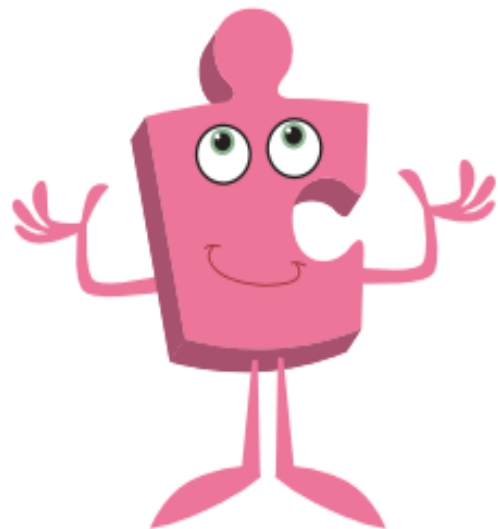


Puzzle 6: Changing Me - Ages 6-7 - Piece 1

Life Cycles in Nature	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this</p>
<p>Resources Laminated Jigsaw Charter Find your pair cards Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script PowerPoint slides of seasonal changes PowerPoint of lifecycle images Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Change Grow Life cycle Control Baby Adult Fully grown</p>
<p>Teaching and Learning Note 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. Ask the children to bring in some photos of an older person in their family when they were young and as they are now. These photos will be needed for the next lesson (Piece). The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together. 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 Jo 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. 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. Open my mind Slides 1-4: Share the PowerPoint of seasonal changes with the children. Ask the children to think about how they feel about the seasons changing and to tell their talking partner; share some ideas. Ask the children if they have any control over the changing seasons. Make the point that some things happen and change around us that we are unable to control, e.g. the seasons change, our bodies change. Using Jigsaw Jo as the talking object ask the children how they feel about changes they can't control.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do things around us change? What does change feel like?</p>



Tell me or show me

Slides 5-9: Show the PowerPoint of different lifecycle images. Ask the children to think about what life cycles they can see in the pictures. Clarify for the children what a lifecycle is and how things grow and change from a baby to an adult.

Ask them to think about how their bodies might change and to share with a 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.

Let me learn

Ask the children to choose one life cycle from the images and to draw the egg/baby/seed/infant and how it changes to become an adult or fully grown. Ask the children to label their pictures and write a sentence to describe the changes.

Help me reflect

Slide 10: 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.

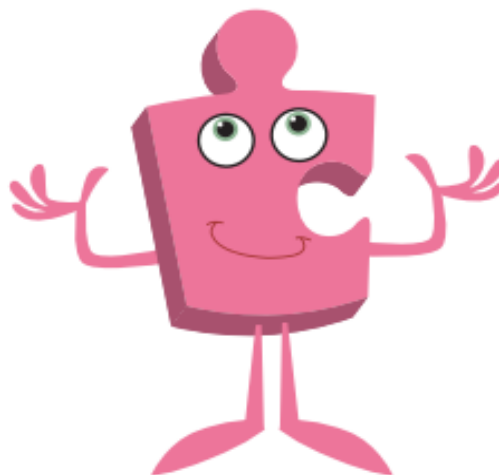
Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jo with thumbs in the same position as theirs for each learning intention.

What life cycles did you see?

How does change happen?

Puzzle 6: Changing Me - Ages 6-7 - Piece 2


Growing from Young to Old	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jo Jigsaw Jerrie Cat PowerPoint - young to old Photos from home Card leaf templates A4 size - one per child Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Growing up Old Young Change Respect Appearance Physical</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 Slides 1-5: 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.</p>	<p>Ask me this...</p> <p>Does your mind feel calm and ready to learn?</p> <p>How do our faces/bodies change as we become older? What else might change for older people?</p>
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Tell me or show me

Share any photos the children have brought in of their relatives. Ask the children to describe who is in the photo to the class. What do they like/ respect/ love about them?

Pause Point: Slide 6:  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

Make leaf mobiles. The children return to their tables and are given a card leaf template - A4 size. Invite the children to draw a picture of an older person who is special to them. On the back of the leaf template, invite the children to write two things they respect/like or love about this person. The leaves can be part of the class contribution to the End of Puzzle Outcome as agreed with your Jigsaw Lead in school prior to starting the unit (Puzzle).

Help me reflect

Slide 7: 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.

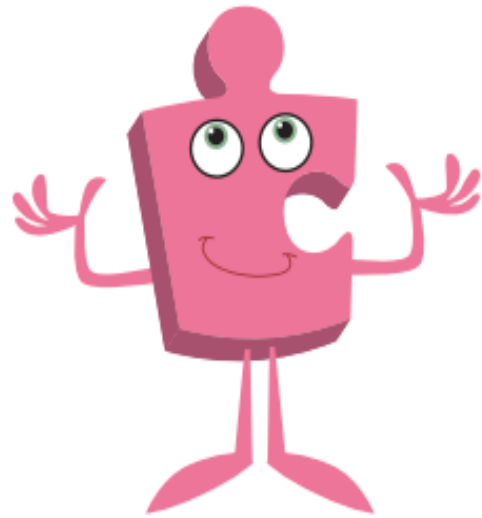
Using the PowerPoint slide of My Jigsaw Learning, model with the children how they are to complete this resource by colouring the appropriate Jigsaw Jo with thumbs in the same position as theirs for each learning intention.

Who is special to you and why?



Puzzle 6: Changing Me - Ages 6-7 - Piece 3

The Changing Me	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>feel proud about becoming more independent</p>
<p>Resources</p> <p>Jigsaw Jo</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Timeline labels: Baby, Toddler, Child, Teenager, Adult</p> <p>A box or bag of collected items to represent different stages of growing up (see below for details)</p> <p>Timeline template</p> <p>Jigsaw Journals</p> <p>My Jigsaw Learning</p>	<p>Vocabulary</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Independent</p> <p>Timeline</p> <p>Freedom</p> <p>Responsibilities</p>
<p>Teaching and Learning</p> <p>Note</p> <p>You will need to gather items for the timeline bag activity before 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>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>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>Ask me this...</p> <p>What were you like as a baby?</p> <p>How are you different now?</p> <p>How will you be different when you are grown up?</p> <p>Does your mind feel calm and ready to learn?</p>




Open my mind

Explain to the class that Jigsaw Jo has a mystery bag of items to show them. Ask the children to look at the items carefully as you take them from the bag and see if they can work out the connection between the items and growing up/ getting older.

Slowly remove the items from the bag. (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, smart phone, make-up; Adult - car keys, credit card, passport, DIY tools.)

Ask the children what they think the connection is. Explain to the children that, for humans, growing up takes longer than for many living things. It doesn't only mean getting bigger, but also learning and being able to do more and more.

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.

Tell me or show me

Set out the labels 'Baby', 'Toddler', 'Child', 'Teenager', 'Adult' to make a timeline on the floor or board. Using the items previously shown from the bag ask the children to sequence where each item 'belongs'. As you do this draw out from the discussion that growing up comes with a wider range of abilities, more freedom, more independence, more responsibilities and more knowledge.

Let me learn

Sitting in their places, children create their own timelines using the template provided. Invite each child to consider what they could/ will be able to do at each age and to draw pictures or write this down on the template.

e.g. Baby: I couldn't walk or talk; Toddler: I learnt to walk and feed myself; Child: I now go to school and can read; Teenager: I will be able to stay out later with friends; Adult: I might have my own family.

The completed timelines can be stuck into their Jigsaw Journals.

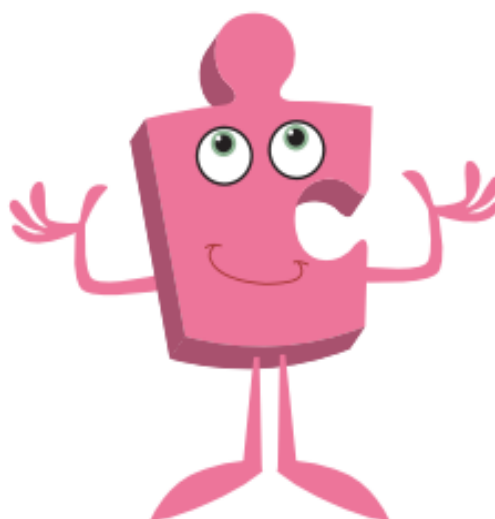
Help me reflect

Slide 2: As in previous Pieces (lessons) invite the children to reflect on their learning using the My Jigsaw Learning resource.

How will your life change as you grow up?

Puzzle 6: Changing Me - Ages 6-7 - Piece 4

Boys' and Girls' Bodies	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</p> <p>tell you what I like/don't like about being a boy/girl</p>
<p>Resources</p> <p>Jigsaw Jo Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Body parts cards (2 sets so you have duplicates of some cards) A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits Flip chart Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary</p> <p>Male Female Vagina Penis Testicles Vulva Anus Public Private</p>
<p>Teaching and Learning Note</p> <p>The words vulva and anus have been added in this edition of Jigsaw 3-11. However, whilst there is a safeguarding case for including these body part words, schools need to decide which words to include and when. We believe children should know all the words in this lesson's vocabulary by end of Primary school, and at least penis, testicles, vulva and vagina in Year 2.</p> <p>The word vulva has been included in this lesson as well as vagina. The difference in these words can be explained as follows. The vulva is the opening and outside parts of a female's 'private parts' and the vagina is one of the parts just inside. Anus has also been included as a safeguarding measure so that children know the correct word for this part of their body. Teachers can simply explain that the anus is the opening where a body gets rid of waste (poo).</p> <p>Be aware of any children in your class that have been identified as transgender without putting them in the spotlight as being different. Avoid using the word 'normal' or 'normally' as this implies anyone who sits outside of male/female is abnormal and the stigma this can create. If teachers are concerned it is advised they speak to the parent/carer of the child concerned and share the content of this lesson with them beforehand. They can then to come to a consensus as to how they want the child to be included.</p> <p>Obviously be vigilant for any disclosures and follow safeguarding procedures.</p> <p>Part of the summative assessment of this Puzzle (unit of work) is about children being able to use the correct names for private body parts. Teachers may wish to take notes of individual children's understanding during this lesson as an aide memoire for assessment.</p> <p>The Jigsaw Charter</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p>	<p>Ask me this...</p>



Connect us

Introduce the focus on bodies and body parts by playing 'Jigsaw Jo says: put your hand on your...' (You will want to keep to 'public' body parts)

Ask children to do what you say. They should only do the action if you say 'Jigsaw Jo 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 Jo says' precursor. Be mindful to choose actions in the class that all the children can do.

At the end of the game reiterate how amazing our bodies are.

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.

Open my mind

Form the children into groups of 4, mixed gender if possible 2 + 2. Ask the groups to talk about the differences between the things that girls do and the things boys do. They will need to remember some of these ideas - as they will talk about them later. Give approximately 3-5 minutes discussion time.

Tell me or show me

On two pieces of flipchart paper, draw an outline of 2 child-sized people from the class. From the outlines, ask if we can tell whether they are boys or girls? 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 - but we don't normally see people like that! Explain that most boys are born with male body parts, and most girls with female parts (you don't need to expand on this).

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 sometimes help us to see from the outside the difference between boys and girls (though they can often be quite similar).

From earlier ask what ideas the children had 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.

Challenge gender stereotypes and establish that private body parts is one way you can differentiate males from females.

Let me learn

In their Jigsaw Journals ask the children to draw a picture of themselves and write some sentences about what they enjoy about being who they are. This could include what they are enjoying about being a boy or a girl.

Help me reflect

Slide 1: 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.

How many names of different body parts do you know?

Does your mind feel calm and ready to learn?

Are girls and boys always different in what they like to do?

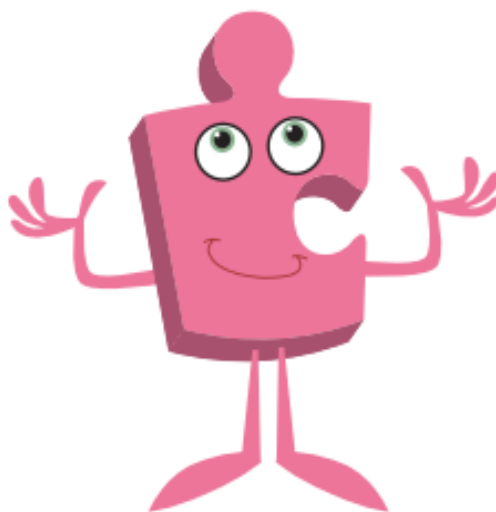
Can you remember the names of the body parts that make most girls and boys different?

Are the clothes girls and boys wear always different?

Which clothes cover our private parts?

Puzzle 6: Changing Me - Ages 6-7 - Piece 5

Assertiveness	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to... understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help</p>
<p>Resources Jigsaw Chime 'Calm Me' script Jigsaw Jo Jigsaw Jerrie Cat Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects) Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?' Jigsaw Journals My Jigsaw Learning</p>	<p>Vocabulary Touch Texture Cuddle Hug Squeeze Like Dislike Acceptable Unacceptable Comfortable Uncomfortable</p>
<p>Teaching and Learning Note Be sensitive about children's responses to this lesson. Ensure that you are aware of the safeguarding policy if any issues arise from this or following the session.</p> <p>The Jigsaw Charter Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <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. Touch can be helpful or hurtful.</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>Ask me this...</p> <p>How does it feel to play this game?</p> <p>Does your mind feel calm and ready to learn?</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 would like to share another bag 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.

Tell me or show me

Share the poem 'What About You?' and ask the children to think about the sort of touches they like. Write any ideas as a list on the board.

Ask the children what they should do if they experience a touch that is hurtful or frightening.

Pause Point: Slide 1:  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.

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

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 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?

Puzzle 6: Changing Me - Ages 6-7 - Piece 6

Looking Ahead	
<p>Puzzle 6 Outcome Tree of Change Display</p>	<p>Please teach me to...</p> <p>identify what I am looking forward to when I move to my next class</p> <p>start thinking about changes I will make in my next year at school and know how to go about this</p>
<p>Resources</p> <p>Jigsaw Jo</p> <p>Jigsaw Jerrie Cat</p> <p>Jigsaw Chime</p> <p>'Calm Me' script</p> <p>Card leaf templates on A4</p> <p>PowerPoint slide of leaf mobile instructions</p> <p>Jigsaw Journals</p> <p>My Jigsaw Learning Certificates</p>	<p>Vocabulary</p> <p>Change</p> <p>Looking forward</p> <p>Excited</p> <p>Nervous</p> <p>Anxious</p> <p>Happy</p>
<p>Teaching and Learning Note</p> <p>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 Tell me or show me/ 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</p> <p>Share 'The Jigsaw Charter' with the children to reinforce how we work together.</p> <p>Connect us</p> <p>Play 'Zoom Eek'. (Zoom sounds like a racing car and Eek sounds like screaming brakes).</p> <p>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>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>Ask me this...</p> <p>What skills do you need to use/learn to play this game?</p> <p>Does your mind feel calm and ready to learn?</p>

Assessment Opportunity



The Jigsaw Charter

Share 'The Jigsaw Charter' with the children to reinforce how we work together (see The Jigsaw Approach for description).

Connect us

Sitting in a circle, pass Jigsaw Jack round. Each child in turn, when holding Jigsaw Jack, completes the sentence: 'My name is ... and my favourite food is ...' Highlight the differences and similarities in what the children say so the children understand these terms. If time, repeat with a different stem sentence such as 'My favourite game is... '.

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.

Open my mind

Slides 1-4: 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?

Tell me or show me

Slides 5-6: Ask the children to work in pairs and briefly discuss a way that boys and girls often look different. Pass Jigsaw Jack around the circle for each pair to give their answer; conclude that one way we can tell the difference between boys and girls is by their private body parts.

Say to the children that you are so pleased with how sensible they can be, and that you know they will all really try to be sensible in this next part of the lesson.

Show the PowerPoint slides of the male and female bodies. Ask children names of parts e.g. arm, head etc.

Supply the words penis, testicles, vulva (and vagina). If there are giggles, ask the children, 'Why do we giggle?' Explain that these are the parts we keep private - and we don't usually show them or talk about them, so we might feel a bit embarrassed or shy.

Invite the children, if they wish, to share the family names they use at home for these parts. Emphasise that 'family names' for these parts are OK to use sometimes, but it is also important that everyone knows the proper names as well and at school we will use the proper names.

Reinforce that our private parts are those parts that our swimsuits or underwear cover. Ensure 'private' is taken to mean special and important, not 'guilty', 'dirty' or 'not very nice', and that children understand their private parts belong to them and no-one has the right to touch them without their permission.

Emphasise that our private parts are special and nobody should do anything to them which hurts or makes us feel scared. Ask the children what they should do if they feel hurt or scared. Ensure they know who to tell or go to for help.

Note: Caucasian skin tone has been used on most of the diagrams. This is for clarity of image. However, teachers should also reinforce that different skin tones exist, and that private parts will also reflect these skin tones. e.g. if we have dark skin then our private parts will also be dark.

Do we all like the same things?

Does your mind feel calm and ready to learn?

How can we tell the difference between a male and a female?

How can we tell who's a boy and who's a girl?

How do you tell the difference between a boy and a girl?

What are the right names for the body parts that make boys and girls different

If we are worried, or feeling scared or hurt, what should we do?

Which of our body parts do we normally keep private?

When is it all right for us to talk about our 'private' parts, and what names should we use?

Let me learn

On the floor, create two large overlapping circles; draw these on flipchart paper or use PE hoops. In the spaces place the labels: Male, Female, Both.

Still working in pairs, each pair has a body part card and in turn places their card in the appropriate space: male, female, both. As they do this, they tell the group the correct name for that body part.

After the sorting activity establish why it is important to use the correct names for parts of the body and ask the children to make sure that at school, they use the words penis, testicles, vagina/vulva, rather than family words they may use at home.

Discuss when it is and isn't OK to talk about these private body parts:

With Mum and Dad?

With friends, brothers, sisters?

On the playground?

With older relatives?

With visitors at home?

At the doctors?

Help me reflect

Slide 7: 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.