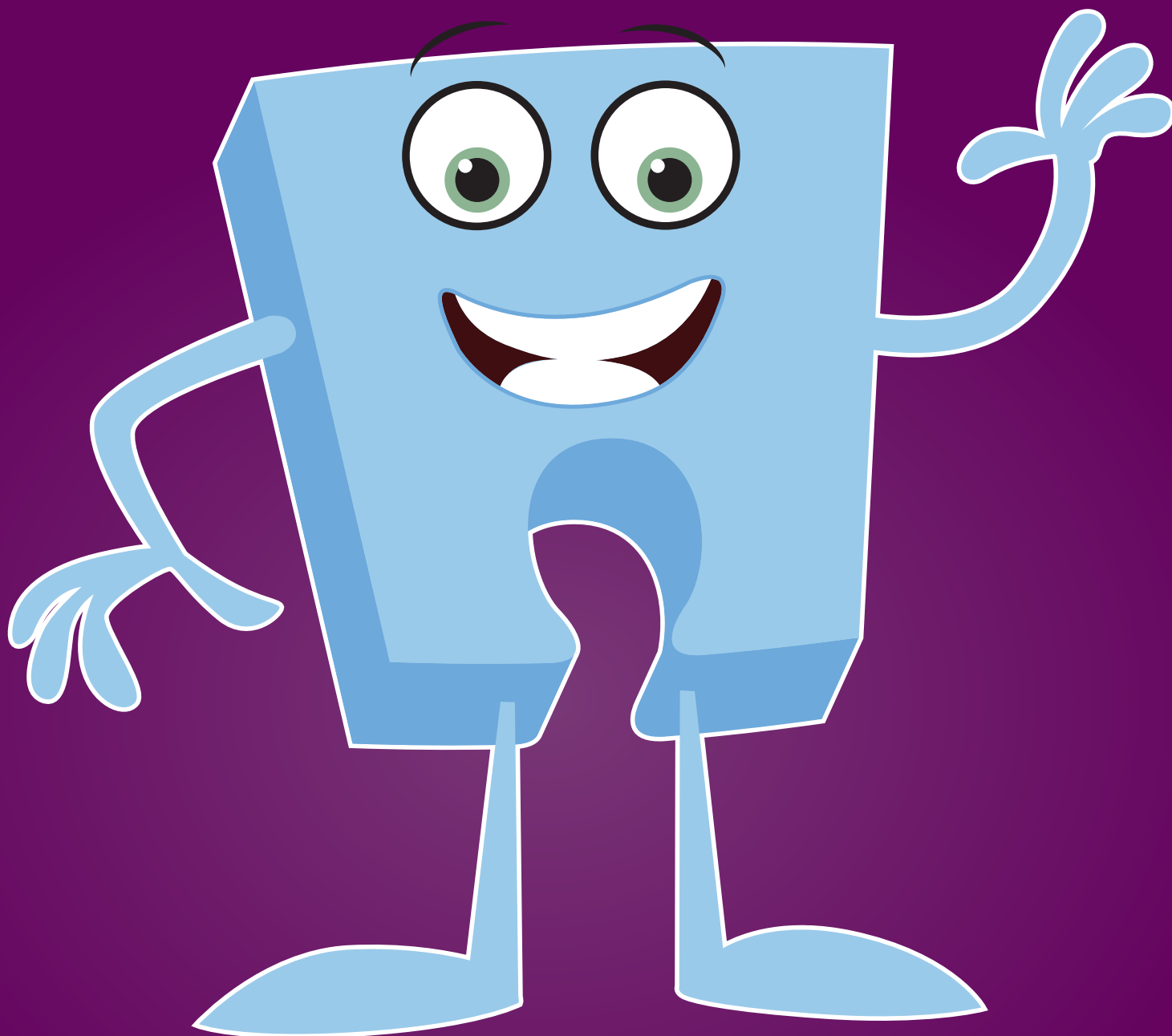


Jigsaw!®

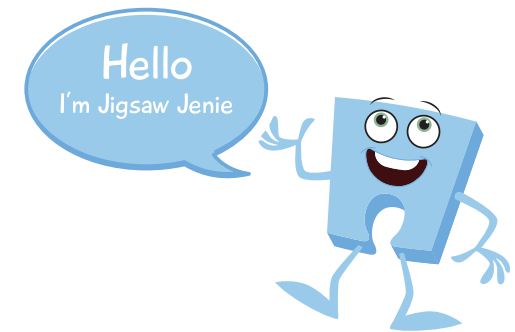
The mindful approach to PSHE



Healthy Me - F2 (Reception)

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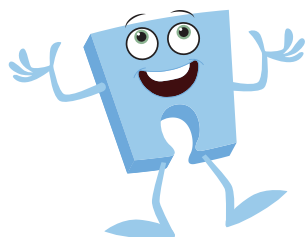
Healthy Me

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

Puzzle Outcome

Help me fit together the six pieces of learning about Healthy Me to create the Bedtime section of the Healthy Me Recipe Book (see Piece 4)

Weekly Celebration	Pieces	Learning Intentions	Resources
Have made a healthy choice	1. Everybody's Body	I understand that I need to exercise to keep my body healthy	Jigsaw Song sheet: 'Make a Good Decision' Jigsaw Jenie Colouring pictures Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jerrie Cat Jigsaw Chime
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I understand how moving and resting are good for my body	Large space needed Calm music to assist with the cool down Small apparatus Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have been physically active	3. Food, Glorious Food	I know which foods are healthy and not so healthy and can make healthy eating choices	An assortment of healthy food and not so healthy food (preferably real) to make a sandwich Fruit for directed activity Shopping bags/basket Food, Glorious Food song Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and understand why sleep is good for me	Bedtime equipment: Pyjamas, Teddy, Hot water bottle, Dressing gown, Glass of milk, Night light, Story book Chitty Chitty Bang Bang DVD (or similar example) Jigsaw Jenie Lullaby CD Large clock Jigsaw Jerrie Cat Jigsaw Chime
Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to keep calm and deal with difficult situations	6. Stranger Danger	I know what a stranger is and how to stay safe if a stranger approaches me	Book: 'Not Everyone is Nice' (Let's Talk Book) by Ann Tedesco, or similar Book: 'Never Talk to Strangers', by Irma Joyce If possible, ask your local PCSO to come by and chat to the children about Stranger Danger. Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime



Puzzle Assembly/Collective Worship: Healthy Me

Title: Healthy Me - Song: Make a Good Decision

Resources: PowerPoint slide show of people making healthy choices. PowerPoint slide of a car. Various pictures for the More often/Less often game. More often/Less often labels. Jigsaw song: Make A Good Decision backing track or played on piano/ or played with children singing from the MP3 file.

Stimulus (focus for reflection): Slides 1-6. Show the PowerPoint slideshow of people/children making healthy choices and play the Jigsaw song: Make a Good Decision.

Calm me: In today's assembly the Calm Me is part of the Reflection time at the end of the assembly.

Help me think about: Slide 7. Show the PowerPoint slide of the car and invite the children to think about what is needed to keep the car 'healthy' and make it go. Take some feedback. Summarise the children's answers by explaining that in order to keep the car in a 'healthy condition' it needs regular amounts of the right fuel, periods of rest, it needs to be used regularly to keep all the parts running, it needs cleaning and maintaining.

Puzzle Assembly Plan: Put up the More often and Less often signs on opposite sides of the room/space.

Explain that in the children's Jigsaw lessons this term they will be learning about making healthy choices. Can they see the link between what they said about the car and how that relates to our ways of staying healthy? Draw out the similarities? Can they think of extra things that we need that a car wouldn't? (e.g. importance of social life, friends and family, relaxation and doing things we enjoy).

Explain that everyone is now going to play a game. In the bag you will have various pictures. In the game the children have to try and guess what is on each picture from the Lead Practitioner's description. When a picture has been guessed the children need to decide if it should be placed on the More often or Less often side of the room. It maybe they feel the picture should be placed somewhere in-between. If so, this is OK because it emphasises moderation which is an important aspect in many of our healthy choices.

After the game have a look at how the pictures have been sorted. Stress to the children that Less often doesn't always mean NEVER. For example, it's OK to have treats every now and again.

Invite the children to look at the pictures and with a talk partner discuss how often they do these things. Is there something they could do more of, or perhaps they need to do less of something else? Can they think of a change they could make to be healthier?

Ask for some examples.

Slide 8. Sing the Jigsaw song: Make a Good Decision.

Help me reflect: Begin this section by doing a Calm me time by sounding the Jigsaw Chime and inviting everyone to listen as the sound fades away. Invite the children to use their 4/6 breathing, counting 4 on the in-breath and 6 on the out-breath. In this moment of stillness ask everyone to think of the healthy choice/change they would like to make. Can they see it as a picture in their heads?

After a few moments sound the Jigsaw Chime again and ask everyone to bring their attention back to the room when they can no longer hear the sound.

(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 the Jigsaw Song for Healthy Me: Make A Good Decision.

Healthy Me

Assembly (PowerPoint Slides 1-6)

Slide 1



Slide 2



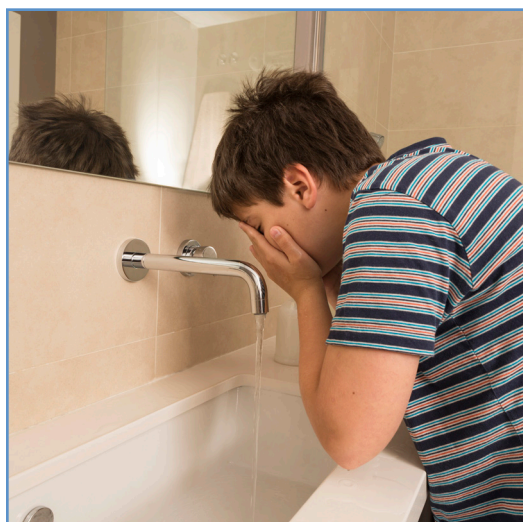
Slide 3



Slide 4



Slide 5



Slide 6





Healthy Me Assembly (PowerPoint Slides 7-8)

Slide 7



Slide 8

Make A Good Decision (Healthy Me)

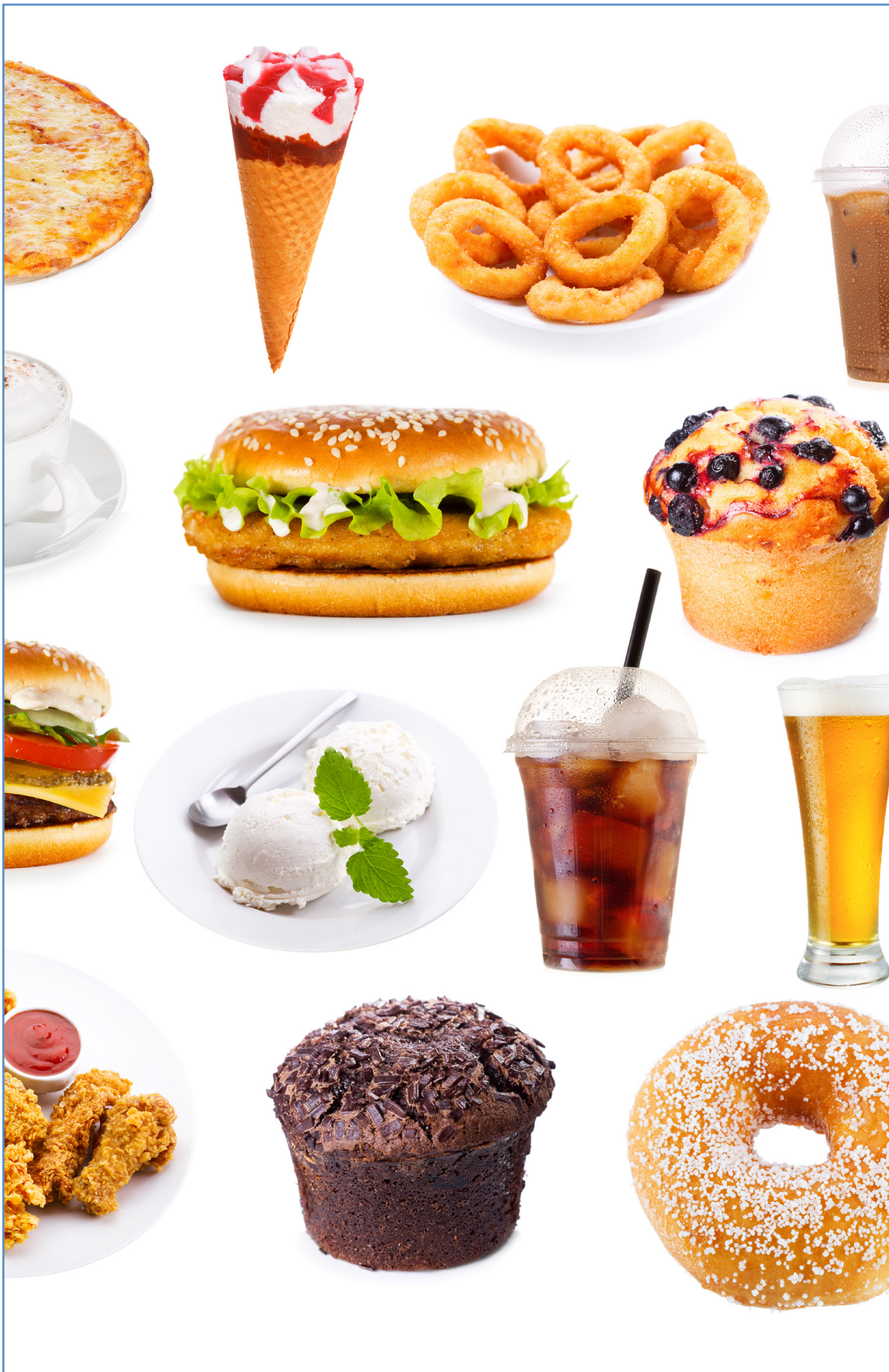
I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong,
I will make sure,
I can tell the difference, see.
I will make sure,
I'm as healthy as can be.
As can be,
Be, be.

Chorus:
I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Let's be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2
I know what's wrong and what's right when
It comes to the bite,
I know just what to say,
It's my life.
Let's be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.















Make A Good Decision (Healthy Me)

I know what's right,
And I know what's wrong.
When to say yes,
And say no, strong,
Strong.

I will make sure,
I can tell the difference, see.
I will make sure,
I'm as healthy as can be.
As can be,
Be, be.

Chorus:

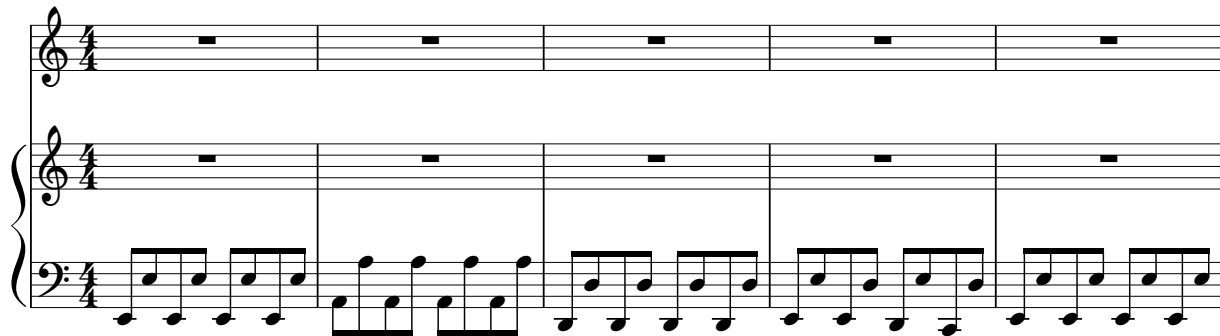
I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

INSTRUMENTAL

Chorus x2

I know what's wrong and what's right when
It comes to the bite.
I know just what to say,
It's my life.
Lets be healthy, be happy, be you,
Be the way that you want to be.
Make sure that you make a good decision.

Make A Good Decision (Healthy Me)



The first system of the song consists of five measures. The vocal line (treble clef) contains whole rests in all five measures. The piano accompaniment (grand staff) features a steady eighth-note pattern in the bass clef and whole rests in the treble clef.




The second system begins at measure 6. The vocal line has whole rests for the first two measures, followed by a quarter note G4, a quarter note A4, and a triplet of eighth notes G4-A4-B4. The lyrics "I know what's right, and I know what's" are aligned with these notes. The piano accompaniment continues with the same eighth-note pattern in the bass clef and whole rests in the treble clef.



The third system begins at measure 10. The vocal line continues with the melody: a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5, a quarter note B4, a quarter note A4, a quarter note G4, and a quarter note F#4. The lyrics "wrong. When to say yes, and to say no, strong. Strong. I will make" are aligned with these notes. The piano accompaniment continues with the same eighth-note pattern in the bass clef and whole rests in the treble clef.

13

sure, I can tell the difference, see. I will make sure, I'm as healthy as can



16

be. As can be. Be, be. I know what's wrong and what's right when it



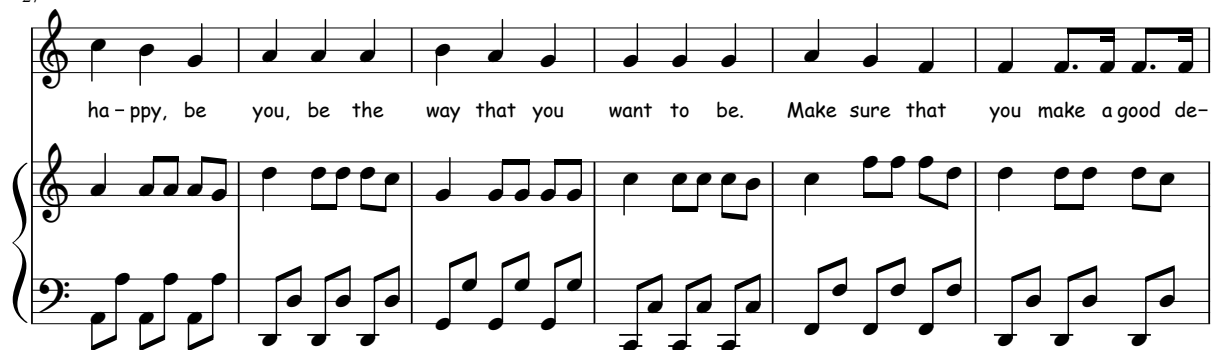
21

comes to the bite, I know just what to say, It's my life. Let's be healthy, be



27

happy, be you, be the way that you want to be. Make sure that you make a good de-



33

cision__ .



39

I know what's wrong and what's right when it



45

comes to the bite, I know just what to say, It's my life. Let's be heal-ty, be



51

ha-ppy, be you, be the way that you want to be. Make sure that you make a good de-



57



Musical score for measure 57. The score consists of two staves. The top staff is a single treble clef staff containing a half note G4, a quarter note A4, a quarter note B4, and a half note C5. The bottom staff is a grand staff (treble and bass clefs) containing a half note G3, a quarter note A3, a quarter note B3, and a half note C4. The lyrics "cis - ion" are written below the top staff, with a line indicating the word continues.

Puzzle 4

Weekly Celebration 1

This week we are celebrating people who:
Have made a healthy choice



Puzzle 4

Weekly Celebration 2

This week we are celebrating people who:
Have eaten a healthy, balanced diet



Puzzle 4

Weekly Celebration 3

This week we are celebrating people who:
Have been physically active



Puzzle 4

Weekly Celebration 4

This week we are celebrating people who:
Have tried to keep themselves and other safe



Puzzle 4

Weekly Celebration 5

This week we are celebrating people who:
**Know how to be a good friend and
enjoy healthy relationships**

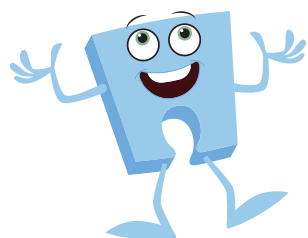


Puzzle 4

Weekly Celebration 6

This week we are celebrating people who:
**Know how to keep calm and deal with
difficult situations**






Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 1 - Everybody's Body!

Learning Intention/s: I understand that I need to exercise to keep my body 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'. Jigsaw Jenie to select a picture and hide it behind back. Play 'Guess which sport/activity I am'. Give the children clues and see if they can guess which sport the adult is thinking of: e.g. there is a ball in my game, you play it with lots of friends, it needs lots of space, the ball is the size of an apple, you use a wooden bat. What game am I? Cricket.
	Help Me Learn	<p>Children to sit in circle and share their photos/certificates. Say why they enjoy them. Could they always do those things or is it something they had to learn and keep practising?</p> <p>Questions: Why do we exercise? Why is it important?</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 notice what you are thinking.</p>
	Let's Think	What happens to their bodies when they exercise? Does anything change? Quick experiment: jump up and down as quickly as they can for one minute. (Have timer available for children to grasp concept of the length of a minute.) How do they feel now/what changes have happened?

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Colouring pictures of different sports/active lifestyle Children to choose their favourite exercise/sport to colour and then practise using scissors safely and with control to cut out their picture - add to their learning journal evidence TA/Teacher to record what they say about their picture and chosen sport and assess their cutting skills		Bubble-ups during 'Interest Me' and 'Help me Learn' and adult-directed/child-initiated activities Understanding the world Expressive arts and design Physical development Maths Communication and language	Prior to session ask families to send in photo/certificates/badges of what their favourite sport/exercise/physical activity is outside of school, e.g. riding a bike, swimming, dancing, etc.
Adult-led/directed activities	Resources	Display ideas	Outside Learning
See outside learning	Jigsaw Song sheet: 'Make a Good Decision' Jigsaw Jenie Colouring pictures Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jerrie Cat Jigsaw Chime	Using the pictures and certificates that have been sent in from home - create a display	Timed activity - with minute timers: how many jumps/hops/ runs, etc. can they do in one minute?



Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 1 - Everybody's 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
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

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 1

Healthy Me

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 etc.

Now we are thinking about how we can be healthy so our Calm Me time will help us with this because it helps us feel calm. If we feel angry or anxious, we can have a Calm Me time and use out breathing to calm down our emotions, can't we?

(Jigsaw Jenie may have an example of a time when he calmed his emotions down using his Calm Me breathing...)

Maybe try doing Calm Me time with your hands on your heart instead of on your tummy. Can you feel your heart beating? Why is your heart so important?

Maybe Jenie can sound the Chime. Listen until you can't hear the sound any more. Listen... listen...



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

Healthy Me

Now take a big deep breath in through your nose and puff out your rainbow breath through your mouth. Imagine you are filling up your heart with kindness as you breathe in and smile as you breathe out.

Feel your chest go up and down as you breathe in and out.

Feel calm, peaceful and safe. Your heart is full of kindness.

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

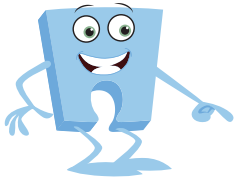
Sound the Chime again and ask the children to listen until they can no longer hear it and explain that Calm Me time is over.

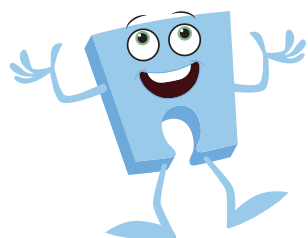
How do they feel?

Could they imagine their hearts filling up with kindness?

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.





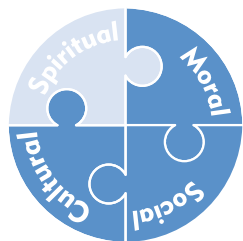
Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 2 - We like to move it, move it!

Learning Intention/s: I know which foods are healthy and not so healthy and can make healthy eating choices.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	(whole class) Warm up with a whole class game by playing the Bean game: baked beans - children pretend to sun bathe, runner beans - run, jelly beans - shake, jumping beans - jump, broad beans - broad shapes, chilli beans - shiver, string beans - hold hands with other children, beans on toast - all children run to teacher and curl up in ball whilst teacher pretends to be the fork and 'gobble' them up. Get quicker to increase their heart rates.
	Help Me Learn	Go through questions. Recap some of the sports and exercises they thought of in the previous Piece. Split class into groups of 3/4 and give them a sport they have to act out. Children then demonstrate to rest of the class, and the children try to guess which sport it is; they need to use their whole bodies. Questions: Feel your hearts: what is happening? How does your breath feel? What does your skin feel like? Why is it important to exercise?
	Let's Think	Cool down: stretch each body part - use all the correct terms for the bodies including the less familiar ones (wrists, ankles, elbows).

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Normal good practice		Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Understanding the world Physical development Maths Communication and language	Encourage active play - adults to teach children an active game from their childhood, e.g. block 123, Bull dog, dodgeball, etc.
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Go outside and do an obstacle course together. Plan what each stage is going to be. Cheer each other on and time how long it takes to get the whole team through. Can you beat your time?	Large space needed Calm music to assist with the cool down Small apparatus Jigsaw Jenie Jigsaw Chime	Anything that promotes a healthy lifestyle - add to last week's display	Apparatus to support active play e.g. ropes, balance boards, bean bags, etc.



Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 2 - We like to move it, move it!

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
	2	
3	3	3
4		

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

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



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

Healthy Me

Script

If it is practical, can children lie on the floor for this Calm Me time?

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)

Now we are in our circle, can we lay down with our feet in the middle of the circle but not touching anyone else's feet?

So put your hands on your tummies, 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.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make yourself as long as you can be.

Then let your whole body relax and go floppy.

Breathe in and imagine the air fills up your body.

Breathe out and go floppy.

Say a quiet thank you to your body for being fit and healthy. For letting you run and jump and play.

(Teacher note: be sensitive to needs and situations of children with disabilities, and maybe alter wording to be inclusive.)

Feel calm, peaceful and safe. I love and respect my body.

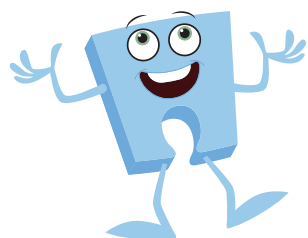
(You may be able to repeat this if children can manage this.)

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.

Sit up very gently and 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 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 3 - Food, Glorious Food

Learning Intention/s: I know what the word 'healthy' means and that some foods are healthier than others.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	(whole class) Teacher makes a sandwich and fills it with crisps, sweets, cakes, etc. (it will be a MASSIVE sandwich). Teacher to verbalise their thinking e.g. ooh I love cake, let's put that in, I love Coke and then pour coke over the top, etc. Pretend to be about to eat it and ask the TA to come in, act shocked and take the sandwich away.
	Help Me Learn	<p>Why did the sandwich get taken away? Let children talk about this for a minute and share opinions. Take shopping bags and go through the foods and decide which foods were healthy and which foods are less healthy and sort in to groups. Ask the question: should we never eat less healthy foods? Discuss.</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 think about food you like.</p> <p>Questions: What does healthy food do to our bodies? If you ate less healthy food all the time what would happen to your body?</p>
	Let's Think	From the bag of food, what is your favourite piece of healthy food? Why do you like it? How does it make your body feel? Listen to 'Food, Glorious Food' song to finish.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Pots, pans, etc. and a range of role play food and plates for children to prepare meals. Great opportunity for bubble-ups/photos and learning stories		Bubble-ups during 'Interest Me' and 'Help me Learn' and adult-directed/child-initiated activities Understanding the world Expressive art and design Physical development Maths Communication and language	Encourage the children to have a more active role in selecting what goes in their lunchbox for the week. Talk about which food should be eaten all the time and which should only be eaten occasionally or as a treat. Parents/carers to make a note of anything that is said that shows the children have a good understanding of this and add this to their learning journals
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Fruit salad-making. Work in small groups to make a fruit salad. Using knives safely. Talk about each fruit, describing looks, smell and taste. What does fruit do to your body?	An assortment of healthy food and not so healthy food (preferably real) to make a sandwich Fruit for directed activity Shopping bags/basket Food, Glorious Food song Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Examples of a range of healthy food and the benefits to the body, painted and drawn by the children	Normal active play



Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 3 - Food, Glorious Food

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	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	1
	4	



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

Healthy Me

Script

If it is practical, can children lie on the floor for this Calm Me time?

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)

Now we are in our circle, can we lay down with our feet in the middle of the circle but not touching anyone else's feet?

So put your hands on your tummies, 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.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make yourself as long as you can be.

Then let your whole body relax and go floppy.

Breathe in and imagine the air fills up your body.

Breathe out and go floppy.

Say a quiet thank you to your body for being fit and healthy. For letting you run and jump and play.

(Teacher note: be sensitive to needs and situations of children with disabilities, and maybe alter wording to be inclusive.)

Feel calm, peaceful and safe. I love and respect my body.

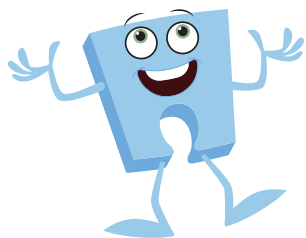
(You may be able to repeat this if children can manage this.)

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.

Sit up very gently and 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 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 4 - Sweet Dreams

Learning Intention/s: I know how to help myself go to sleep and understand why sleep is good for me.

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 yawns and shows the children: dressing gown, pyjamas, teddy, hot water bottle, glass of milk, nightlight and a story book hidden away and reveals one at a time. Can children identify what time of the day these things are most often used?
	Help Me Learn	<p>Show clip of Chitty Chitty Bang Bang, where dad sings to the children as they go to sleep (Hushabye Mountain). Children to pass round Jigsaw Jenie and share what they do at home before they go to sleep (bedtime routines).</p> <p>Questions: What time do they go to bed? (Show time on clock.) What do they do before they go to sleep? What do they wear? Do they cuddle anything? Do they say prayers before sleep? Do they dream?</p>
	Let's Think	Children to find a comfy place to lie (may have to move tables back, etc.). Play a lullaby. Encourage children to close their eyes and take slow, deep breaths. Remind them what happens to our bodies when we are asleep. That's when we grow and our bodies repair themselves. Sleeping is just as important and good for you as food and exercise. At end of song, children to pretend to wake up, yawn, stretch and start the day!

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Bears, dolls, blankets, pillows. Opportunity for children to act out bedtime routines		Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Understanding the world Physical development Literacy Communication and language Maths	Children to draw all the things that they like to do before bed and the order they do it in, applying their phonics to write labels. To be used in display
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Paint their favourite ways to get to sleep and add as pages in the Whole School Healthy Me Recipe Book (Puzzle Outcome)	Bedtime equipment: Pyjamas, Teddy, Hot water bottle, Dressing gown, Glass of milk, Night light, Story book Chitty Chitty Bang Bang DVD (or similar example) Jigsaw Jenie Lullaby CD Large clock Jigsaw Chime	Display work from home	Normal good practice



Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 4 - Sweet Dreams

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	
3	3	
	4	

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

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

Healthy Me

Script

If it is practical, can children lie on the floor for this Calm Me time?

Before starting the Calm Me time can they pretend they are in bed and just about to go to sleep? Do they curl up to go to sleep or stretch out to go to sleep? Can they show Jigsaw Jenie how they go to sleep?

Maybe show them Jigsaw Jenie all snuggled into his blanket ready to have a nap.

Ask children why it is important for our bodies to get plenty of sleep...

Then start Calm Me time...

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

Now we are in our circle, can we lay down with our feet in the middle of the circle but not touching anyone else's feet?

So put your hands on your tummies, 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.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make yourself as long as you can be.

Then let your whole body relax and go floppy.

Breathe in and imagine the air fills up your body.

Breathe out and go floppy.

Imagine you are in the cosiest bed in the world and give a big yawn.

Relax.

Feel calm, peaceful and safe.

I can give my body plenty of sleep and rest.

Very gently stretch your body and make it as long as it can be.

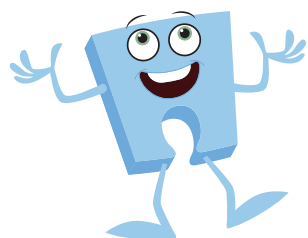
Slowly open your eyes but stay laying down.

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.

Sit up very gently and 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.



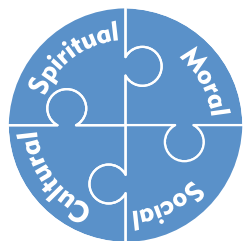
Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 5 - Keeping Clean

Learning Intention/s: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.

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 the children an array of fruit and vegetable snacks - they need to be FILTHY. Offer them to children. Watch for their responses. Pretend to be about to eat them. Act confused when children stop you. (Ad lib if they don't!) Ask them to explain why you shouldn't eat them.
	Help Me Learn	Select one and wash it in front of the children. Explain that when they DON'T wash their hands before they eat, it's like eating a carrot/apple covered in dirt. The dirt and germs on their hands are often invisible. Chat with each other about all the ways we use soap and water e.g. washing cars, dishes, clothes, etc. Everyone to wash their hands properly. Questions: What happens if we don't wash our hands? What do germs do?
	Let's Think	Would you go to a restaurant/see the head teacher/visit grandparents covered in mud? Keeping ourselves clean can also be a sign of respect.  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 about how good it feels to be clean.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Babies in the water tray with an array of washing resources, soap, sponges, nail brushes, tooth brushes, towels, etc.		Bubble-ups during 'Interest Me' and 'Help Me Learn' and adult-directed/child-initiated activities Understanding the world Expressive art and design Physical development Communication and language	Ask children to create a 'Keep your hands clean' poster. It's a competition and some will be laminated and put in bathrooms around the school to encourage everyone to keep their hands clean
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Bubble painting	Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime	Display their home learning tasks and select a few to be laminated to go in all toilet areas both that staff, visitors and children use	Wash outside resources, building blocks, bikes, scooters, etc.



Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 5 - Keeping Clean

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		

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



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

Healthy Me

There are additional optional Calm Me Scripts after Pieces 5 and 6 to further develop children's visualisation skills, if you want to use them.

Script

Children can lie down or return to sitting for this Calm Me time.

Let's get ready for Calm Me time.

So put your hands on your tummies, 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.

Imagine you are gently blowing a feather off your hand into the breeze.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make your legs as long as they can be.

Then let your whole body relax.

Breathe in and imagine the air fills up your body and helps you feel peaceful and happy.

Breathe out and go floppy.

Imagine your toes are paddling in lovely clean blue water on the beach as you walk along and swish the water with each step.

Swish, swish... the water feels refreshing and clean.

It feels good to be clean.

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

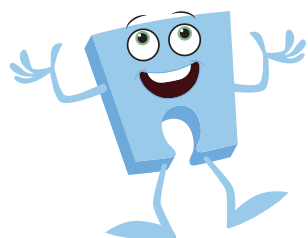
Healthy Me

(The children will need a small object to hold, for example a small pebble, a small gem.)

Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Breathe in and send your breathe to the muscles in your legs, send your breath to the muscles in your arms. Send your breath to the muscles in your tummy and the muscles in your back. This helps them to relax, one muscle at a time.

Think about your favourite Super Hero. Super Heroes have amazing powers, they can listen and they can feel things. They have super feeling senses, this helps them to climb. Hold your hands out and I am going to place a special object into them. Place your hands around your object just feel it. Tell your mind how your object feels, it is rough, smooth, soft, spikey. Do you like how it feels?

Ask the children to take a deep breath in and send it out through their mouth. Provide children with the time to discuss their objects.



Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 6 - Stranger Danger

Learning Intention/s: I know what a stranger is and how to stay safe if a stranger approaches me.

Foundation 2 Main session (length 15 mins max)	Calm Me	Use the Calm Me script (straight after lesson plan) to help the children learn how to enjoy a Calm Me time.
	Interest Me	(whole class) Read Red Riding Hood. Did RRH know the wolf? He was a stranger. Should she have talked to him?
	Help Me Learn	<p>Jigsaw Jenie asks the children; What does a stranger look like? Read 'Not Everyone is Nice' by Ann Tedesco (or similar). A stranger is anyone you don't know. Strangers can be men, women or teenagers. If you have never met them in real life, they are a stranger! Although there are kind strangers, some strangers are not always kind and some can hurt you. A stranger who is not kind does not have to look scary. They can be good-looking, clean and well-dressed. There is no way to tell if someone is good just by looking at them. Bad people can pretend to be nice to try to fool you. Don't be fooled! Just stay away.</p> <p>Questions: What do strangers look like? What should you do if you get lost? How can you get help, who do you go to?</p>
	Let's Think	Plan things you can do and say if you are ever approached by a stranger. Things to remember: grown-ups who need help would ALWAYS ask another grown-up for help, so if they are asking you for help, say NO and DON'T GO. This includes someone who asks for directions or wants to show you an animal. You should not tell someone you don't know your name or where you live, unless your adult says it is OK. Do not leave with someone you don't know. Your adult will never ask a stranger to get you. Do not take anything from a stranger, especially sweets, an animal, money or a ride in their car. If you feel scared, find someone who will help you.

Child-initiated		Assessment opportunities/ Cross-curricular links	Home-learning/family links
Normal good practice		Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Understanding the world Physical development Communication and language	YouTube: Safety Now - Stranger Danger Google Stranger Danger - lots of quizzes, colouring pages to promote conversation at home
Adult-led/directed activities	Resources	Display ideas	Outside Learning
Stranger danger safety posters	<p>Book: 'Not Everyone is Nice' (Let's Talk Book) by Ann Tedesco, or similar</p> <p>Book: 'Never Talk to Strangers', by Irma Joyce</p> <p>If possible, ask your local PCSO to come by and chat to the children about Stranger Danger.</p> <p>Jigsaw Jenie</p> <p>Jigsaw Chime</p>	Ask your PCSO for some posters and leaflets that can be displayed and shared with children and parents/carers	Normal good practice



Puzzle 4: Healthy Me - Foundation 2 - Ages 4-5

Piece 6 - Stranger Danger

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		

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 6

Healthy Me

There are additional optional Calm Me Scripts after Pieces 5 and 6 to further develop children's visualisation skills, if you want to use them.

Script

Children can lie down or return to sitting for this Calm Me time.

Let's get ready for Calm Me time.

So put your hands on your tummies, 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.

Imagine you are gently blowing a feather off your hand into the breeze.

Feel your tummy go up and down as you breathe in and out.

Stretch your body, your legs and toes to make your legs as long as they can be.

Then let your whole body relax.

Breathe in and imagine the air fills up your body and helps you feel peaceful and happy.

Breathe out and go floppy.

Help your mind to create a picture of somewhere you feel safe and happy.

Can Jigsaw Jenie come to your safe and happy place with you?

Feel safe and happy.

I know where to be safe.

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

Healthy Me

(The children will need a small object to hold, for example a small pebble, a small gem.)

Ask the children to sit comfortably in a circle. Sound the Chime and ask the children to send their breath to all of the muscles in their bodies. Breathe in and send your breathe to the muscles in your legs, send your breath to the muscles in your arms. Send your breath to the muscles in your tummy and the muscles in your back. This helps them to relax, one muscle at a time.

Think about your favourite Super Hero. Super Heroes have amazing powers, they can listen and they can feel things. They have super feeling senses, this helps them to climb. Hold your hands out and I am going to place a special object into them. Place your hands around your object just feel it. Tell your mind how your object feels, it is rough, smooth, soft, spikey. Do you like how it feels?

Ask the children to take a deep breath in and send it out through their mouth. Provide children with the time to discuss their objects.



Congratulations

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Well done for your work in
The Healthy Me Puzzle

I am proud that you

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

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