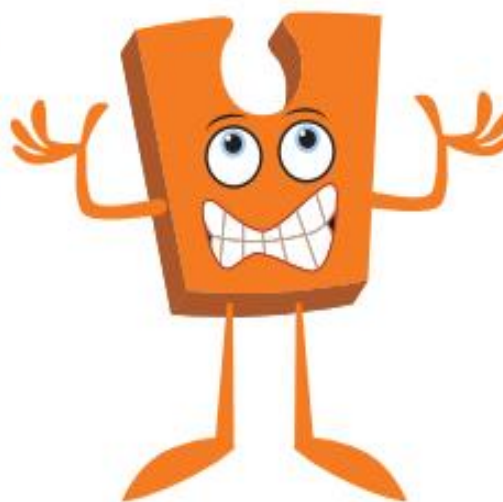


Puzzle 6: Changing Me - Ages 5-6 - Piece 1

Life Cycles	
<p>Puzzle 6 Outcome</p> <p>Tree of Change Display</p>	<p>Please teach me to...</p> <p>start to understand the life cycles of animals and humans</p> <p>understand that changes happen as we grow and that this is OK</p>
<p>Resources</p> <p>Jigsaw Jack</p> <p>Jigsaw Jerrie Cat</p> <p>Find your pair cards</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Song: A New Day</p> <p>Laminated Jigsaw Charter</p> <p>Teacher's photos: series of photos from baby to adult</p> <p>YouTube clip of frog's lifecycle (teacher to source)</p> <p>Life cycle cards</p> <p>Jigsaw Journals</p> <p>My Jigsaw Learning</p>	<p>Vocabulary</p> <p>Changes</p> <p>Life cycle</p> <p>Baby</p> <p>Adulthood</p>
<p>Teaching and Learning</p> <p>Note</p> <p>Prior to teaching this unit of work (Puzzle), please ensure you are familiar with the Jigsaw Approach. This is the introductory chapter at the beginning of your Year Group materials.</p> <p>Teachers also need to have sourced a series of photos of themselves from baby to adult and an appropriate YouTube clip of a frog lifecycle.</p> <p>Ask the children to bring in a photo of when they were a baby for later in the Puzzle (unit).</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together. Refer to the laminated display copy.</p> <p>Connect us</p> <p>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>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind</p> <p>Slide 1: Listen to or join in with the Jigsaw song: 'A New Day'.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>



Tell me or show me

Show the children a YouTube clip of a frog's lifecycle that you have sourced. Ask the children how the frogspawn turns into the frog. What do they think happens and in what order?

Show the children a series of photos of yourself in sequence from a baby to adult. As you show the photos explain that everyone starts as a baby and goes through different stages of growth. Also explain that not everybody grows at the same rate because our bodies are all unique.

Reinforce the stages of growth and change by muddling 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.

Let me learn

Introduce the concept of 'Life cycle' and explain that this means growing from birth to adulthood. Divide the children into groups and give each a set of the life cycle cards. 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.

If there is time, swap sets of lifecycle cards so the children can arrange more than one lifecycle.

Help me reflect

Slide 2: Share the learning intentions from this Piece (lesson) with the children and ask them to show if they are a thumb-up, neutral or down for each based on their understanding. The teacher can reframe and exemplify the language in the learning intentions as appropriate.

Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jack with thumbs in the same position as theirs for each learning intention.

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?

What do you most like about being you now?

What do you want to be when you grow up?

Puzzle 6: Changing Me - Ages 5-6 - Piece 2

Changing Me	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>tell you some things about me that have changed and some things about me that have stayed the same</p> <p>know that changes are OK and that sometimes they will happen whether I want them to or not</p>
<p>Resources</p> <p>Jigsaw Chime 'Calm Me' script Jigsaw Jack Jigsaw Jerrie Cat Life cycle cards Paper for concertina booklets Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary</p> <p>Change Life cycle Baby Adult Grown up</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</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>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Invite children to briefly discuss in pairs some of the things they can do now compared to when they were a baby. Use Jigsaw Jack as the 'talking object' and ask the children to share one idea when it is their turn to hold Jack. If any of the class have babies in the family, they could also think about what they can do compared with the baby. Reinforce that we all change, and that change is OK.</p> <p>Tell me or show me In groups, using the life cycle cards, ask the children to sequence from left to right each set of cards to show the changes that happen as each living thing grows up. Reinforce the idea that every living thing has a life cycle and grows from young/baby to fully grown/adult. Open up the discussion about how the children have changed since they were babies (physical changes as well as developmental changes, i.e. what they can now do that they couldn't when they were a baby).</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do we change when we grow up?</p> <p>How much have you changed from when you were a baby?</p>





Pause Point: Slide 1: Raise Jigsaw Jerrie Cat's paws to indicate this Pause point. Invite the children to stop and pause. Ask them to close their eyes (if they are comfortable to do so) and to focus on what they are thinking and feeling right now. They don't have to share their thoughts. Pause for about 20-30 seconds.

Let me learn

Concertina booklets.

Each child has a ready-made concertina book (folded paper so there are 3 spaces). In the final space children draw a picture of themselves as they are now. 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.

Ask them to start drawing in the other 2 sections, the first showing them as a baby and the second as a toddler (aged 2-3). Explain to the children that they can take their concertina book home to show their family. Encourage the children to talk to family members to help them know what they were like at each age.

Help me reflect

Slide 2: Share the learning intentions from this Piece (lesson) with the children and ask them to show if they are a thumb-up, neutral or down for each based on their understanding. The teacher can reframe and exemplify the language in the learning intentions as appropriate.

Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jack with thumbs in the same position as theirs for each learning intention.

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?

Puzzle 6: Changing Me - Ages 5-6 - Piece 3

My Changing Body	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>know how my body has changed since I was a baby</p> <p>understand that growing up is natural and that everybody grows at different rates</p>
<p>Resources</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Song: 'A New Day'</p> <p>Jigsaw Jack</p> <p>Jigsaw Jerrie Cat</p> <p>Baby photo of the teacher</p> <p>Baby photos brought in by the children in a box</p> <p>Jigsaw Journals</p> <p>My Jigsaw Learning</p>	<p>Vocabulary</p> <p>Baby</p> <p>Growing up</p> <p>Adult</p> <p>Mature</p> <p>Change</p>
<p>Teaching and Learning</p> <p>Note</p> <p>You should have asked children to bring in baby photos at the start of this unit of work (Puzzle) as they are needed for this lesson.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play Parts of the body 'Jigsaw Jack says'.</p> <p>Ask children to do what you say (simple actions with parts of their bodies). They should only do the action if you say 'Jigsaw Jack says...' before the action. If you just say the action, they need to ignore what you have said and do nothing. Try to catch the children out by mixing up statements with and without the 'Jigsaw Jack says' precursor. Be mindful to choose actions in the class that all the children can do.</p> <p>Some suggested actions could be:</p> <p>Nod your head</p> <p>Rub your tummy</p> <p>Point to your belly button</p> <p>Wiggle your noses</p> <p>Shake your hips</p> <p>Stand on one leg</p> <p>Roll your eyes</p> <p>Blink</p> <p>Calm me</p> <p>Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind</p> <p>Slide 1: Sing or listen to the Jigsaw Song: 'A New Day'. Ask the children what this teaches us about change and growing up.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p>



Tell me or show me

With the children sitting in a circle, Jigsaw Jack holds up a picture of the teacher as a baby. Can the children help Jigsaw Jack to work out who this is? Why is it so difficult to tell? Invite a child to carefully choose a baby photo from the box/album (these photos are the ones the children have brought in). The teacher asks the children to help Jigsaw Jack to work out who is in the photo, whose baby photo is this?

How do we know? Is it difficult to work out? When someone guesses correctly, the child who owns the photo places it in front of them in the circle. Repeat this a few times but without using all the photos in the box. (Some children may not have been able to bring a photo and we don't want to make these children feel left out).

Establish the learning that we are all changing all the time. We are still 'us', I am still me, even though my body grows and changes every day.

In pairs, talk about all the ways they can think of that they have changed since they were babies. Share round the circle the ideas they have come up with. Can they think of a change in their body as well as another change e.g. abilities, personality etc.

Write their ideas on the whiteboard in two columns labelled 'Body changes' and 'Other changes'.

Let me learn

If they have been able to bring in a baby photo, they can stick this into their Jigsaw Journal and around the outside draw or write some of the ways they have changed since they were a baby. Children without a photo can draw a picture of themselves and do the same. Invite children to share some of these changes with the class.

Help me reflect

Slide 2: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

What do other living things look like at the beginning of their life cycle?

How much have we all changed since we were babies?

How have our bodies changed?

How have our abilities changed?

How long does it take to grow up?


Do we all grow at the same rate?

What would happen if we didn't change and grow?

Puzzle 6: Changing Me - Ages 5-6 - Piece 5

Learning and Growing	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... understand that every time I learn something new I change a little bit enjoy learning new things</p>
<p>Resources Jigsaw Song: 'A New Day' Jigsaw Jack Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Picture cards Flower shape and petals for flipchart Flower templates Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Learn New Grow Change</p>
<p>Teaching and Learning</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us Slide 1: Sing or listen to the Jigsaw Song: 'A New Day'. Using Jigsaw Jack as the talking object draw out some of the changes that have already happened in their lives and reinforce that change is part of growing up and to be expected.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</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 or the whiteboard, 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 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>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>What have you learnt to do that you couldn't do when you were a baby?</p>



Pause Point: Slide 2:  Raise Jigsaw Jerrie Cat's paws to indicate this Pause point. Invite the children to stop and pause. Can they close their eyes (if comfortable to do so) and focus on what they are thinking and feeling inside? They don't need to share. Pause for 20-30 seconds. This can be practised at regular intervals any time in school, it doesn't have to be confined to Jigsaw lessons.

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. In each of the petals the children draw something they have learnt that has helped them to grow.

These flowers can be the class contribution to the End of Puzzle Outcome as discussed with your Jigsaw Lead in school, prior to starting this unit of work (Puzzle).

Help me reflect

Slide 3: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource, which can be stuck into their Jigsaw Journals.

Puzzle 6: Changing Me - Ages 5-6 - Piece 6

Coping with Changes	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... tell you about changes that have happened in my life know some ways to cope with changes</p>
<p>Resources Jigsaw Chime 'Calm Me' script Story and PowerPoint: 'All change for Jack' Jigsaw Jack Jigsaw Jerrie Cat Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc. Jigsaw Journals My Jigsaw Learning Certificates</p>	<p>Vocabulary Change Feelings Anxious Worried Excited Coping</p>
<p>Teaching and Learning Note Observations and work from this lesson can be used as the summative assessment for this Puzzle (unit of work) alongside the student's weekly formative assessments and work from their Jigsaw Journals. As a result, teachers may wish to consider giving this lesson slightly more curriculum time, and/or choose to do the Let me learn part of the lesson with the teacher(s) working with groups of children in turn. Teachers will also need to consider the children's understanding in Piece 4 (body parts lesson) in making an overall summative judgement.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</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 say the word 'change' and an animal, e.g. 'change - penguin,' or 'change - monkey', they turn into and act like that animal.</p> <p>Calm me Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script and the Jigsaw Chime.</p> <p>Open my mind Slides 1-6: Share the Jigsaw story 'All Change for Jack' with the children.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>What did Jigsaw Jack do to help manage sad feelings?</p>



Tell me or show me

Tell the children you are going to an object from your big bag which is associated with a big change that might happen for children. They need to guess what that change is. You may pull from the bag: a baby's nappy or toy, a school jumper, etc. When children have guessed the change event, pass Jigsaw Jack again so that children can express how each change might feel.

For each change event, discuss with the children how they might cope with such a change and how they could manage the feelings associated with it, e.g. tell an adult, express their feelings, share their worries with someone they trust. Draw out that some changes are better than others. Ensure change is seen as positive.

Let me learn

In their Jigsaw Journals, children draw one change they have experienced and write in a speech bubble how they felt when this was happening. While they do this, teachers can use the prompt questions as an assessment exercise and to check the children's understanding.

Help me reflect

Slide 7: Ask the children to complete My Jigsaw Learning for this Piece (lesson) as before.

Prior to this lesson the teacher has also prepared a Jigsaw Certificate for each child. To round off this Puzzle (unit) bring the children back to the circle and hand out the Certificates. These can also be included in the children's Jigsaw Journals.

What changes have already happened to you?

How do you feel about these?

What changes might be coming up for you?

How do you feel about those?

Why are some changes better than others?

What feelings might somebody get if the change was a sad one?

What could they do to make themselves feel better?