursery.

Then let go and put your hands on your heart to feel it beating.

I am kind and happy.

I belong in my class/nursery.

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.

Take one more deep breath and then very gently have a big stretch.

How do they feel?

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



Calm Me Time in Foundation 2 - Ages 4-5 - Extra

Changing Me

Ask the children to sit comfortably in a circle. Sound the chime and ask the children to listen until they can no longer hear the sound, then send their breath to all of the muscles in their bodies. Slowly begin to stand up. Stand as strong and as straight as you can. You have grown from a small shoot, to a large tree in the forest. Press your feet into the ground, your roots keep you strong. Above are your leaves, growing bigger and bigger, they are all different colours stretching out towards the sun (stretch arms above your head). Flying above your head are birds, butterflies and dragonflies weaving in and out between your branches. They chase each other backwards and forwards in the warm summer sun. The trees around you have grown, the forest is full. Take a breath in and stretch your branches to the sky, breathe out and stretch them to the sides. Breathe in and stretch them out in front. When you are ready, sit back comfortably in the circle and listen to the chime until the sound disappears. This is the end of Calm Me time.

A blue, blocky cartoon character with a large head, small body, and a wide smile. It has two arms and two legs, and is waving with its right hand.

Jigsaw!®

Congratulations

.....

Well done for your work in
The Changing Me Puzzle

I am proud that you

.....

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

A blue, blocky cartoon character with a large head, small body, and a wide smile. It has two arms and two legs, and is waving with its right hand.

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