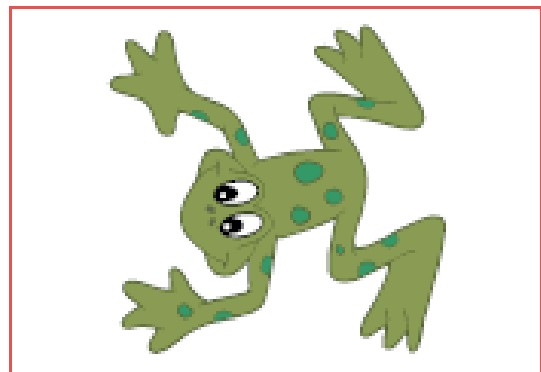
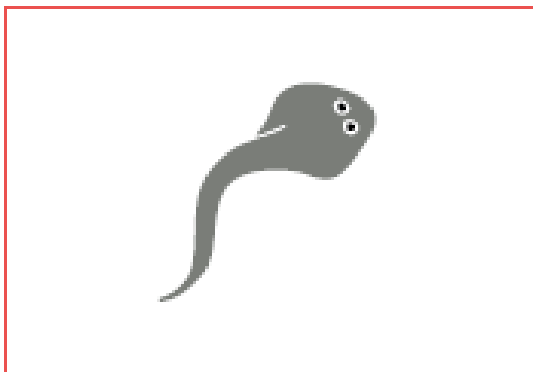
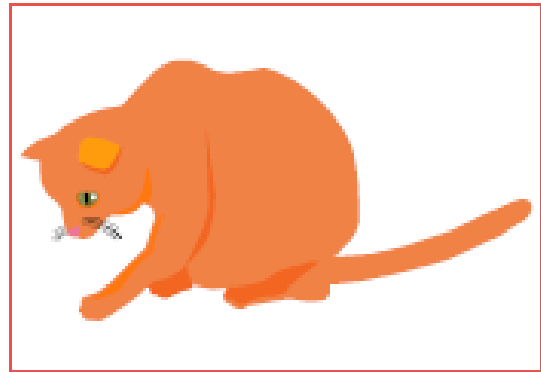
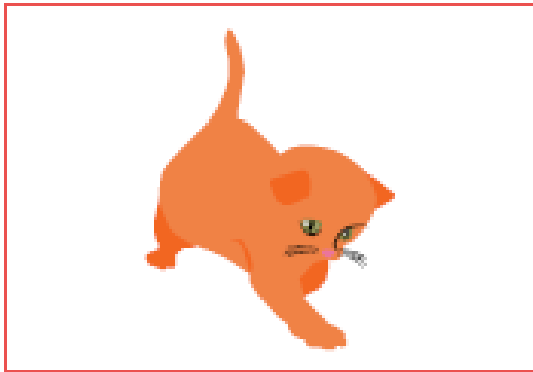
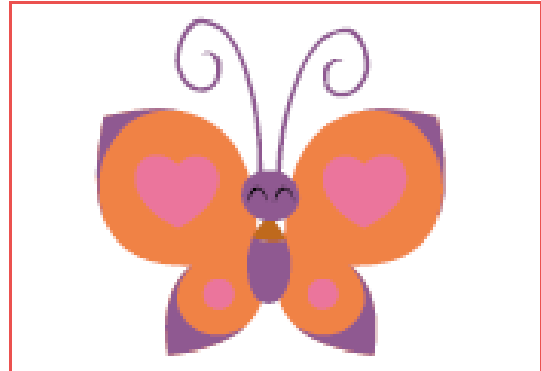


Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Life Cycles	I can recognise life cycles of life in nature, humans and animals.	<p>Connect us Play 'Find your pair'. Give each child a picture card and ask them to 'find their pair' and sit with their partner. Using Jigsaw Jack as the talking object and giving the children some thinking time, each pair identifies one change that has happened to make the baby into the adult. You may like to flipchart these changes</p> <p>Open my mind Sing the Jigsaw Song: 'Changing as I grow' Using the song lyrics, ask the children to identify the things in the song that change: seasons, bodies, friendships, being able to do things that, once, we couldn't do. Can the children think of any other changes that might happen to them or that happen around them? Share ideas and flipchart them. Make the point that some things happen and change around us or to us that we are unable to control, e.g. the seasons change, our bodies change. Ask the children to think about how they feel about the seasons changing and to tell their talking partner; share some ideas. Ask them to think about how their bodies might change and to share with their partner how this feels e.g. exciting, scary, strange, etc. Share some ideas and reinforce the learning that things around us do change and that is OK.</p> <p>Tell me or show me Show the children the BBC Learning Clip: 9463 Frogs, which shows frogspawn and later a frog that the children find. Ask the children how the frogspawn turns into the frog. What do they think happens and in what order? The teacher shows the children a series of photos of herself in sequence from a baby photo, a toddler photo, starting school, later in primary school, a teenager, an adult and now. She tells her story so far, helping the children to understand that everyone starts life as a baby and goes through stages of growth. To reinforce this, the teacher could muddle up the sequence of photographs and invite two children to come into the circle and put them in the right order explaining as they go. (Following year do the year 2 part - BBC Learning Clip 2250: An introduction to life cycles, showing a compilation of clips set to background music and based on the theme of life cycles. Includes images of seed dispersal, eggs, bees, seedlings growing, eggs hatching, caterpillars, pupae, a calf, and a human baby)</p> <p>Let me learn Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood. In pairs, take a set of the life cycle cards and ask the children in groups to arrange these in the correct order to show the stages of growth and development of each of the animals. (Year 2 children to write sentences to describe changes)</p> <p>Help me reflect In the Reflection Puzzle Piece of their Jigsaw Journals, invite children to draw a picture of one thing they like about being their current age. In the Reflection Puzzle Piece in their Jigsaw Journals children complete the sentence: 'When I grow up, I want to be...'</p>	<p>Change, Grow, Life cycle, Baby, Adult, fully grown, control</p> <p>How do things around us change? What does change feel like?</p> <p>How does frogspawn become a frog? What changes happen? How long does it take to grow up? Do we all grow up at the same rate?</p> <p>What do you most like about being you now? What do you want to be when you grow up?</p>

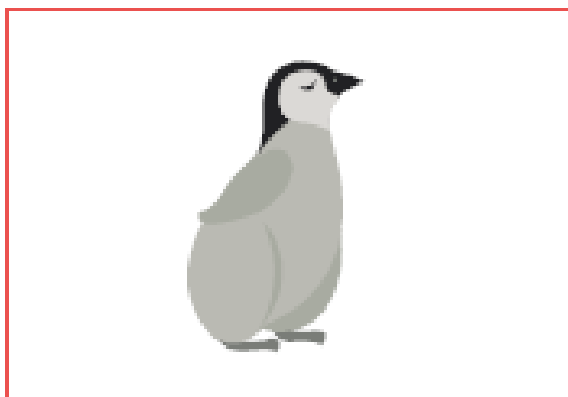
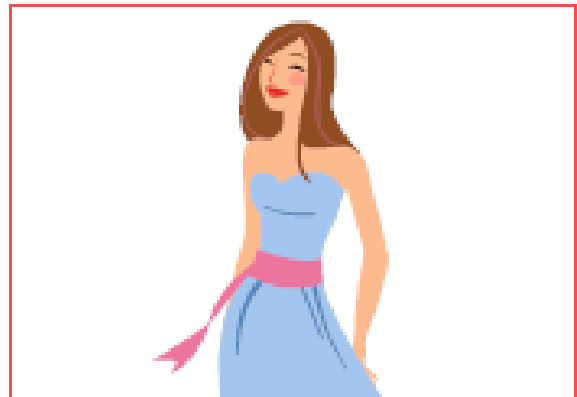
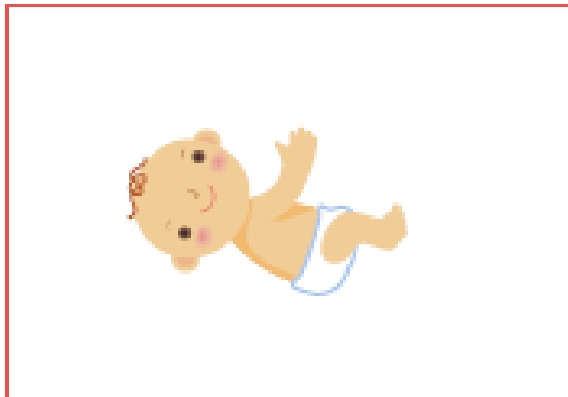
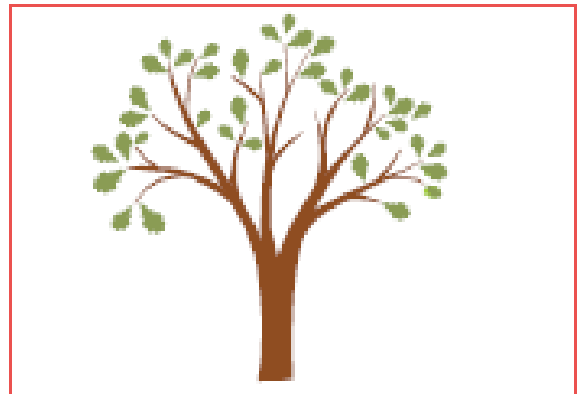
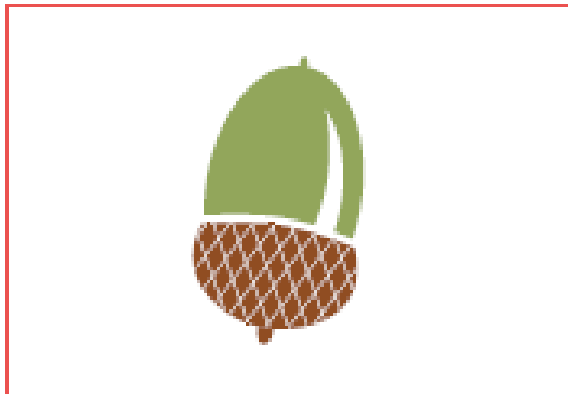
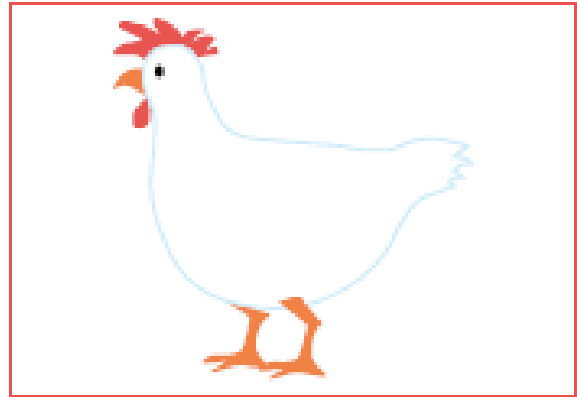
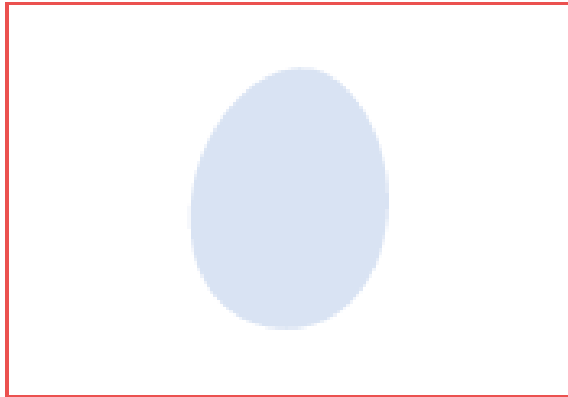
Changing Me

Find Your Pair - Year 1 - Piece 1

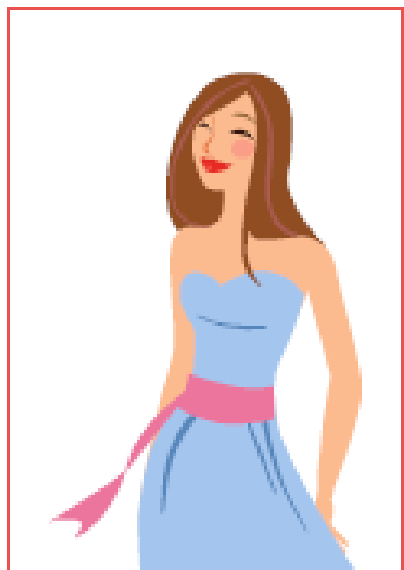
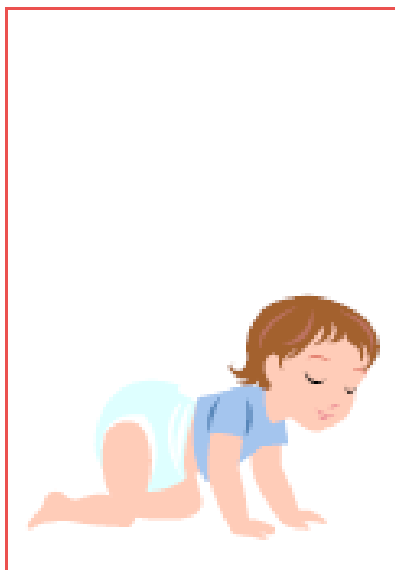
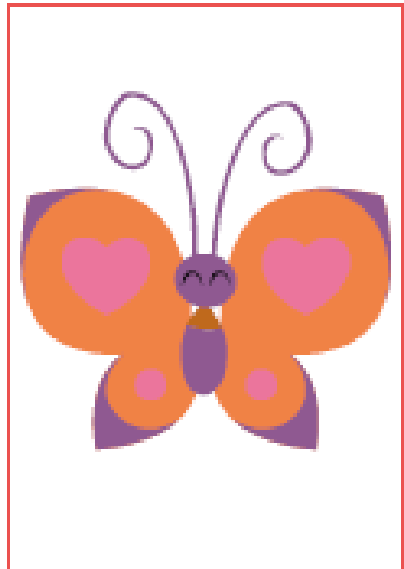
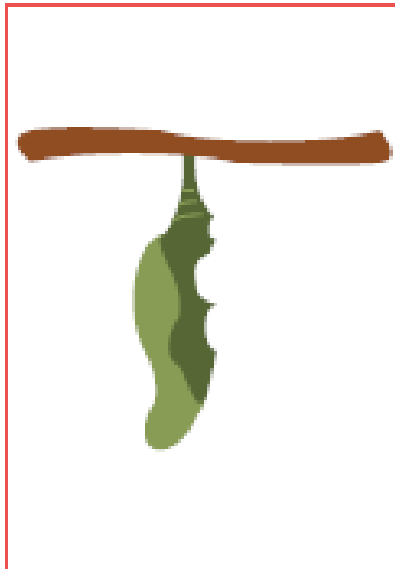
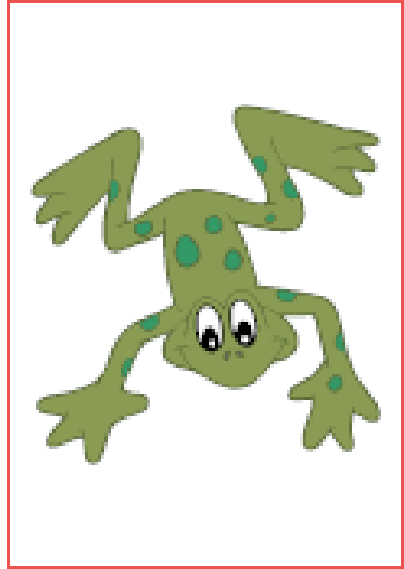
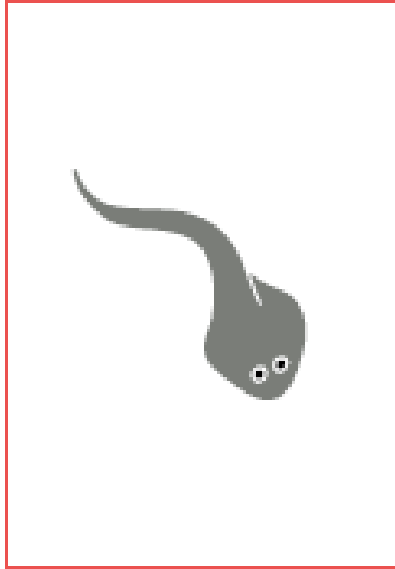
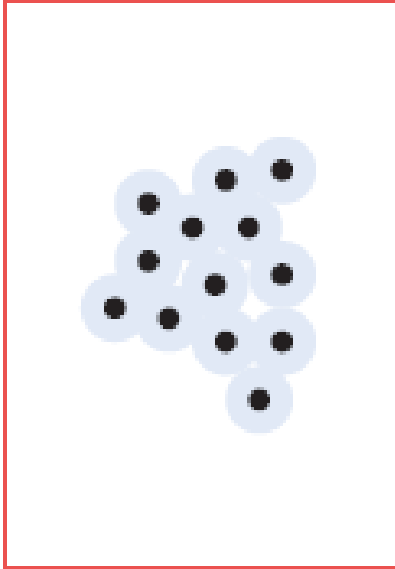


Changing Me

Find Your Pair - Year 1 - Piece 1



Life Cycle Cards - Year 1 - Piece 1





All Music and Lyrics
Composed by Karen Gillis

Changing as I Grow

Seasons come and go
Sunshine, rain or snow,
Our lives ebb and flow
Constantly

Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Sometimes feeling strange
As minds and bodies change
Friendships re-arrange
Suddenly

Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Life is flying fast
I can do at last
Things that in the past
Challenged me.

Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

I won't be afraid
Of future plans displayed
Cheerful, not dismayed
Hopefully

Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>Changing – Old to Young</p>	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can say what stays the same and what changes.</p>	<p>Connect us Play Change. Ask the children to move around the room as if they are mice e.g. tiptoe, little squeaks, rubbing whiskers, etc. Then tell the children that when you shout the word ‘change’ and an animal, e.g. ‘change - penguin,’ or ‘change - monkey’, they turn into and act like that animal.</p> <p>Open my mind Sing the Jigsaw Song: Changing as I grow. Show the PowerPoint pictures of a baby, toddler, teenager, adult to elderly person. In talking partners, ask the children to describe two changes they can visibly see that happen to an elderly person. Share ideas. Draw out from the children how our bodies might change and ask them to think about what other changes might happen, e.g. bodies become slower, old people run less but might get wiser and kinder. Make the point that change is a natural process as we get older and we have no control over it. We will all become old and all grow from a baby, to a toddler, to a child, to a teenager, to an adult to an old person. Reinforce the idea that we all change and that this is OK.</p> <p>Tell me or show me Read the book ‘My Grandpa is Amazing’ by Nick Butterworth. Draw out from the children how special this grandpa is to his grandchildren and ask the children to think about someone in their family or community who is old. This could be a grandparent or a family friend or a neighbour. In talking partners, ask the children to think of a question they might like to ask their grandparent, family friend or neighbour about how they have changed as they have become older. Share the questions and encourage the children to take these questions home and ask someone they know to find out more about how it might feel to grow old. Share any photos the children have brought in of their grandparent as a young child and as they are now. Ask the children to describe their grandparents to the class. It would also be great to invite a couple of grandparents into the class to share their experiences of being young, how they have changed as they have become older in terms of physical changes and appearance. The children could also ask their questions. Ensure that the children have a positive impression towards older age.</p> <p>Let me learn Concertina booklets. Each child has a ready-made concertina book. On the final page under the title ‘Now I am 5’, children draw a picture of themselves as they are now. They could use mirrors. Help them with this and prompt them to start thinking about how they have changed from when they were a baby, a two year old, and so on. For example, ‘Now I am 5, I have long hair’; ‘Now I am 5, I have a school uniform’. Explain to the children that they will take their concertina book home and draw a picture on each of the other sections (when I was 0, when I was 1, etc.) These pictures will show some of the physical changes that have happened since they were babies. Encourage the children to talk to family members to help them know what to draw in each section.</p>	<p>Growing up, Old, Young, Change, Respect, Appearance, Physical, life cycle, baby, adult, grown up</p> <p>Who do you know that is old? How do our faces/bodies change as we become older? How might we change?</p> <p>How have you changed since you were a baby? What can you do now that you couldn’t do when you were a toddler? What can you do now on your own that you used to need help with?</p>

Changing Me

Young to Old in PowerPoint - Year 2 - Piece 2



Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Changing Body	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.	<p>Connect us Bring the children into a circle. First ask them in pairs to tell each other anything they have been told about what they were like as a baby, and how they are different now compared with when they were a baby or toddler. Then, passing Jigsaw Jo round the circle, ask each child to complete one of these sentence stems, taking each one in turn: 'When I was a baby I could...'; 'Now I am 6/7 years old I can...'; 'When I am grown up I will be able to...'</p> <p>Read the story of Titch; if possible bring the children close enough so that you can show them some of the pictures as you go through. Discuss how Titch felt about being the youngest and smallest. Why did Titch feel proud at the end? What happened to his tiny seed? So what happens to all living things that start out tiny?</p> <p>Tell me or show me Explain to the children that, for humans, growing up takes longer than for most living things. It doesn't only mean getting bigger, but also learning and being able to do more and more. Set out the labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' to make a timeline on the floor. Out of a bag or box, produce items you have previously collected, give one to each child in turn and ask them to place it next to the appropriate label: discuss whether all agree with where it is placed. Suggested items: Baby - rattle, dummy, feeding bottle; Toddler - building bricks, plastic bowl/mug, tiny shoes; Child - reading book, pencil & paper, Lego/construction toy; Teenager - cycle helmet, iPod, computer game, make-up; Adult - car keys, credit card, passport, DIY tools. When complete, talk about how this timeline shows the changes that go along with getting bigger: more abilities, more freedom and independence, more responsibilities, more knowledge.</p> <p>Let me learn Sitting in their places, children create their own timelines, using the template provided and inserting their own names, drawing pictures and adding labels and comments according to ability under the headings: '_____ was little' (self at baby/toddler stage); 'Now _____ is bigger' (self as they are now); 'One day _____ will be an adult' (imagine what they will be like as an adult). Stick the completed timelines into their Jigsaw Journals.</p>	<p>Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities Growing up Mature, Change</p> <p>What were you like as a baby? How are you different now? How will you be different when you are grown up?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What made Titch feel small? What made him feel proud in the end?</p> <p>Can you listen carefully to what your partner tells you?</p> <p>How will your life change as you grow up?</p>

Timeline Labels - Year 2 - Piece 3

Baby

Toddler

Child

Teenager

Adult

Timeline Template - Year 2 - Piece 3

Adult

Teenager

Child

Toddler

Baby

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Boys' and Girls' Bodies	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, and vagina.</p> <p>I can appreciate that some parts of my body are private.</p>	<p>Connect us Introduce the focus on bodies and body parts by singing together 'Heads, shoulders, knees and toes' and/or playing 'Simon says: put your hand on your...' (You will want to keep to 'public' body parts at this stage!)</p> <p>Open my mind</p> <p>Open my mind Show children Powerpoint slides (one at a time) of animals and ask them to identify which one is the male and which one is the female. How do they know</p> <p>Form the children into groups of 4, mixed gender if possible 2 + 2.</p> <p>Ask the groups to talk about the differences between the things girls do and the things boys do. Remember some of these ideas - we will talk about them later</p> <p>Tell me or show me On two pieces of flipchart paper, draw an outline around one boy and one girl. From the outline, can we tell whether it's a boy or a girl? Not really. Use the body parts cards and invite children, one at a time, to place them as appropriate on the outlines (you will need duplicates of all the cards that are common to both sexes). Now we can tell which is which, because the bodies are different at birth (If asked about 'changes' discuss that people can have different thoughts and feelings but we are just focusing on differences at birth) - but we don't normally see people like that! Take a laundry basket or similar with a full set of girls' and boys' clothes, including underwear. Produce one item at a time and ask a child to place it where it belongs on one of the two figures. As you do this you may want to distinguish three possible functions of clothes - to keep warm, to look nice and to keep private parts private - and identify which one or more of these functions each item fulfils. Discuss how clothes can help us to see from the outside the difference between boys and girls (though they can often be quite similar). What ideas did the children have about other differences in what boys and girls do and how they behave? Gently question and challenge, to establish that none of these differences applies to all boys and girls, and the only fixed differences are the physical ones.</p> <p>Supply the words Penis, Testicles, Vagina. If there are giggles, ask the children, 'Why do we giggle?' Because these are the parts we keep private - we don't usually show them or talk about them. Invite the children, if they wish, to share the family names they use at home for these parts. Reinforce that our private parts are those parts that our swimsuits cover. Ensure 'private' is taken to mean special and important, not 'guilty' or 'not very nice'. Discuss when it is and isn't OK to talk about these private body parts: With Mum and Dad? With friends, brothers, sisters? With older relatives? With visitors at home?</p>	<p>Boy/male Girl/female Vagina Penis Testicles Public Private</p> <p>Does your mind feel calm and ready to learn?</p> <p>Are girls and boys different in the things they do?</p> <p>Can you remember the names of the body parts that make girls and boys different? Are the clothes girls and boys wear always different? Which clothes cover boys' and girls' private parts?</p> <p>What do you like or dislike about being a girl or a boy</p>

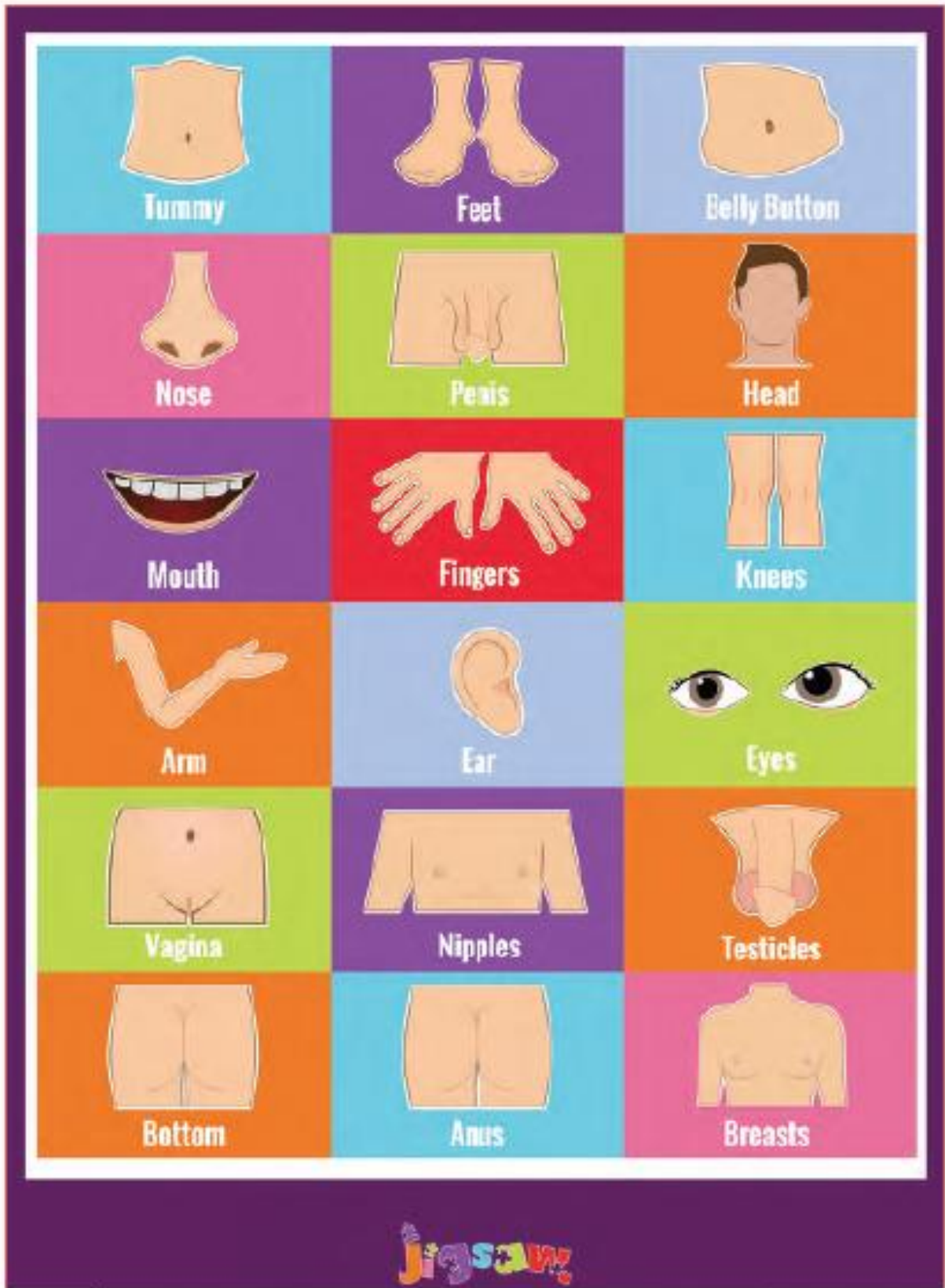
Male and Female Animal Powerpoint - Year 1 - Piece 4



Male and Female Animal Powerpoint - Year 1 - Piece 4



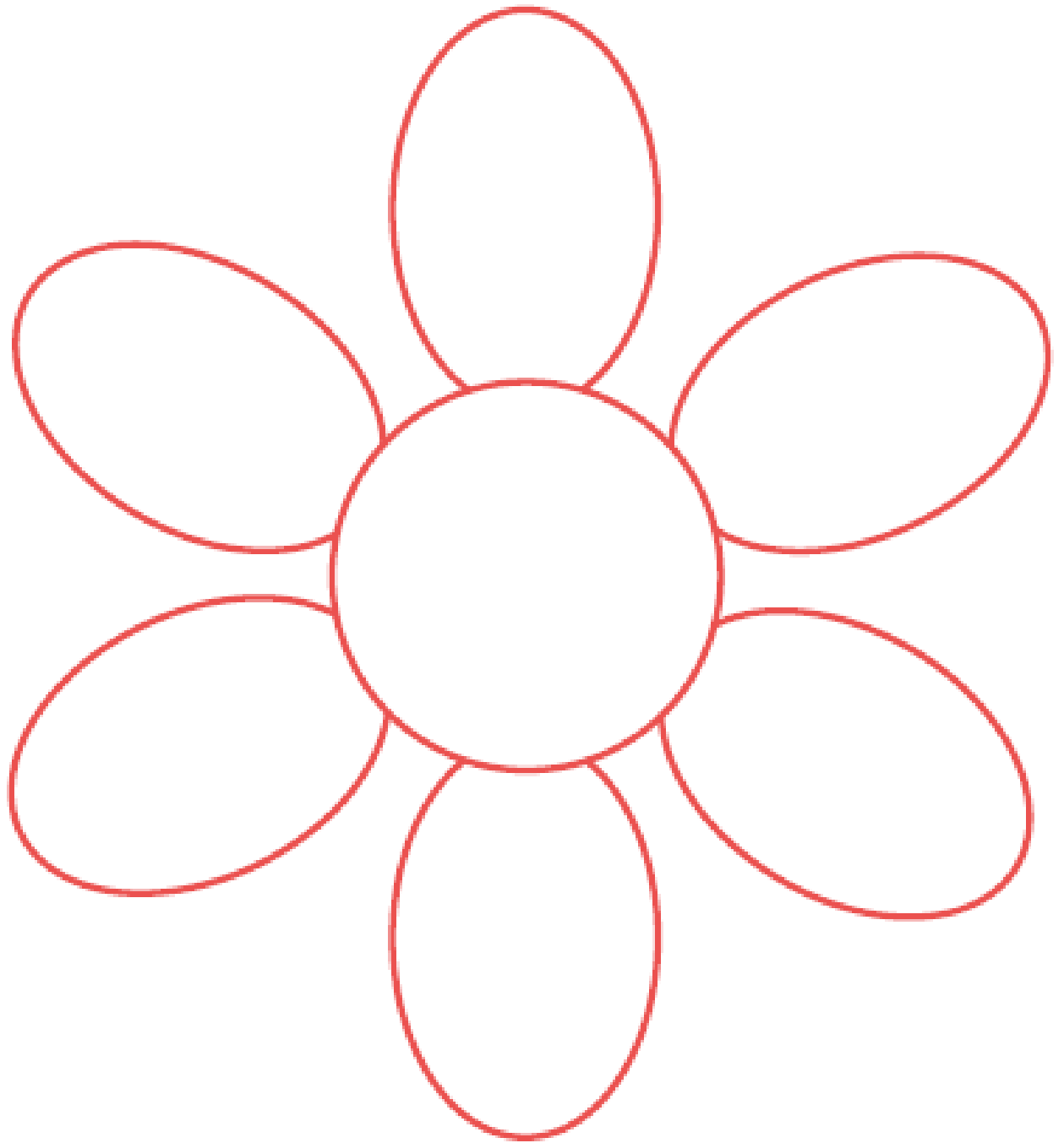
Body Parts Cards - Year 1 - Piece 4



Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Learning and Growing	I understand that every time I learn something new I change a little bit.	<p>Connect us Sing the Jigsaw Song: 'Changing as I grow' and, using Jigsaw Jack as the talking object, draw out from the children some of the changes that have happened to them and reinforce that these changes are OK</p> <p>Open my mind Share the picture cards with the children: Baby lying down, a baby crawling, a toddler walking, a five-year-old running, a ten-year-old skipping. In groups, ask the children to place them in sequence. Reinforce the learning that as we physically grow we also learn to do more things</p> <p>Tell me or show me On flipchart, the teacher draws the stem and centre of a flower. Add one petal and stick the first picture (baby) into it. Draw the second petal and ask the children which picture should go in next (baby crawling). Continue until the flower is complete, helping children to understand that every time we learn something new we add a little bit onto ourselves, like adding a petal to a flower. Take the pictures off the flipchart flower and go through the process again, this time asking children things they have learnt that may have changed them a little bit. Add their suggestions to each petal, e.g. learnt to talk, learnt to share toys, learnt to ride a bike. Draw out the learning that however old we are, as we learn things we grow a little bit</p> <p>Let me learn Children give suggestions as to what they have learnt since they were babies. Teacher writes this list on flipchart and makes sure that some things on the list apply to every child. Play 'Let's be flowers'. Children find a space and curl up in a ball pretending to be the seed of a new flower. Explain that as you call out something they may have learnt, if this applies to them they physically grow a little bit as if they are a flower starting to grow, a flower that is blossoming. For example, if you have learnt to walk, make your flower grow a little bit. Continue the process until all of the children are standing up and looking like flowers. Give each of the children a flower template (these could be 3D) with the child's photo in the centre. In each of the petals the children draw something they have learnt that has helped them to grow. These can then be hung on the Year 1 branch of the 'Tree of change' in the hall.</p>	<p>Learn New Grow Change</p> <p>What have you learnt to do that you couldn't do when you were a baby?</p> <p>What have you learnt to do since you were a baby? What else might you learn to do as you grow older?</p>

Picture Cards - Year 1 - Piece 5





Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	<p>Connect us Play Pass the Touch. The teacher taps out a rhythm on the hand of the child on their left, that child passes the touch rhythm to the child on their left and so on around the circle. Ask the children to think about when we use touch: hugs, shaking hands, games (e.g. pass the squeeze); sometimes some people might use touch to push someone out of their way, or maybe pushing in the playground.</p> <p>Open my mind Still sitting in the circle, the teacher brings Jigsaw Jo to the circle. Jigsaw Jo is holding a feely bag (the bag contains: pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects). Ask a child to come and feel an object and ask them to describe it e.g. smooth, rough, spiky, soft, etc., and ask them to say whether they like the feel or not. Ask two or three other children to do the same and draw out again the different feel of the objects and how it feels to the person holding it. Make the point that we may or may not like the feel of something and it is good to be able to say what we think. The teacher then says that Jigsaw Jo has another bag he would like to share with everyone. Jigsaw Jo takes out a teddy and two pieces of material (soft material like velvet, satin or silk). The teacher explains to the children that these are two special things that Jigsaw Jo likes to touch because they feel nice and soft and comforting. Ask the children to share with their partner what is their favourite thing to touch that feels nice and comforting. Share some ideas.</p> <p>Tell me or show me Share the poem 'What About You?' Alternatively, read the book 'Hug' by Jez Alborough. Share the poem with the children and ask them to think about the sort of touches they like. Flipchart ideas.</p> <p>Let me learn In their Jigsaw Journals, ask the children to draw two types of touch they like e.g. hug, tickle, hair being brushed, etc. Help me reflect In the Reflection Puzzle Piece of their Jigsaw Journals ask the children to complete the sentence stem: 'One way I like touch is when...' Reinforce with the children that there are lots of different ways we can be touched. Some we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</p>	<p>Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable</p> <p>What textures can you feel? What textures do you like/not like? What sort of touch do you like? How does it make you feel? What sort of touch do you not like? How does that feel?</p>

What about you?

I laugh when I am tickled

Do you?

I smile when I am hugged

Do you?

I chuckle when I feel a squeeze

And cry if I am pushed.

What about you?

I giggle when I am spun around

Do you?

I feel safe when I am cuddled

Do you?

I am soothed when my face is stroked and upset if I am
pinched.

What about you?

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Coping with changes and looking ahead	I can tell you about changes that have happened in my life and can identify what I am looking forward to in the next school year.	<p>Connect us Play 'Zoom Eek'. With the children sitting in a circle, the teacher or a chosen child starts off by putting the palms of their hands together and pointing to the person on their right and saying the word 'zoom'. The child next to them does the same to the person on his right so that the 'zoom' is taken around the circle. Then introduce the 'eek' which, when it is said, changes the direction of flow and continues until another child says 'zoom' to go back to the original direction. Enjoy the game and ask the children to think about what skills this game helps them to develop. Ask the children to think about what they might be looking forward to in Year ___ and to talk to their talking partner. Share ideas by passing Jigsaw Jo around the circle and completing the sentence: "One thing I am looking forward to about being in Year __ is..."</p> <p>Open my mind and Tell me or show me Two visiting Year ___ children come into the classroom and join the circle. The teacher explains to the children that the two Year ___ children have come to talk to them about what it might be like to be in Year __ and to tell the children some of the changes that happened to them whilst they were in Year __ (e.g. learning to join up handwriting, being able to read a higher level, making a different friend, losing a tooth, growing taller, etc.) The children share the changes that happened to them and then give time for questions from the children to the two visitors. Draw out how things might have changed and ask the children in your own class to think about what changes they think might happen to them when they are in Year __. Then ask the Year __ children to share how they coped with any changes. Did they notice them? How did it feel? The teacher then thanks the Year ___ children for coming and they return to their own class.</p> <p>Let me learn Make leaf mobiles. The children return to their tables and are given a card leaf template (A4 size) each. Ask them to draw on one side of the leaf one thing they are looking forward to about being in Year __. Share some of these ideas. Then ask the children to think of something and draw on the other side of their leaf what they would like to change for themselves when they are in Year __, e.g. to improve handwriting, to make more friends, to become confident at Maths, etc. and to write a sentence: 'I will try to... by...' (e.g. 'I will try to make some new friends by being friendly and kind'; or 'I will try to get better at Maths by practising really hard'). Decorate these leaves and then tie ribbon onto them to be displayed on the Tree of Change in the hall as part of the end of Puzzle display. This leaf, along with the leaf completed in Piece 2, could be tied onto a pipe cleaner or baton for each child and could form a leaf mobile of change to then be hung on the Tree of Change display.</p>	<p>Change Feelings Anxious Worried Excited Coping Looking forward Nervous Anxious Happy</p> <p>What skills do you need to use/learn to play this game? What are you looking forward to in Year ___? How do you feel about going into Year ___?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What changes have happened? What changes might happen to you when you go into Year ___?</p>

Leaf Template - Year 2 - Piece 6

