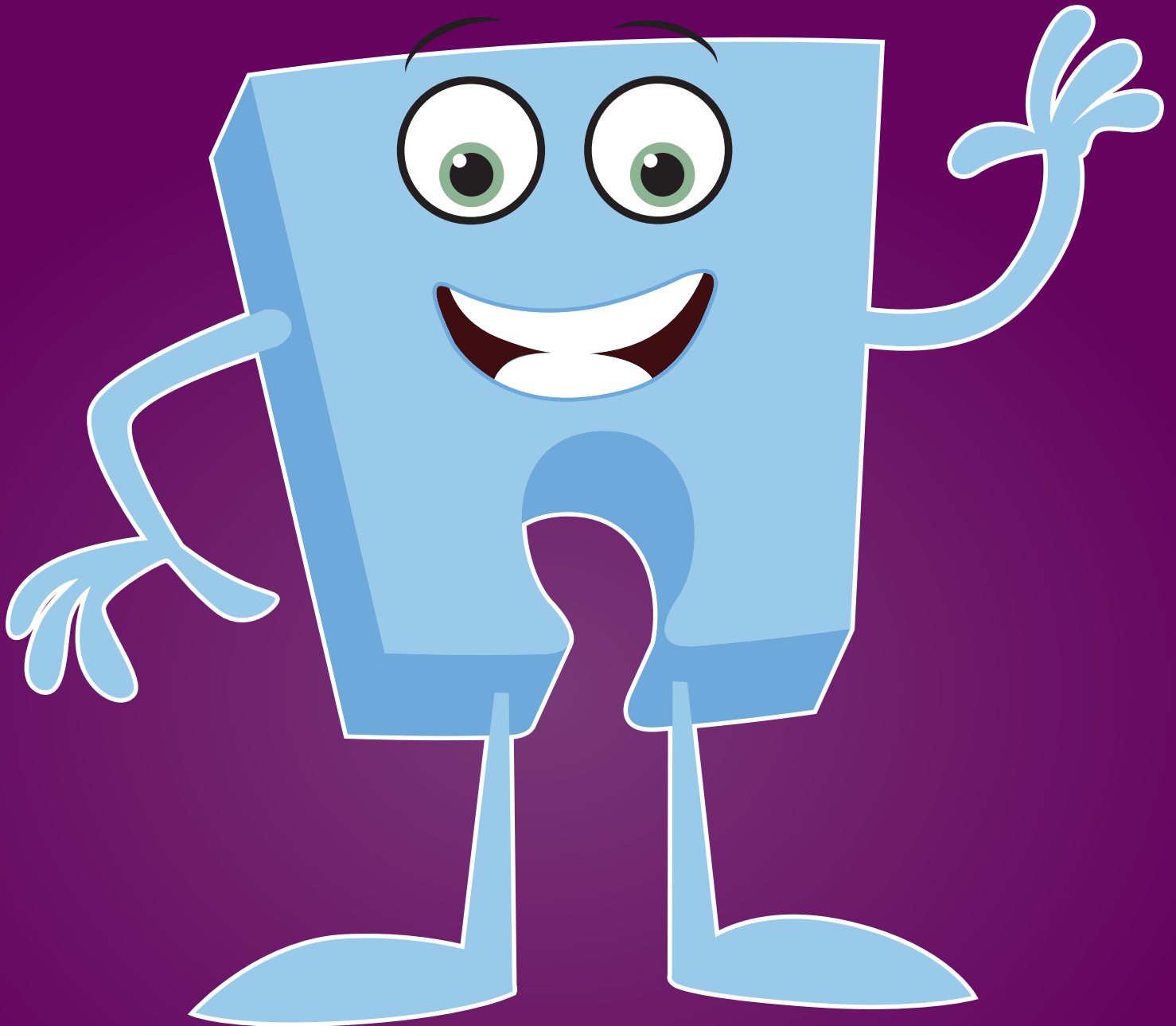


Jigsaw!

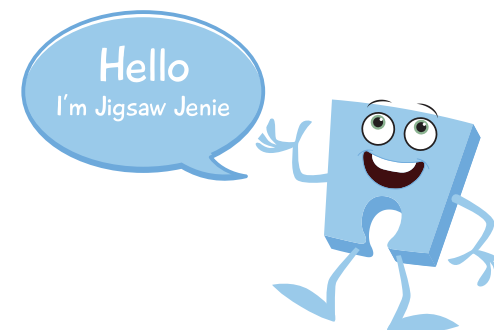
The mindful approach to PSHE



Dreams and Goals - F2 (Reception)

www.jigsawpshe.com

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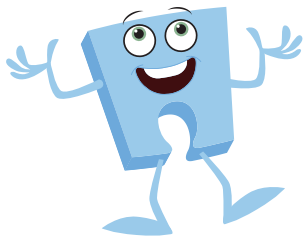
Dreams and Goals

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

Puzzle Outcome

Help me fit together the six pieces of learning about Dreams and Goals to create the Garden of Dreams and Goals (see Piece 6)

Weekly Celebration	Pieces	Learning Intentions	Resources
Stay motivated when doing something challenging	1. Challenge	I understand that if I persevere I can tackle challenges	Jigsaw Song sheet: 'For Me' Resources for challenge in 'Interest Me' Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Keep trying even when it is difficult	2. Never Giving Up	I can tell you about a time I didn't give up until I achieved my goal	Jigsaw Song sheet: 'For Me' Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line) Book: 'The Jungle Run' by Tony Mitton Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Work well with a partner or in a group	3. Setting a goal	I can set a goal and work towards it	Jigsaw Song sheet: 'For Me' Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime Wooden bricks Paper Pencils
Have a positive attitude	4. Obstacles and Support	I can use kind words to encourage people	2 teddies/puppets Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to achieve their goals	5. Flight to the Future	I understand the link between what I learn now and the job I might like to do when I'm older	Large variety of picture and word cards of different jobs done by adults (Teachers to find more) Box or bag to hold picture cards Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Are working hard to achieve their own dreams and goals	6. Footprint Awards	I can say how I feel when I achieve a goal and know what it means to feel proud	Well done certificate A special box/bag Children's goals from Piece 3 Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle Assembly/Collective Worship: Dreams and Goals

Title: Dreams and Goals - Song: For Me

Resources: PowerPoint slide show of people looking proud. Staff members prepped in advance. Empty balloons. PowerPoint slide of a rollercoaster ride. Jigsaw song: For Me backing track or played on piano/ or played with children singing from the MP3 file.

Stimulus (focus for reflection): PowerPoint of people/children who look proud.

Calm me: Begin Calm Me by sounding the Jigsaw Chime inviting everyone to listen as the sound fades away. Invite the children to use their 4/6 breathing, silently counting 4 on the in-breath and 6 on the out-breath. Ask them to repeat this, imagining they are very gently blowing up a balloon with their out-breaths and then tying it tight and seeing it float above them. Allow the children to settle for a few moments with this image and then sound the Jigsaw Chime again and ask everyone to bring their attention back to the room when they can no longer hear the sound.

Help me think about: Ask the children to whisper to the person next to them about something that they have done that makes them feel proud. Remind the children of the images they have seen on the screen, perhaps one of their achievements is something like these? Explain that today's assembly introduces our Jigsaw Dreams and Goals lessons for this term.

Puzzle Assembly Plan: Prepare members of staff before assembly and invite them up as a volunteer to 'share' a dream or goal that they have (these can be real or made up depending on what staff feel comfortable with). Once they have shared their dream/goal, they are to pretend that their balloon is their dream and try to blow it up. Each member of staff meets a difficulty e.g. gets distracted, likes someone else's balloon more, only blows a little, blows too much so that it pops (teacher judgement on this one) or it's just too hard to blow up. Will their dreams come true and will they ever meet their goal if they give up? Then have a member of staff to blow up a balloon and, although meeting lots of challenges, keeps going back to it until they reach their goal. Perhaps the teachers could work together to help one person blow their balloon up? Invite the children to explain what was going on and how the teacher that succeeded managed to achieve the task. Perhaps ask the children to do this in talk partners first before sharing some of their ideas.

Show the children the PowerPoint slide of the rollercoaster and ask them to guess why a rollercoaster is a bit like having a Dream or Goal? Draw out from their suggestion that there is an end destination but the way to get there is full of ups and downs and twists and turns, and may feel uncomfortable or exciting sometimes. Can they see this is a bit like a dream or goal? Not every dream is easy to achieve so we have to go through the ups and downs to get there.

Help me reflect: In this moment of stillness invite everyone to think of a dream or goal that is important to them. Perhaps it is a long term one, or it might be one to do with their learning in school, or even something they want to achieve today. Invite the children to imagine this dream is like one of the balloons the teachers were holding. Ask the children to imagine blowing up the balloon and succeeding in their dream. They can then imagine the balloon floating up into the air to celebrate their success.

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

Closing the assembly

Either play or ask the children to sing the Jigsaw Song for Dreams and Goals: For Me.



Dreams and Goals Assembly (PowerPoint Slides)

Slide 1

For Me
(Dreams and Goals)

VERSE 1:
I,
I will be,
I will be,
Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE:
Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:
I know to reach the top that
I must climb,
I must climb way up high,
I'm gonna' reach the sky.

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

VERSE 2:
I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:
Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS
BRIDGE 1+2

That's what dreams are

CHORUS
Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chefs,
And future fire fighters.
We're the laughers,
We're the smilers,
The future's bright,
Now let's all sing this together.

CHORUS

Slide 2



Slide 3



Slide 4



Slide 5



Slide 6

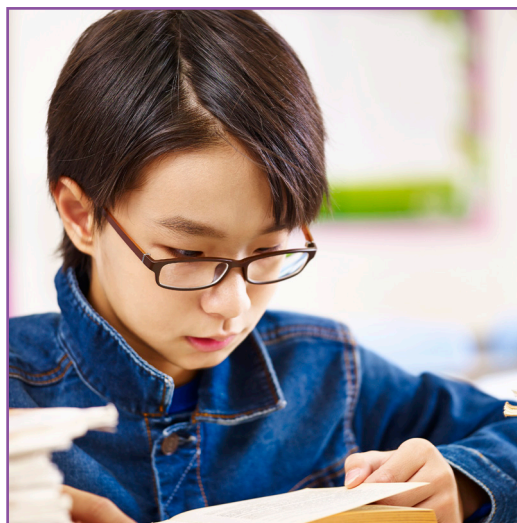


Dreams and Goals Assembly (PowerPoint Slides)

Slide 7



Slide 8



Slide 9



Slide 10



Slide 11



Slide 12



Dreams and Goals Assembly (PowerPoint Slides)

Slide 13



Slide 14

For Me
(Dreams and Goals)

VERSE 1:
I,
I will be,
I will be,
Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE:
Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:
I know to reach the top that
I must climb,
I must climb way up high,
I'm gonna' reach the sky.

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

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

VERSE 2:
I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

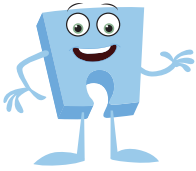
BRIDGE 2:
Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS
BRIDGE 1+2

That's what dreams are

CHORUS
Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chiefs,
And future fire fighters.
We're the laughers,
We're the simmers.
The future's bright,
Now let's all sing this together.

CHORUS



Music and Lyrics
by Ryan Hanlon

For Me (Dreams and Goals)

VERSE 1:

I,
I will be,
I will be,
Be the best that I can be.
Yes you'll see,
I will be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE:

Driving forward,
Taste the passion.
I can see it,
I'm in pole position.

CHORUS:

I know to reach the top that
I must climb,
I must climb way up high,
I'm gunna' reach the sky.

I will, I can,
I'm moving on with hope.
Don't look back,
Don't look back,
Don't look back, see,
I'm doing this for me.



For Me

(Dreams and Goals)

VERSE 2:

I,
I can be,
I can be,
Be the best that I can be.
Yes you'll see,
I can be,
Be the best that I can be.
Take your turn, you can do it too.

BRIDGE 2:

Take that first step,
Make it happen.
Seize this moment,
That's what dreams and goals
are made of.

CHORUS

BRIDGE 1+2

That's what dreams are

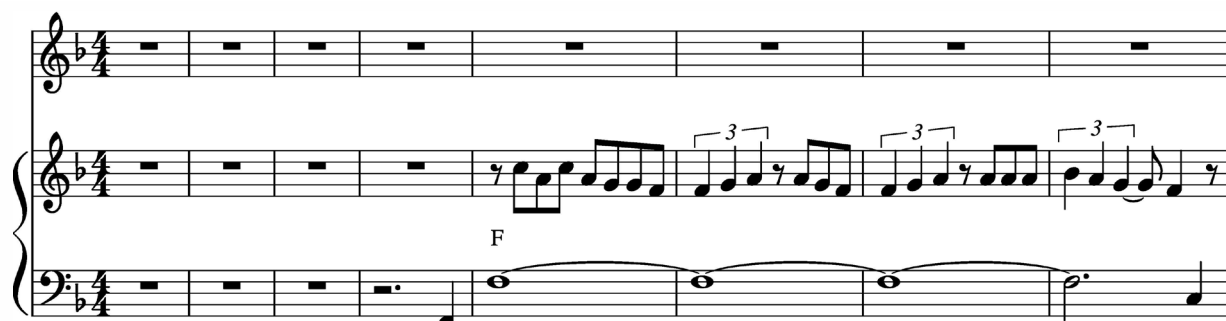
CHORUS

Future doctors,
Future actors,
Future teachers,
Let's all sing it together.
Future pilots,
And the writers,
Future chefs,
And future fire fighters.
We're the laughers,
We're the smilers.
The future's bright,
Now let's all sing this together.

CHORUS

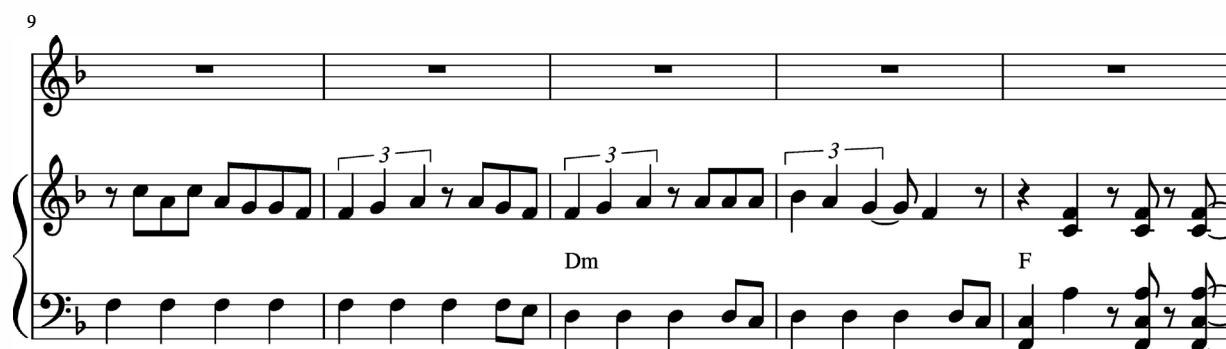
For Me

(Dreams and Goals)



Measures 1-8 of the piece. The music is in 4/4 time with a key signature of one flat (Bb). The melody is in the right hand, featuring eighth and quarter notes with triplets. The bass line is in the left hand, starting with a whole note F and then moving to half notes. A chord symbol 'F' is placed above the first bass note.

9



Measures 9-13 of the piece. The melody continues with eighth and quarter notes, including triplets. The bass line consists of eighth and quarter notes. Chord symbols 'Dm' and 'F' are placed above the bass line in measures 11 and 13 respectively.

14



Measures 14-18 of the piece. The melody continues with eighth and quarter notes. The bass line features chords and eighth notes. Chord symbols 'Dm' and 'Bb' are placed above the bass line in measures 15 and 17 respectively.

19



I, I will be, I will be, be the best that I can
I I can be, I can be, be the best that I can

23



be, yes you'll see, I will be, be the best that I can be. Take your turn, you can
be, yes you'll see, I can be, be the best that I can be. Take your turn, you can

27

2nd verse, higher pitch



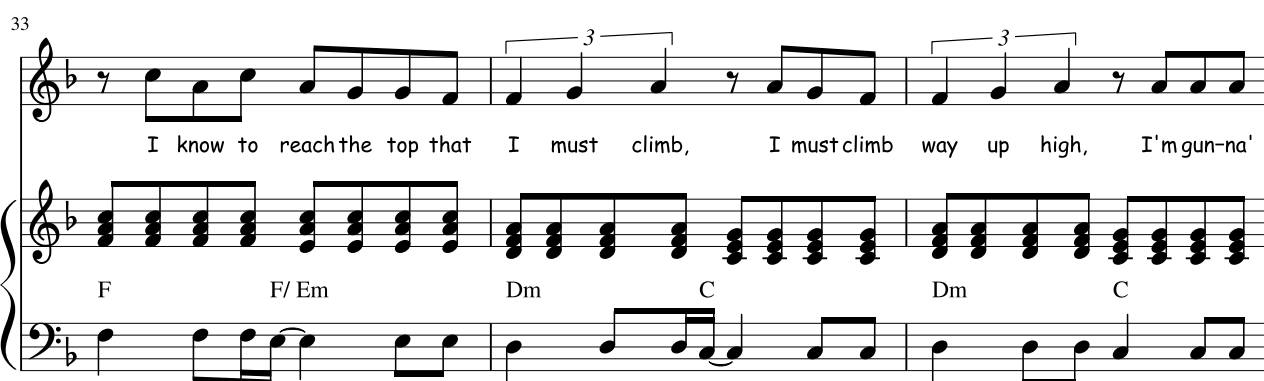
do it too. Driv-ing for-ward, taste the passion.
do it too. Take that first step, make it happen.

31



I can see it, I'm in Po - le pos - it - ion.
Seize this mom - ent that's what Dreams and goals are made of.

33



I know to reach the top that I must climb, I must climb way up high, I'm gun-na'

36



reach the sk - y. I will, I can, I'm mov-ing on with hope. Don't look back,

39



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

43

Driv-ing for-ward, taste the pass-ion. I can see it, I'm in
Take that first step, make it happen. Seize this mom-ent that's what

Bb C Dm

46

1. Po-le-pos-it - ion. 2. Dreams and goals are made of. That's what dreams—

Em Em

50

are.

G F# Em F# Em D C

54

I know to reach the top that I must climb, I must climb way up high, I'm gun-na'

G F# Em D Em D

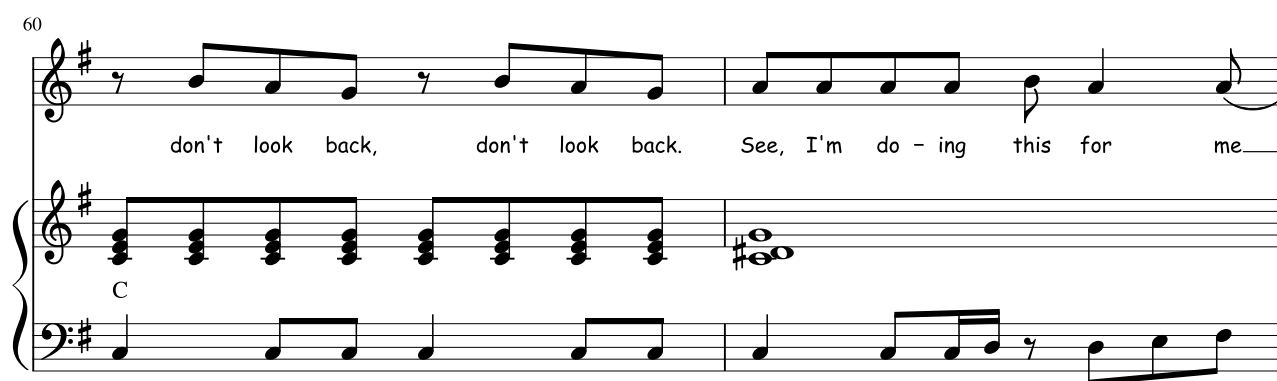
57



reach the sk - y. I will, I can, I'm mov-ing on with hope. Don't look back,

C G F# Em Dm

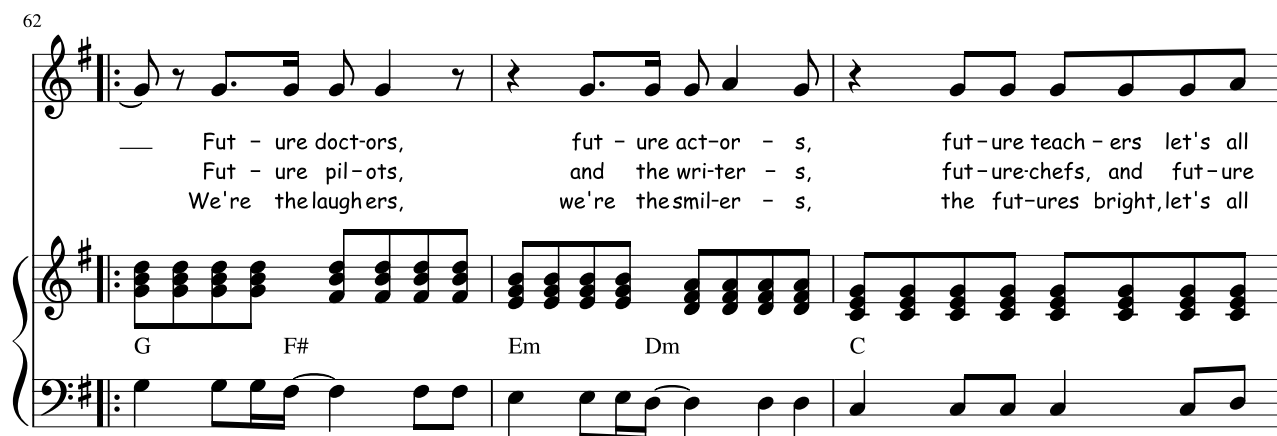
60



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

C F#

62



— Fut - ure doct-ors, fut - ure act-or - s, fut-ure teach - ers let's all
Fut - ure pil-ots, and the writ-er - s, fut-ure-chefs, and fut-ure
We're thelaughers, we're the smil-er - s, the fut-ures bright, let's all

G F# Em Dm C

65

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

D G F# Em D

68

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

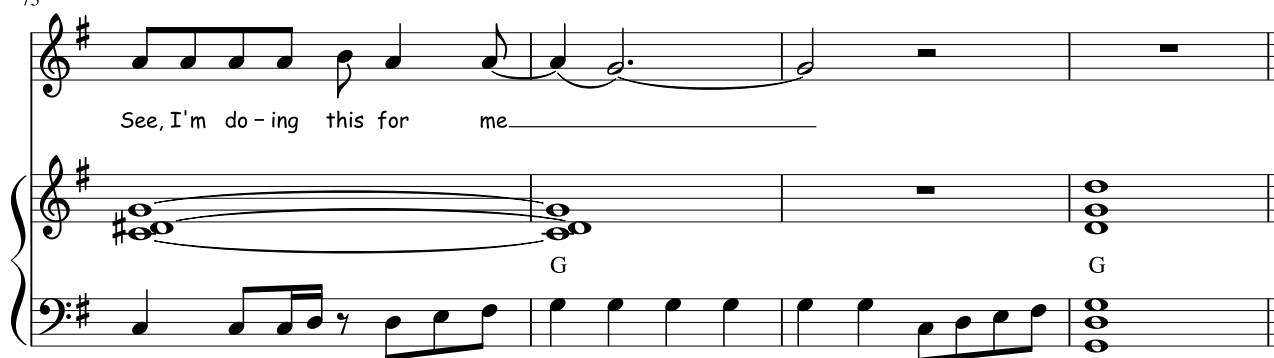
Em D C G F#

71

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

Em D C

73



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

G G

The musical score for page 73 consists of three staves. The top staff is a vocal line in treble clef with a key signature of one sharp (F#). It contains a melody with eighth and quarter notes, followed by a long note with a horizontal line underneath it for lyrics. The middle staff is a piano accompaniment in treble clef, featuring a sustained chord of F# and C# with a long note. The bottom staff is a piano accompaniment in bass clef, featuring a sequence of eighth and quarter notes. The key signature for the piano parts is also one sharp (F#). The piece concludes with a double bar line.

Puzzle 3

Weekly Celebration 1

This week we are celebrating people who:

**Stay motivated when doing
something challenging**



Puzzle 3

Weekly Celebration 2

This week we are celebrating people who:
Keep trying even when it is difficult



Puzzle 3

Weekly Celebration 3

This week we are celebrating people who:
Work well with a partner or in a group



Puzzle 3

Weekly Celebration 4

This week we are celebrating people who:
Have a positive attitude



Puzzle 3

Weekly Celebration 5

This week we are celebrating people who:
Help other to achieve their goals

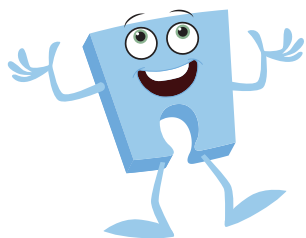


Puzzle 3

Weekly Celebration 6

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






Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 1 - Challenge

Learning Intention/s: I understand that if I persevere I can tackle challenges.

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: 'For Me'. Jigsaw Jenie wants to set you a big challenge today. Set the children a hard challenge for example build a tall tower using only spaghetti and marshmallows or wooden bricks, build a tower from cards, a bowl of small objects e.g sequins and beads and blindfold a child: can they only pick out the sequins? Find a challenge that is hard to complete.
	Help Me Learn	 Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and notice how they felt about the challenge. How did you find that challenge? How did it make you feel? Read one of the suggested stories or one similar with the theme of not giving up when facing a hard challenge or problem. Questions: How did you find that challenge? How did it make you feel? What sorts of things do we everyday that are tricky? Do you ever have any problems with your friends? How do you sort these out?
	Let's Think	Talk about how sometimes we may come across things that are hard. Discuss how we could overcome them. If we were to do the challenges again, what could we do to help us achieve them? What sorts of things do we every day that are tricky? Do you ever have any problems with your friends? How do you sort these out?

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Put out challenges for children to attempt		Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	What sorts of things are tricky to do at home? Can you challenge yourself to overcome them e.g. tying up shoelaces, putting clothes away?
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Set up different challenged for children this can be maths linked, mini obstacle courses in PE	Jigsaw Song sheet: 'For Me' Resources for challenge in 'Interest Me' Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Take pictures of children doing the challenges or over coming problems when playing and put up on display	Put out physical challenges for children to attempt



Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 1 - Challenge

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(c)		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(c)	
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	

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 1

Dreams and Goals

Script

This is our first Calm Me time since we came back to school after the holiday.

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands in our laps or on our tummies

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

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth and feel calm and peaceful.

So breathe in a big and gentle breath through your nose while I count to to 3... 1...2...3... and gently breathe out your rainbow breath through your mouth 1...2...3...4... Can you imagine the colours of your rainbow breath?

Let's try that again and I will count while you breathe lovely gentle deep breaths in 1...2...3... and out through your mouth 1...2...3...4...

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

(Practise as many times as the children can manage.)

When we breathe in, we feel strong and sit up straight and proud.

When we breathe out, we feel gentle and calm.

When we breathe in, we feel strong and sit up straight and proud.

When we breathe out, we feel gentle and calm.

We can face challenges.

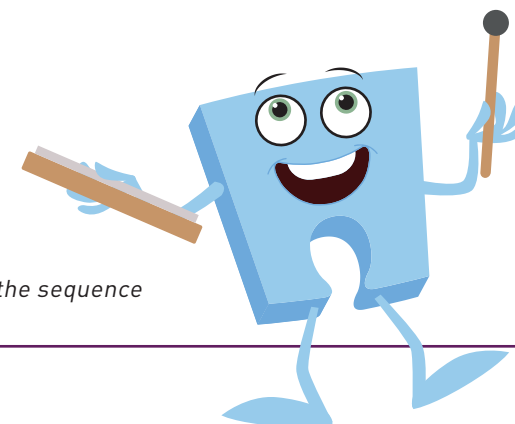
(You may be able to repeat this if children can manage this.)

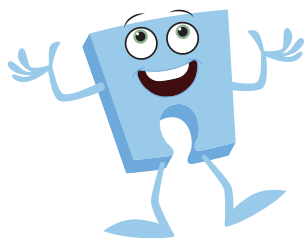
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they use words like calm, peaceful, quiet, strong, gentle?

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 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 2 - Never Giving Up

Learning Intention/s: I can tell you about a time I didn't give up until I achieved my goal.

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: 'For Me'. Read one of the suggested stories or one with the theme of never giving up until you have reached your goal.
	Help Me Learn	In pairs or in groups, ask children to think of something they have done that they found tricky to start with but with practice and never giving up they managed to do it. Provide a couple of examples like learning to walk, riding a bike. Questions: What have you found tricky to do? How did you manage to do it?
	Let's Think	Pass Jigsaw Jenie around the children and allow them to express their experience of never giving up. As each child shares their experience, elaborate more on the process involved of always trying, keep practising and never giving up until you can do it.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide children with problems to over come. Good link to maths, construction		Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	Promote discussions at home where parents/grown-ups talk about what they have done and at which they persevered
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Support children with child initiated activities	Jigsaw Song sheet: 'For Me' Book: 'The Hare and The Tortoise', Aesop's Fables (available on-line) Book: 'The Jungle Run' by Tony Mitton Jigsaw Jenie Jigsaw Chime	Make a display linked to one of the stories. But up pictures/thought bubbles of what children have persevered in doing until they could do it	Provide children with problems to overcome. Good link to maths, construction



Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 2 - Never Giving 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(c)	✓	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(c)	
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	3
4	4	4

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

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



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

Dreams and Goals

Script

Our Calm Me times with Jigsaw Jenie are going to help us face our Jigsaw challenges.

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations

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

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth. Imagine you are blowing the fluffy clouds along as they drift through the sky.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose while I count to 3... 1...2...3... and gently breathe out your rainbow breath through your mouth 1...2...3...4... Can you imagine the colours of your rainbow breath?

Let's try that again and I will count while you breathe lovely gentle deep breaths in 1...2...3... and out through your mouth 1...2...3...4... Blow the clouds along gently.

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

When we breathe in, we feel strong and we don't give up.

When we breathe out, we feel gentle and calm.

When we breathe in, we feel strong and we don't give up.

When we breathe out, we feel gentle and calm.

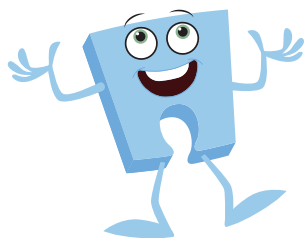
(You may be able to repeat this if children can manage this.)

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

How do they feel?

Can they use words like calm, peaceful, quiet, strong, gentle?


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 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 3 - Setting a Goal

Learning Intention/s: I can set a goal and work towards it.

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: 'For Me'. Act out building a tower and then make it fall down. This can be done using adults or Jigsaw Jenie. Don't rebuild it and say that you're giving up and leave it. Try doing some writing/drawing but again give up because you can't do it. Then sit looking bored, saying things like you can't do it, it's too hard.
	Help Me Learn	<p>What will happen if I don't/Jigsaw Jenie doesn't try and give up easily on everything? Explain to the children that there are things we may not be good at and want to get better at. Give some examples of things they could work at in school or at home.</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. Give the children some thinking time to think of something they want to get better at.</p> <p>Questions: What will happen if we don't try and give up easily on everything? What would you do? How can you achieve your goal?</p>
	Let's Think	Go around the circle and get children to share their idea of what they would like to get better at. Explain how this is going to become their goal. Write the children's ideas down and create a display with their ideas. (Keep the children's goals for Piece 6.)

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Put out equipment/resources that will help children achieve their goal		During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking	As a family, come up with a goal to achieve at home and talk about how you can achieve it
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult support during child-initiated to help children achieve their goal	Jigsaw Song sheet: 'For Me' Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime Wooden bricks Paper Pencils	All the things the children want to get better at, and make pictures of the children with their bubbles, or hand prints with their idea on, or footballs so they are inspired to achieve their goals	Put out equipment/resources that will help children achieve their goal



Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 3 - Setting a Goal

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(c)	✓	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(c)	
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	2
3	3	3
	4	4

Active Learning - motivation		
Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1	1	1
2		2
3		3
4		

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



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

Dreams and Goals

Script

Our Calm Me times with Jigsaw Jenie are going to help us think about our Jigsaw goals.

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

OR

Maybe Jigsaw Jenie doesn't want to come to Calm Me time today. Can the children think of why it would be good for him to join in?

Two children could then hold his hands through the Calm Me time (one hand each).

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

Feel calm and peaceful, strong and gentle

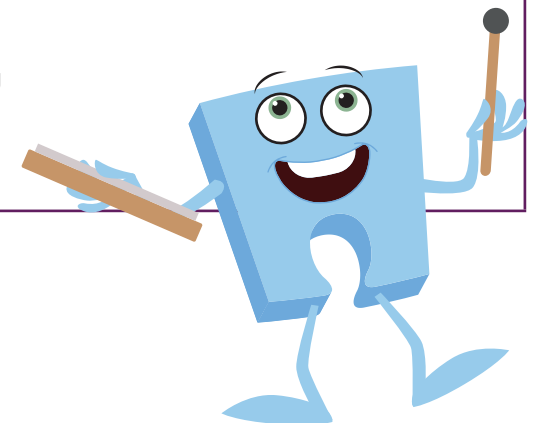
Make pictures in our minds/imaginations

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

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth. Imagine you are blowing the fluffy clouds along as they drift through the sky.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.





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

Dreams and Goals

So breathe in a big and gentle breath through your nose while I count to 3... 1...2...3... and gently breathe out your rainbow breath through your mouth 1...2...3...4... Can you imagine the colours of your rainbow breath?

Let's try that again and I will count while you breathe lovely gentle deep breaths in 1...2...3... and out through your mouth 1...2...3...4... Blow the clouds along gently.

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Practise as many times as the children can manage.

When we breathe in, we feel strong and kind.

When we breathe out we feel gentle and calm.

When we breathe in, we feel strong and kind.

When we breathe out, we feel gentle and calm.

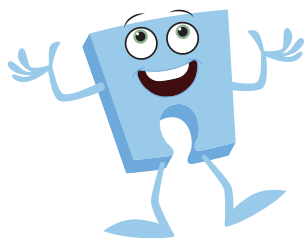
(You may be able to repeat this if children can manage this.)

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

How do they feel? How does Jigsaw Jenie feel now they helped him take part?

Can they use words like calm, peaceful, quiet, strong, gentle?


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 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 4 - Obstacles and Support

Learning Intention/s: I can use kind words to encourage people.

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	Role-play with two grown-ups in the base (if this is not possible, use two teddies/puppets). One grown-up is busy doing something and the other grown-up begins to say negative things about how they are doing, putting their abilities down.
	Help Me Learn	<p>Ask the children how they felt about watching and hearing the unkind things being said/done. How did Jigsaw Jenie feel about this? Get the two grown-ups to sit in chairs and explain how they felt e.g. grown-up 1 in control, felt good because they were better at things than the other grown-up: grown-up 2 felt sad and felt like giving up. As a class, talk about how that situation could be made better and get the grown-ups/ teddies to role-play what the children come up with. How do you feel when people say horrible things to you? How do you feel when someone says something nice to you?</p> <p>Questions: How do you feel? Can you say something good about your friend? Can you encourage others?</p>
	Let's Think	<p> Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and think of kind words.</p> <p>Can the children say something kind about someone else in the room? How do we all feel hearing nice things about ourselves? Will this help you achieve your goal having the support of your friends?</p>

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Provide opportunities for children to teach each other the things they are good at. Ensure access to toys/resources/equipment that children have identified in the lesson		During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking	Can children write down something good about each family member and vice versa? Can the family say something good about the child?
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Create a poster about what they are good at and how they got there. Pair children up: can they share their skills and teach a friend something new?	2 teddies/puppets Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Children's posters Photos of children teaching each other new skills	Provide opportunities for children to teach each other the things they are good at Ensure access to toys/resources/equipment that children have identified in the lesson



Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 4 - Obstacles and Support

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(c)	✓	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(c)	
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
3	3	3
4	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		



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

Dreams and Goals

Script

Our Calm Me times with Jigsaw Jenie are going to help us think about our Jigsaw goals.

(If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.)

OR

Maybe Jigsaw Jenie enjoyed holding children's hands last time and would like to hold different children's hands this time.

Two children could then hold his hands through the Calm Me time (one hand each).

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations

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

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth. Imagine you are blowing little hearts of kindness out as you breathe out through your mouth. Little hearts of kindness float around our circle.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose and gently breathe out your rainbow breath and imagine lots of little rainbow-coloured hearts floating out on your breath, out through your mouth, spreading kindness as they float away.



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

Dreams and Goals

Let's try that again .

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Imagine lots of rainbow-coloured hearts floating away spreading kindness around our circle.

(You may be able to repeat this if children can manage this.)

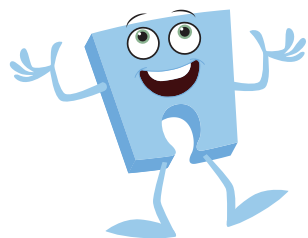
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

How do they feel?

Can they pretend they are catching the rainbow hearts as they float? Can they feel the kindness in their hearts as they catch them?

Can they use words like calm, peaceful, quiet, strong, gentle, kind?


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.



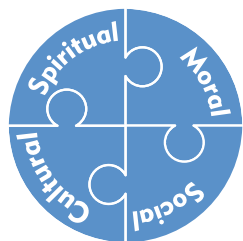
Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 5 - Flight to the Future

Learning Intention/s: I understand the link between what I learn now and the jobs I might like to do when I am older.

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	Get the children to close their eyes and lie down. Describe to the children that they are going on a journey into the future. Describe being on a rocket taking off and zooming through time.
	Help Me Learn	<p>Jigsaw Jenie shows children a box (or bag) containing all the picture word cards of jobs done by adults. Explain that the children are now adults and that they need to have a job. Pick one child to select from the box. That child then has to try to act out the job on that card for the other children to guess.</p> <p>Questions: What would we need to do now to help us get that job in the future? What things do we need to learn to help us achieve our dream job?</p>
	Let's Think	<p>What would we need to do now to help us get that job in the future? What things do we need to learn to help us achieve our dream job? e.g. if they picked out being a teacher they would need to learn to read and write now; if they picked out builder, they would need to know about measuring.</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 notice what they are thinking.</p>

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Role-play opportunities for different occupations		During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Understanding the world: people and communities Understanding the world: the world	Talk to parents/carers or other family members about the jobs they do. What did they have to do to get there? What did they have to learn to do their job well?
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Adult to support children in the role-play element of the lesson, suggesting possible ideas of how to act out the job	Large variety of picture and word cards of different jobs done by adults (Teachers to find more) Box or bag to hold picture cards Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Take and print photos of children dressed up in the role-play, acting out different occupations and write around the outside the things they would need to achieve to get there	Role-play opportunities for different occupations



Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 5 - Flight to the Future

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(c)	✓	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(c)	
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	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 Script - Year F2 (Reception) - Ages 4-5 - Piece 5

Dreams and Goals

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

[If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.]

OR

Maybe Jigsaw Jenie enjoyed holding children's hands last time and would like to hold different children's hands this time?

Two children could then hold his hands through the Calm Me time (one hand each).

Script

Can anyone remind me what we need to do in our Calm Me time?

Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations

Breathe in gently through our noses

Breathe out rainbow breath through our mouths



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

Dreams and Goals

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

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth. Imagine you are blowing little hearts of kindness out as you breathe out through your mouth. Little hearts of kindness float around our circle.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose and gently breathe out your rainbow breath and imagine lots of little rainbow-coloured hearts floating out on your breath, out through your mouth, spreading kindness as they float away.

Let's try that again.

Feel your tummies get bigger and smaller as they breathe in and out, like a balloon blowing up and then going down.

Imagine lots of rainbow-coloured hearts floating around our circle and some of them very gently land on you making you feel loved and happy. Kindness makes you feel loved and happy.

(You may be able to repeat this if children can manage this.)

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

How do they feel?

Can they pretend they are catching the rainbow hearts as they land on them? Can they feel the kindness in the hearts as they land on them?

Can they use words like calm, peaceful, quiet, strong, gentle, kind?

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.



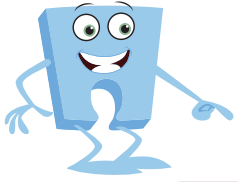
Calm Me Time in Foundation 2 - Ages 4-5 - Extra

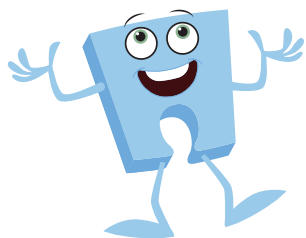
Celebrating Difference

Ask the children to lie down on the floor, relax your body, let your feet fall to the sides, let your body become heavy. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Imagine that you are walking through a field of flowers. The grass is long and green beneath your toes. You bend down to smell a purple flower, it tickles your nose. You follow the narrow path through the field. Fluttering above your head are colourful butterflies with red, orange and blue wings. Busy bees buzz past chasing each other, twirling around each other to play.

Ahead of you, you see a large green tree. The sun streams through the branches. You walk over to the tree and sit down underneath it. The tree makes you feel safe. You take a deep breath in through your nose feel your chest rise and as you breath out, feel it fall (Repeat three times). You stand up and begin to walk slowly back through the field.

Slowly begin to open your eyes and wiggle your toes, your legs, your fingers and move your head from side to side. This is the end of Calm Me.





Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 6 - Award Ceremony

Learning Intention/s: I can say how I feel when I achieve a goal and know what it means to feel proud.

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	Jigsaw Jenie shows children the special box/bag. Explain to the children this is where our goals will go if we have achieved them.
	Help Me Learn	One child at a time to go through their goal from Piece 3. Do we think they have achieved their goal? As a class, talk through each one and say how we feel they have achieved it. Children then get to put their goal into the special box/bag. Questions: Have you achieved your goal? How did you achieve your goal? What would they like to aim for next?
	Let's Think	Present each child with a special footprint. They design on it one achievement they are proud of this term. Add footprints to the whole school Hall of Fame.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
N/A		Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking	Invite parents/carers in for the session to praise the children for achieving their goal. If children's goal was for something at home, ask for a photo of it being achieved to be brought in
Adult-led/directed activities	Resources	Display ideas	Outside Learning
N/A	Well done certificate A special box/bag Children's goals from Piece 3 Jigsaw Jenie Jigsaw Chime	Photos/work that show evidence of children achieving their goals	N/A



Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5

Piece 6 - Award Ceremony

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(c)		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(c)	
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
		4

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

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



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

Dreams and Goals

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

[If some children are still finding Calm Me time difficult, they could take turns to hold Jenie's hands or hug him during Calm Me time. This can be calming in itself as it provides some security and familiarity. If they hold Jenie in front of their tummies they will feel him move up and down as they breathe in and out. This may help.]

OR

Maybe Jigsaw Jenie enjoyed holding children's hands last time and would like to hold different children's hands this time?

Two children could then hold his hands through the Calm Me time (one hand each).

Script

Can we see if we can show Jigsaw Jenie how we get ready for Calm Me time without saying a word?

[Bring Jigsaw Jenie with us

Sit together in our circle with Jigsaw Jenie

Straight backs

Close our eyes

Hands on our tummies]

What do we do in Calm Me time?

Feel calm and peaceful, strong and gentle

Make pictures in our minds/imaginations

Breathe in gently through our noses

Breathe out rainbow breath through our mouths

Feel strong, calm , kind



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

Dreams and Goals

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

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth. Imagine you are blowing little hearts of kindness out as you breathe out through your mouth. Little hearts of kindness float around our circle.

Feel your tummies go up and down as you breathe.

Feel calm, peaceful and safe.

So breathe in a big and gentle breath through your nose and gently breathe out your rainbow breath and imagine lots of little rainbow-coloured hearts floating out on your breath, out through your mouth, spreading kindness as they float away.

Sit up really straight and feel proud. We are achieving Jigsaw Dreams and Goals and feel proud we can DO things, proud we can be kind to each other.

(You may be able to repeat this if children can manage this.)

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

How do they feel?

What do they feel proud they have achieved?

Can they use words like calm, peaceful, quiet, strong, gentle, kind, proud?

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

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Puzzle 3: Dreams and Goals - Foundation 2 - Ages 4-5 - Spring 1
Piece 6 - Footprint Awards





Congratulations

Well done for your work in
The Dreams and Goals Puzzle

I am proud that you

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



Congratulations

Well done for your work in
The Dreams and Goals Puzzle

I am proud that you

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