

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>How babies grow</p>	<p>understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>express how I feel when I see babies or baby animals</p>	<p>Connect us</p> <p>Pairs game. Give each child a card and ask them to find their pair. Once the children have found their pair, ask them to sit down with their partner, say hello to them and ask their partner how they are today. Then ask them to share their cards and think together about one change that happens to the baby on their card as it changes into adult. Share ideas.</p> <p>Open my mind</p> <p>Show the PowerPoint slides of baby pictures only. Ask the children to share their thoughts about the pictures and, using Jigsaw Jino as the talking object, share their feelings about the pictures.</p> <p>Then show a couple of slides on the PowerPoint of mother and baby. Make the point that it is usually the female who has the baby and looks after it whilst it is very young. but often the males (dads) have an important role to play too, e.g. for humans, penguins.</p> <p>Tell me or show me</p> <p>Preparation will need to have been done for this Piece. Ideally it would be great if there has been a new sibling arrived for a child in the class or alternatively a pet having had babies e.g. puppies/kittens. If this is the case, invite the mother in or ask the child/parents if they are able to bring in a dog/puppy or pictures of puppies/kittens, etc. in to share with the class. In advance, the children can think of questions they might like to ask about the baby/ pet babies, e.g. what it needs each day, its routine, how it is looked after, etc.</p> <p>Alternatively, ask a child to present a time when this happened to them, even if not currently happening. It would be good if photos could be brought in of the event to make it more real.</p> <p>Alternatively share the book: 'My New Baby' by Anne Kubler</p> <p>Ask the children to think about how it feels/ might feel to have new baby and how the baby needs to be looked after. Children may role-play bathing the baby with a doll to draw out the care needed.</p> <p>Let me learn</p> <p>In pairs, the children can use the pair cards they chose in the Connect us activity or a baby/mother of their choice. In their Jigsaw Journals, ask the children to draw three pictures in sequence to show changes that happen for the baby: from birth, to being a child/young animal, to being fully grown. Ask them to write a short description about the changes that occur as the baby grows into an adult.</p> <p>Help me reflect</p> <p>In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to think about how they have changed since they were a baby and to write two changes and two ways they are more independent now than they were as babies..</p>	<p>Changes</p> <p>Birth</p> <p>Animals</p> <p>Babies</p> <p>Mother</p> <p>Growing up</p> <p>How do these pictures make you feel?</p> <p>What do you think makes us feel this way?</p> <p>How might it feel to have a new baby brother or sister?</p> <p>What changes happen?</p> <p>How have you changed since you were a baby?</p>

Pairs Game - Year 3 - Piece 1









Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Babies	<p>understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>express how I might feel if I had a new baby in my family</p>	<p>Connect us</p> <p>Sing the Jigsaw song: 'Changing as I grow'. Ask the children to think about one change that has happened to them since they were a baby that has made them more independent and to share their idea with their talking partner.</p> <p>Open my mind</p> <p>Share the PowerPoint slide of a baby. Ask the children to talk with their talking partner and to write on post-its the things the baby needs to grow and to survive. Share ideas and ask the children to stick the post-its onto a sheet of flip chart paper. Ensure that the children think about love and affection as well as physical needs such as milk, nappies, clothes, cot, teddy, etc.</p> <p>Tell me or show me</p> <p>Ask the children to think about how the life of a baby starts out. Where does it begin to grow? How does it grow? The children may share that it grows inside the mother. Acknowledge this and show the PowerPoint slide of a baby inside a mother's womb. Explain to the children that the baby grows inside the mother's womb/uterus and gets all its nutrients in order to grow from the mother.</p> <p>Show the PowerPoint slides of the baby developing inside the womb and see if the children can spot the changes as the baby grows.</p> <p>Read with the class the book: 'My Baby Sister' by Emma Chichester Clark or similar book about the arrival of a sibling. Ask the children if they have a younger sibling and if they can remember what it felt like to have a younger sibling and how it feels now. Use Jigsaw Jino as the talking object to pass around the circle and share ideas about how it feels to have a younger sibling or how it might feel if they were to have a sibling.</p> <p>Let me learn</p> <p>In their Jigsaw Journals, ask the children to draw a picture of a baby and, around the edge of their picture, to design a collage showing all the things a baby needs to survive, to live and to grow. Encourage the children to draw pictures, write labels, cut out pictures from magazines and stick them onto their page. Emphasise to the children that it isn't just the physical things that are important; that babies need to feel loved and cared for.</p> <p>Help me reflect</p> <p>In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to think of the three most important things that a baby needs to survive and to grow.'</p>	<p>Baby</p> <p>Grow</p> <p>Uterus</p> <p>Womb</p> <p>Nutrients</p> <p>Survive</p> <p>Love</p> <p>Affection</p> <p>Care</p> <p>How have you changed since you were a baby?</p> <p>Does your mind feel calm and ready to learn?</p> <p>What do babies need in order to survive and grow?</p> <p>Where does a baby start from?</p> <p>How do babies grow?</p> <p>What are the three most important things a baby needs in order to survive and grow?</p>



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.

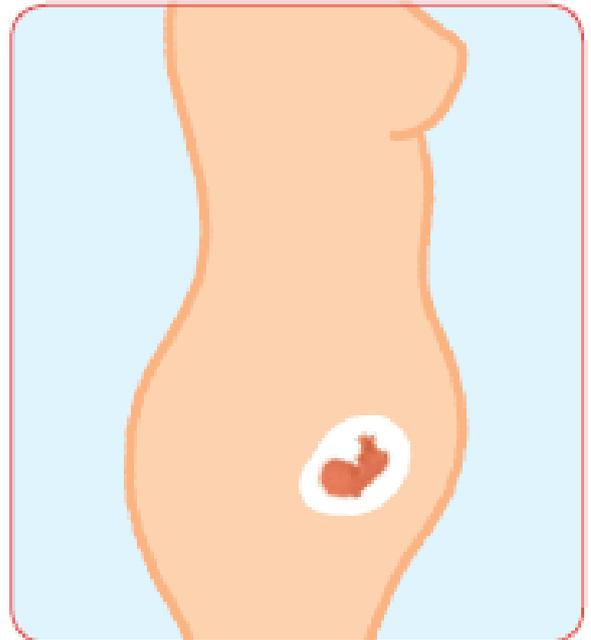
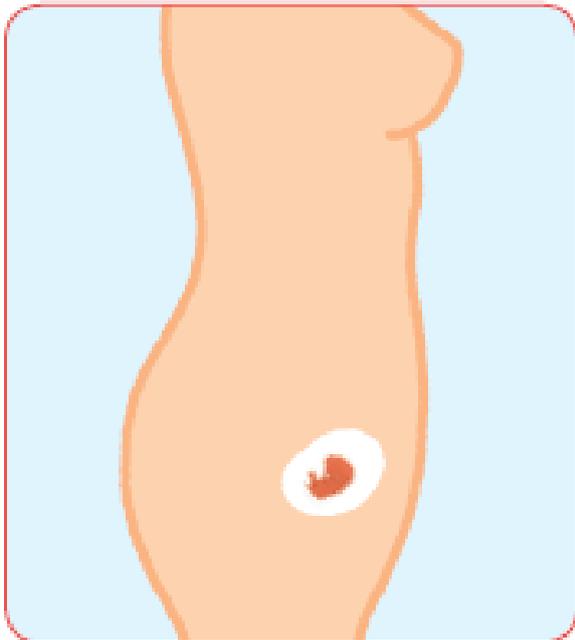
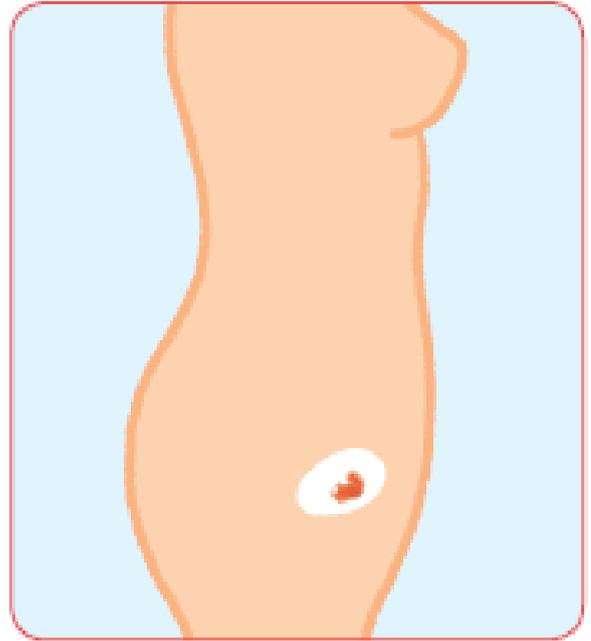
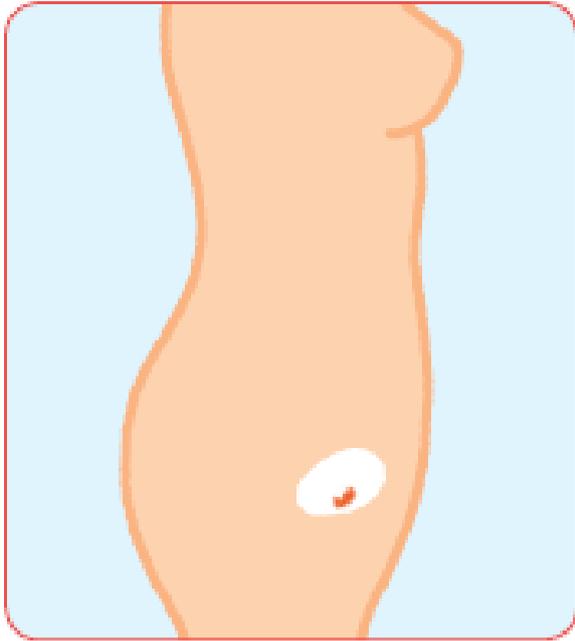
I won't be afraid
Of future plans displayed
Cheerful, not dismayed
Hopefully

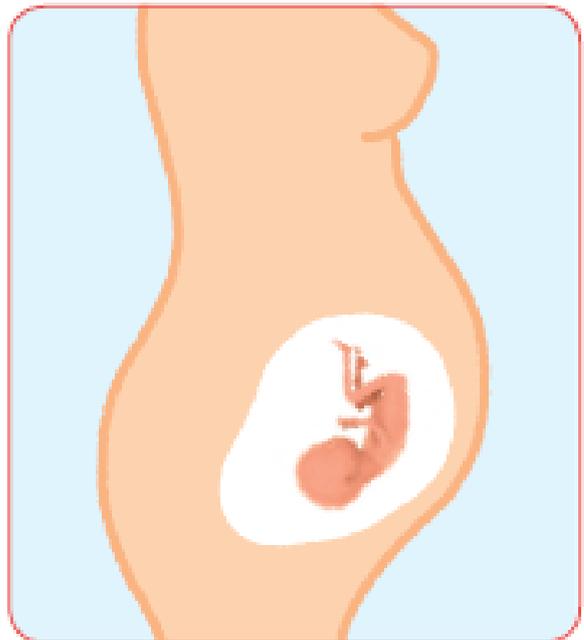
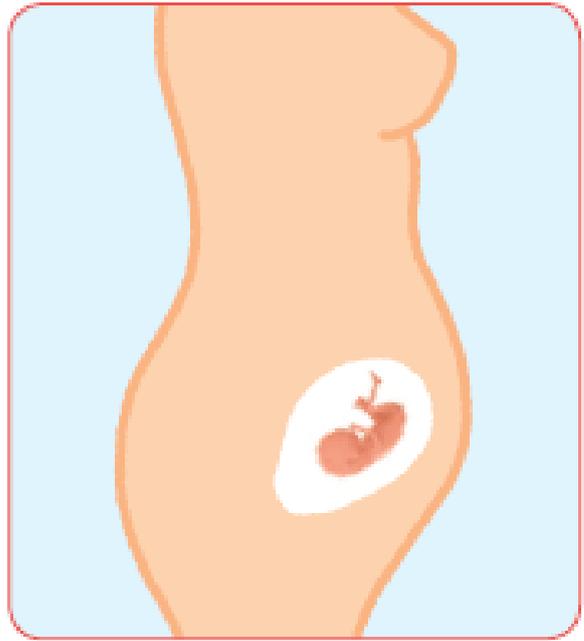
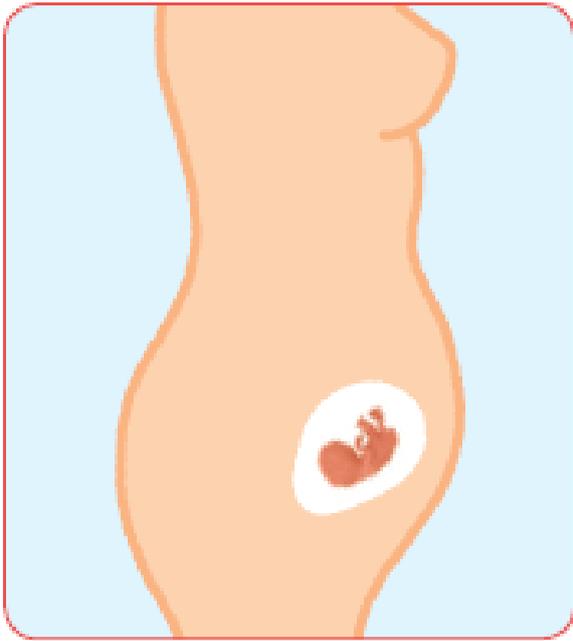
Changing as I grow
Yet deep inside I know
I'm becoming what I'm meant to be.

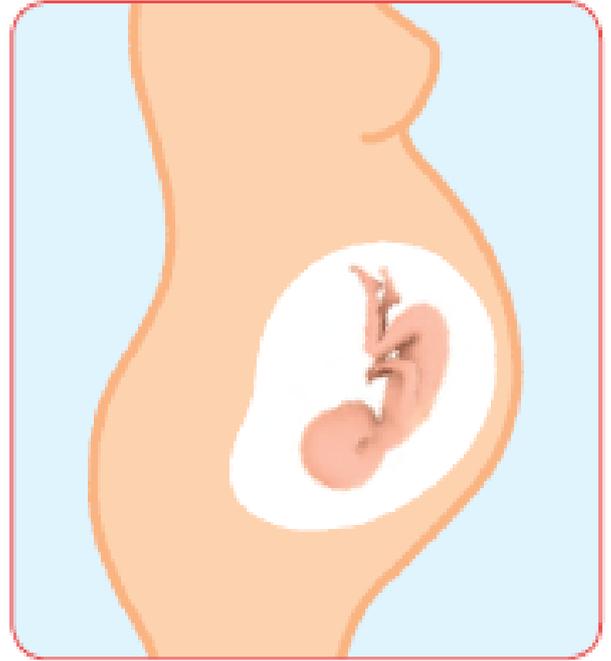
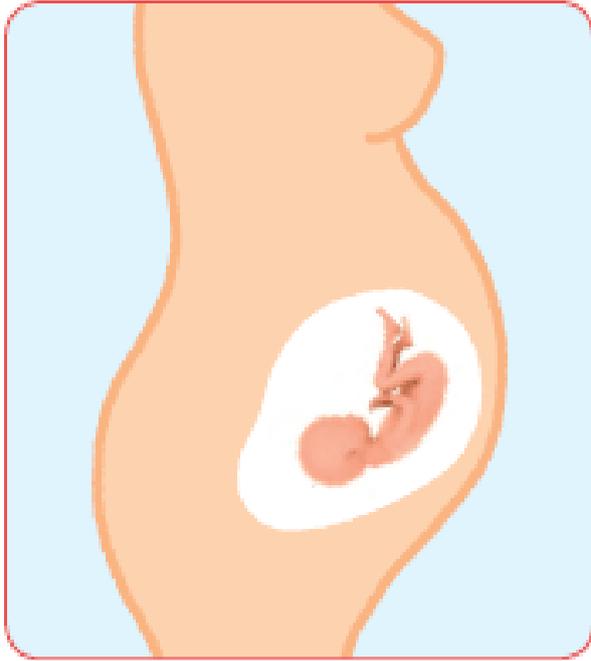
Baby PowerPoint - Year 3 - Piece 2



Baby Growing PowerPoint - Year 3 - Piece 2







Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>Outside body changes</p>	<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>	<p>Connect us</p> <p>Bring the children into a circle. Ask for examples of changes that have happened to them in their lives - might be moving house, starting a new school, starting a new club or activity, a change in the family such as new baby, somebody leaving, grandparent coming to live, etc. In pairs, children each tell the other about a change that's happened to them, what was good about it, what was difficult about it. Invite a few, with permission from their partner, to feed back to the group what their partner told them.</p> <p>Open my mind</p> <p>Point out the different responses that the children gave in Connect us: sometimes changes feel exciting and good, sometimes difficult, often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing. We are going to talk about an important change which happens gradually to everybody - for you it will start sometime in the next few years and carry on into your teens. Introduce the term Puberty. Ask whether anybody has heard the word and/or knows what it means. Explain that it refers to the collection of changes that will gradually change your body from a child's body into an adult's body. Today we'll look at changes on the outside, next time changes on the inside.</p> <p>Tell me or show me</p> <p>Lay a large outline figure of a body on the floor in the centre of the group. One by one round the circle offer the children Body Change Cards, face down. Each child takes a card and reads it (with help if necessary): if they think this applies to a girl, put it in the appropriate place on the figure - if not, pass it on to a boy who keeps it until that round has finished. Then invite the boys to do the same activity. Enjoy any humour this process generates! When complete, review the results, check understanding and distinguish again between the changes that are common to both boys and girls and those that are gender-specific. Show the PowerPoint slides to reinforce physical changes from child to adult.</p> <p>Let me learn</p> <p>Give each child a copy of the resource sheet 'My Life, My Changes'. In pairs, children discuss this and agree which changes should go in the 'can control' and 'can't control' categories. Then each complete their own sheet by writing the words in the appropriate spaces and personalising it, perhaps by 'dressing' the figure to represent themselves,</p>	<p>Change</p> <p>Puberty</p> <p>Control</p> <p>What are the changes that have happened in my life?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do you feel about changes?</p> <p>What are the changes that will turn you from a child into an adult?</p> <p>How are the changes that happen to boys and girls different?</p> <p>As you grow up, which are the changes you can control and make choices about?</p> <p>What's the biggest thing that adults can do but children can't?</p>

adding small pictures to illustrate some of the lifestyle changes, etc. How do children feel about changes they cannot control? Reassurance may be needed here.

Help me reflect

Review the items placed in the 'can/can't control' categories. Invite children to comment on which of the changes they are most looking forward to, and any they are worried or unsure about. Emphasise that the body changes happen at a different time and a different pace for each person. In the Reflection Puzzle Piece of the Jigsaw Journal, ask the children to write down one thing they are looking forward to about growing up, and one thing that they are worried about.

Refer back to the idea that these changes are part of the process of turning from a child into an adult. A final question - what is the biggest single difference between a child and an adult? Ask for ideas. Suggest it might be that adults can be Mums and Dads and make and bring up children... Many of these changes are connected to that: we'll explore that more next time when we look at the changes that happen on the inside.

Outside Body Change Cards - Year 3 - Piece 3

I will grow taller

I will develop pubic hair
between my legs

Hair will grow under my arms

Hair will grow on my legs

I will grow hair on my face

My hips will widen

My chest and shoulders will
get broader

My voice will get deeper

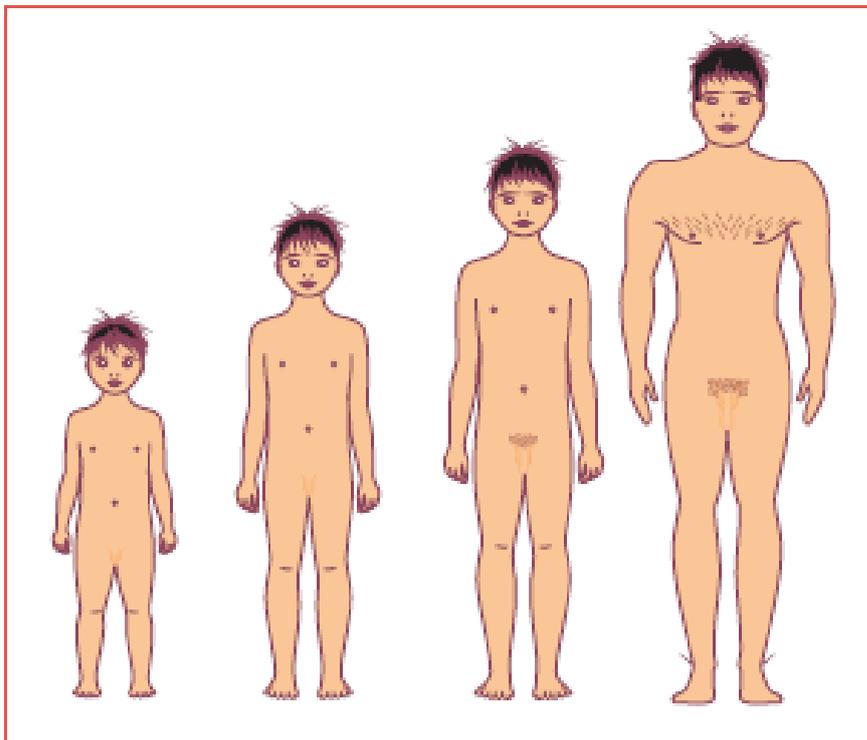
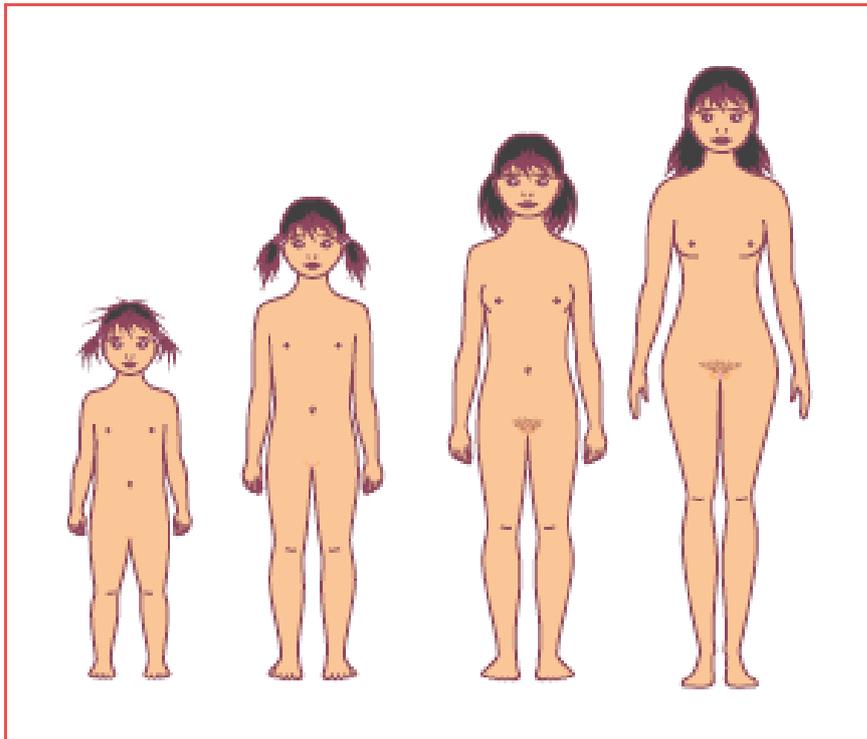
My breasts will grow

My penis and testicles
will grow larger

My feet will get bigger

My skin will get less smooth

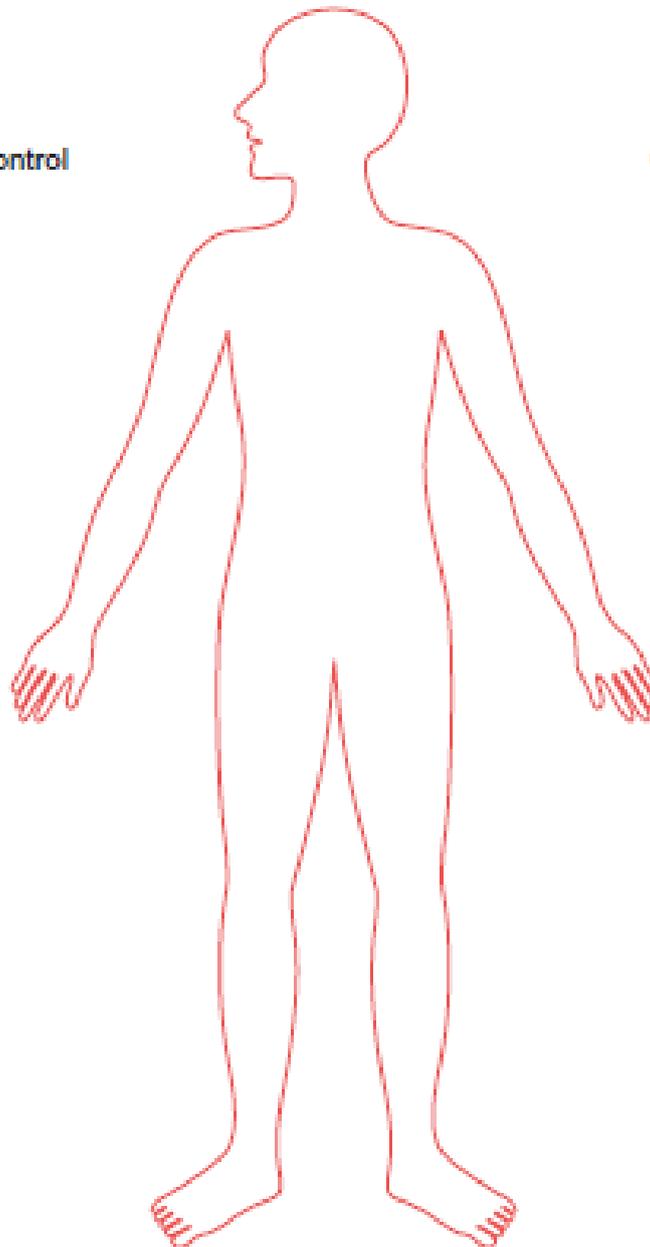
Body Changes PowerPoint - Year 3 - Piece 3



My Life, My Changes - Year 3 - Piece 3

Changes I can't control

Changes I can control



Growing pubic hair

Making new friends

Getting a deeper voice

Hips getting wider

Deciding when to go to bed

Growing facial hair

Choosing what to eat

Earning money

Choosing what clothes to buy

Growing taller

Growing underarm hair

Penis growing larger

Developing breasts

Starting new hobbies

Getting a boyfriend or girlfriend

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>Inside body changes</p>	<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>	<p>Open my mind</p> <p>Ask: What does the game in Connect us tell us about how a new life starts? For all living things, the female produces 'babies', a new life which starts off tiny and grows to be an adult animal. Ask: Does anyone have a pet that's had babies? Notice that for some species the mother lays an egg and the new baby grows inside it (hen's egg, frogspawn) and for others (mammals) the baby grows inside the mother and is born when it's big enough. That's the way it happens for us. Ask: who's had a new baby in their family or knows someone who's had a baby? Talk about how exciting a new baby can be and how much care and attention it needs. (If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.)</p> <p>Tell me or show me</p> <p>Remember last time we were talking about Puberty - the changes that get you ready for life as an adult. Show the PowerPoint slides (Body Changes) from Piece 3. Most of all, what boys' and girls' bodies have to get ready for is making and having babies - because the magical thing about babies is that although they are born from the mother, they need both a little bit of the mother and a little bit of the father to start them off in the first place. Last time we looked at how our bodies change on the outside, now we need to go on a journey to the inside.</p> <p>Use pictures attached to identify and explain the key elements, along these lines:</p> <p>The <i>testicles</i> grow and start to make <i>sperm</i> which are tiny seeds that are needed to start a baby growing</p> <p>Sperm can be released through the <i>penis</i></p> <p>The <i>ovaries</i> store hundreds of tiny <i>eggs</i> and during puberty they start to release them, one at a time each month</p> <p>When one of these eggs joins with a sperm it will start to grow into a baby</p> <p>The <i>womb</i> grows and gets ready to make a safe space for a baby to grow until it is big enough to be born</p> <p>The passage that leads from the womb to the outside is called the <i>vagina</i></p> <p>Then use the animations: Male Reproductive System/Female Reproductive System.</p>	<p>Puberty</p> <p>Male</p> <p>Female</p> <p>Testicles</p> <p>Sperm</p> <p>Penis</p> <p>Ovaries</p> <p>Egg</p> <p>Womb</p> <p>Vagina</p> <p>Where does new life start from?</p> <p>When have you seen a newborn life - either an animal or a baby?</p> <p>How are our bodies going to change on the inside?</p> <p>What are these changes for?</p> <p>How do you feel about the adventure of growing up?</p> <p>Who can you ask if you have questions or worries connected with growing up?</p>

Let me learn

Each child takes a copy of the sheet 'The Great Growing Up Adventure'. Working in pairs, find the correct words to fill in the gaps in the first part of the sheet. Then write their own thoughts to complete the sentence stems in the second part. Stick the completed sheet into their Jigsaw Journals.

Help me reflect

Bring the children together in a circle. Remembering the Jigsaw Charter, invite them to share some of their thoughts about the good things and the worries about puberty.

Remind them again that the changes happen in a different way for everyone - sooner/later, faster/slower. What happens for you is right for you.

Give each child a small piece of paper and ask them to write (anonymously) a private comment about today's lesson for Jigsaw Jino. It might be a question that hasn't been answered yet, or just their thoughts and feelings about the changes we've talked about. Provide 'Jigsaw Jino's Private Post Box' to collect these in, and tell the children that any time they have questions or worries they can put a note in there.

You can review these notes in your own time; they will both help with your evaluation, and allow you, where necessary, to come back to the class and deal with things in a form such as "Jigsaw Jino tells me some people aren't sure about... Let me explain it..."

You will notice that this lesson does not attempt any explanation of how the sperm and the egg come together. It is likely that the question may come up, though. In that case you may choose just to say that that's another special bit of the magic of making a baby, and we're saving up learning about it until you're in Year 5; or you may want to give a simple answer along the lines that the Mum and Dad choose when they want that to happen and the sperm meets the egg when the mum and dad have a special cuddle. Even if offering little explanation, be upbeat and positive about it; avoid, if you can, making it seem like a guilty secret!

Pairs Game - Year 3 - Piece 4

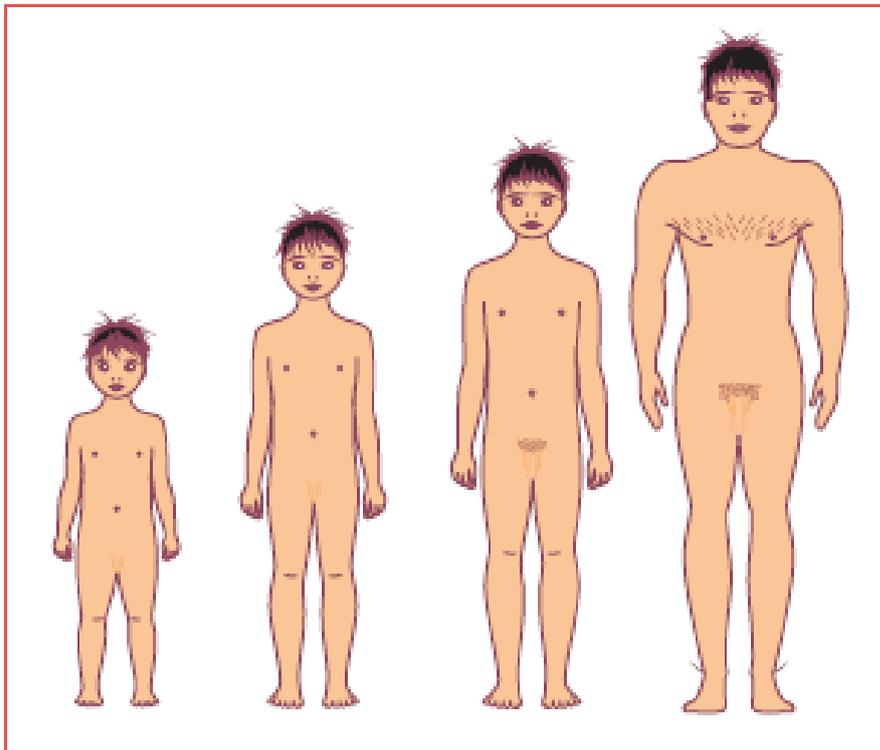
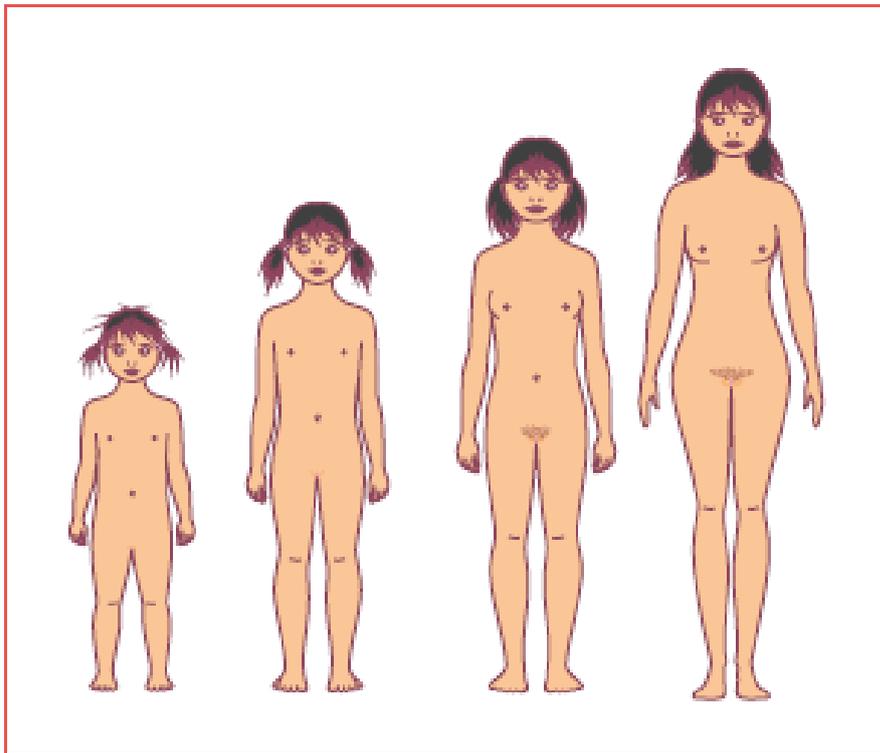








Body Changes PowerPoint - Year 3 - Piece 4



The Great Growing Up Adventure - Year 3 - Piece 4

On our journey to be adults, our bodies will change shape and grow bigger on the outside. At the same time wonderful things are happening on the inside.

Boys have a bag of skin between their legs which holds the t.....

These grow bigger and start to make s....., tiny seeds which are needed to start a baby.

When they are needed these seeds are released through the p.....

Inside a girl, low down between her hips, are two o.....

Stored inside these are lots of tiny e.....

They start to be released, one at a time, into a tube that leads to the w..... This is a warm, safe space where a baby will grow if the egg joins with a sperm.

The womb is connected to an opening between the girl's legs by a passage called the v.....

Ovaries	Sperm	Vagina	Testicles	Eggs	Womb	Penis
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I feel great about growing up because...

I feel a bit worried about growing up because...

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
<p>Family Stereotypes</p>	<p>start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p>	<p>Connect us</p> <p>Play Charades. A volunteer takes a charades card and mimes the action for the other children to guess. Have fun playing this game. Using Jigsaw Jino as the talking object, pass around the circle asking the children to complete the sentence stem: 'One of the jobs I help with at home is...'</p> <p>Open my mind</p> <p>Give each of the children a Task card. Ask them to complete the card individually by ticking in the relevant box if they think it is a male/ female/either role. Then ask the children to compare their answers with a talking partner. Ask the children to compare the similarities/ differences they have and to explain why they have come up with their ideas.</p> <p>Take feedback and share ideas. Ask the children if any of them would like to change their answers based on the feedback and the discussion. Ask why/why not?</p> <p>Be prepared to challenge the children and offer alternative ideas where appropriate. If their ideas are very stereotypical, be mindful of cultural difference.</p> <p>Tell me or show me</p> <p>Explain to the children what stereotypical means and draw out what roles seem to be more stereotypical in the task cards than others. Ask the children to think about whether this is always true/sometimes true. Ensure that the children understand that it is OK for both males and females to do any of the roles within the family. Ask them to think about why/how roles might be taken on in different families.</p> <p>Let me learn</p> <p>In groups of just girls and just boys, ask the children to design a duvet cover/pillow case for children of the opposite sex, e.g. girls design a duvet cover for boys and boys design a duvet cover for girls. This could be done on flip chart paper or on plain pillow cases using fabric pens/ paints. When the designs are complete ask the groups to present their designs - the girls presenting to the boys and the girls presenting to the boys. Ask the groups to judge the designs on the following criteria (a scale of 0-10 could be used for each category):</p> <p>Overall presentation and design</p> <p>Specific appeal to boys/girls (depending on who the cover is aimed at)</p> <p>Saleability - how saleable they think it might be if it were to be reproduced and sold</p> <p>Share ideas and feedback.</p>	<p>Stereotypes</p> <p>Task</p> <p>Roles</p> <p>Challenge</p> <p>How easy is it to guess the actions?</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do we develop these ideas?</p> <p>How does it feel to have your opinion questioned?</p> <p>How does it feel to change</p> <p>What does stereotypical mean?</p> <p>Can ideas be challenged?</p> <p>How does it feel when your ideas are challenged?</p> <p>Is your design stereotypical or not?</p> <p>Would your design appeal to one or both sexes?</p>

		<p>Ask the children to think about why/how they chose to design their duvet/pillow case as they did. Do they think their design is stereotypical or not? Would their design appeal to just boys/girls (the intended audience), or could it appeal to the opposite sex to which it was intended?</p> <p>Take photos of the completed designs and stick them in the Jigsaw Journals.</p> <p>Ask them to complete the sentence: 'Our design is/is not stereotypical because...'</p> <p>Help me reflect</p> <p>On the Reflection Puzzle Piece of their Jigsaw Journal, ask the children to think of three jobs that are done in their house and to write who does that job in the main.</p>	
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Charades Cards - Year 3 - Piece 5

Washing the car

Decorating the house

Changing the bed

Mowing the lawn

Picking and arranging flowers

Cooking dinner

Bathing a child

Changing a baby's nappy

Washing up

Putting the bins out

Task Card - Year 3 - Piece 5

Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			

Task	Male	Female	Either
Washing the car			
Decorating the house			
Changing the bed			
Mowing the lawn			
Picking and arranging flowers			
Cooking dinner			
Bathing a child			
Changing a baby's nappy			
Washing up			
Putting the bins out			

Overview	Learning Intention	Teaching and Learning	Vocabulary and key questions
Looking ahead	<p>identify what I am looking forward to when I am in Year ____</p> <p>start to think about changes I will make when I am in Year ____ and know how to go about this</p>	<p>Connect us</p> <p>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.</p> <p>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 Jino 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</p> <p>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 swim, being able to read a higher level, making a different friend, joining the football/netball club, 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.</p> <p>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?</p> <p>The teacher then thanks the Year ____ children for coming and they return to their own class.</p> <p>Let me learn</p> <p>Ribbon mobiles. Demonstrate for the children the ribbon mobile idea from one made earlier: the mobile is made from a wooden baton with different lengths/colour of ribbons/crepe paper ribbons tied onto it (approx. 6 ribbons). Three of the ribbons say something to look forward to about being in Year ____, e.g. going swimming with the class, a field trip, becoming better at maths, etc. and three of the ribbons have a specific change they would like to make for themselves when in Year ____, e.g. to make new friends by being friendly and kind, to work harder at my presentation, etc.</p> <p>Ask the children to return to their tables where all the materials are already laid out e.g. ribbons, wooden batons,</p>	<p>Change</p> <p>Looking forward</p> <p>Excited</p> <p>Nervous</p> <p>Anxious</p> <p>Happy</p> <p>What skills do you need to use/learn to play this game?</p> <p>What are you looking forward to in Year ____?</p> <p>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?</p> <p>What changes might happen to you when you go into Year ____?</p> <p>What are you looking forward to?</p> <p>What changes would you like to make for yourself when you are in Year ____?</p>

etc. and to complete their own ribbon mobiles. These ribbon mobiles can then be displayed on the Tree of Change in the hall as part of the end of Puzzle display.

Help me reflect

Sing the Jigsaw Song: 'Changing as I grow'.

In the Reflection Puzzle Piece of their Jigsaw Journals, ask the children to draw an emotion face about how they feel about going up to Year ____.

Ribbon Mobiles - Year 3 - Piece 6

- making new friends by being friendly and kind
- meeting new friends
- becoming better at maths
- going on the class trip
- jigsaw classes
- working hard at my presentation



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.