

How Jigsaw 3-7 aligns to the Curriculum for Wales Foundation Phase Framework

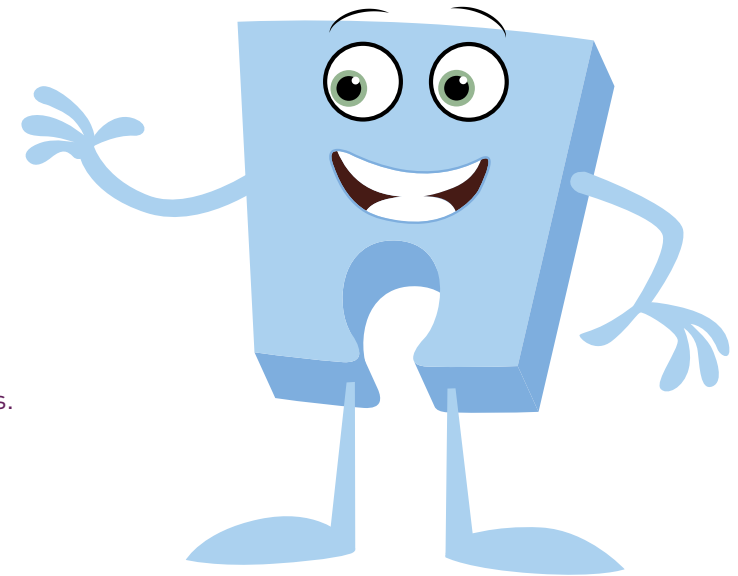
Jigsaw brings together Personal, Social, Health Education, (including the requirements of the Health and Well-being AoLE) emotional literacy, social skills and spiritual development in a lesson-a-week programme for ages 3-16. This document takes relevant aspects of the Foundation Phase Framework (Curriculum for Wales) and shows how the Jigsaw teaching and learning programme can support schools in fulfilling its requirements.

Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for Foundation Phase to the end of the Primary. It makes teachers' lives easier by providing well-structured, progressive lesson plans with all the teaching resources included. The resource is accompanied by original teaching aids: the Jigsaw Friends (one for each year group), Jigsaw Jerrie Cat and Jigsaw Chimes (which are used to begin and end the "Calm Me" times within the lessons).

Jigsaw is split into six units or "Puzzles", each containing 6 lesson plans. The Puzzles are sequential from beginning to end of the school year:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each lesson begins with the Jigsaw Charter which the children may have co-written with their teacher. It sets the ground rules for mutual respect and the listening to and acceptance of the contributions of the whole class. Although the structure of the lessons for 3-5 year olds are written slightly differently to those for 5-7 year olds, this document shows how Jigsaw 3-7 can align to the Foundation Phase. An additional appendix at the end of this document provides further suggested activities for child-led learning and utilisation of the outdoor environment for the 5-7 year olds.



The statutory Areas of Learning in the Foundation Phase are:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills (revised from 2015 to embed the literacy component of the National Literacy and Numeracy Framework (LNF) within Foundation Phase planning, teaching and learning)
- Mathematical Development (revised from 2015 to embed the numeracy component of the National Literacy and Numeracy Framework (LNF) within Foundation Phase planning, teaching and learning)
- Welsh Language Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

Background

The Foundation Phase is the statutory curriculum for all three to seven year olds in Wales, having been introduced in September 2010. It encourages children to be creative and imaginative, and makes learning more enjoyable and more effective.

We aim to ensure that all children and young people:

- have a flying start in life and the best possible basis for their future growth and development
- have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills
- enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and are able to have their race and cultural identity recognised
- have a safe home and a community that supports physical and emotional well-being
- are not disadvantaged by any type of poverty.

Personal and Social Development, Well-being and Cultural Diversity are the foci of Jigsaw, but it also contributes to elements of Language, Literacy and Communication Skills and Knowledge and Understanding of the World. These areas will be examined in greater depth later in this document.

As is stated later in the Foundation Phase Framework document:

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and should be developed across the curriculum.

These aspects are also at the heart of the Jigsaw Programme.

Jigsaw lessons are written to be creative and imaginative. There is frequent use of role play and artistic and creative activities, and the mindfulness practice throughout Jigsaw (in both the specific Calm Me times and the Pause Points used within the lessons) ensure that the children can internalise the learning and become aware of their feelings and thoughts as they arise enabling a growing ability to choose their responses and self-regulate, thus contributing to effective learning. Evidence gathered from children in the Foundation Phase, show how much they enjoy their Jigsaw lessons and how effective their learning has been (see our website Wales tab for video evidencing this).

Jigsaw aims to ensure that all children learn the skills which will give them a “flying start”. Even the youngest are taught strategies to recognise their thoughts and feelings and self-regulate their behaviour accordingly. Personal and social skills are enhanced both through specific lesson content and also intrinsic elements such as suggested group activities for ages 3-5 and social games for 5-7. Children are taught to enjoy the characteristics of healthy and positive relationships, thus ensuring that they will recognise if a relationship is not so healthy and where to go for help. Jigsaw enhances children’s cultural understanding by allowing them to discuss and understand their own widening web of friends and acquaintances as well as issues in the wider world. Differences such as culture or race are positively identified in the Celebrating Difference Puzzle (unit). Aspirations are extended and ideas positively challenged throughout Jigsaw, enabling children to work towards breaking a cycle of poverty. This again has been acknowledged by children interviewed for our video.

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core.

Approaches to learning and teaching

Educational provision for young children should be holistic with the child at the heart of any planned curriculum. It is about practitioners understanding, inspiring and challenging children's potential for learning. Practitioner involvement in children's learning is of vital importance particularly when interactions involve open questioning, shared and sustained thinking.

There must be a balance between structured learning through child-initiated activities and those directed by practitioners. A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand. Active learning enhances and extends children's development.

Including all children

Settings/schools should develop in every child a sense of personal and cultural identity that is receptive and respectful towards others. Settings/schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable children to participate in our multi-ethnic society in Wales. Settings/schools should develop approaches that support the ethnic and cultural identities of all children and reflect a range of perspectives, to engage children and prepare them for life as global citizens.

Jigsaw takes this approach in all its lessons. Following the "Help Me Learn" (3-5 year olds) and "Tell Me and Show Me" (5-7 year olds) sections of the session, where the teacher imparts the new knowledge, skills or information, all age groups have activities which allow them to practise and consolidate their learning. This may, for example, take the form of role-play so that they can experiment and take risks, or they may look at or discuss scenarios to do with the learning and try out different things they may say e.g. to a bully. The addition of the appendix which accompanies this document, ensures that the whole age range have both independent and child-led opportunities. This "first hand experiential activity" is done in the safe environment of the Jigsaw lesson, under the precepts of the Charter, so that children can make their own decisions about how they would cope with a situation, thus ensuring that their self-worth and self-esteem are protected and built and that they will then feel confident in acting or speaking in this way in their future lives

Jigsaw is a fully holistic programme, with children at its heart. The mindfulness practice allows children and practitioners to share skills and behaviours which increase potential for learning. Because of the sensitive nature of some of the content of Jigsaw, questions have been scripted to ensure that open questioning, and shared and sustained thinking is embedded.

Each session in the whole 3-7 age range has a balance of practitioner-directed and child-led activity. Jigsaw utilises a spiral curriculum approach to always ensure that learning is progressive, and children consolidate what they already know before building upon it. All sessions include active learning such as physical activity and/or social games.

Through the work on relationship with self which is inherent throughout Jigsaw, children develop a sense of their own personal identity, and with the different cultures in the classroom being respected and celebrated, this cultural identity becomes interwoven. Values such as recognising that everyone is unique and how much this adds to our lives, ensure that children are readily prepared to participate in a multi-ethnic society as global citizens, aware that others' perspectives may differ from their own.

Skills across the curriculum

Within **literacy** we expect children and young people to become accomplished in:

- oracy across the curriculum
- reading across the curriculum
- writing across the curriculum.

Developing thinking

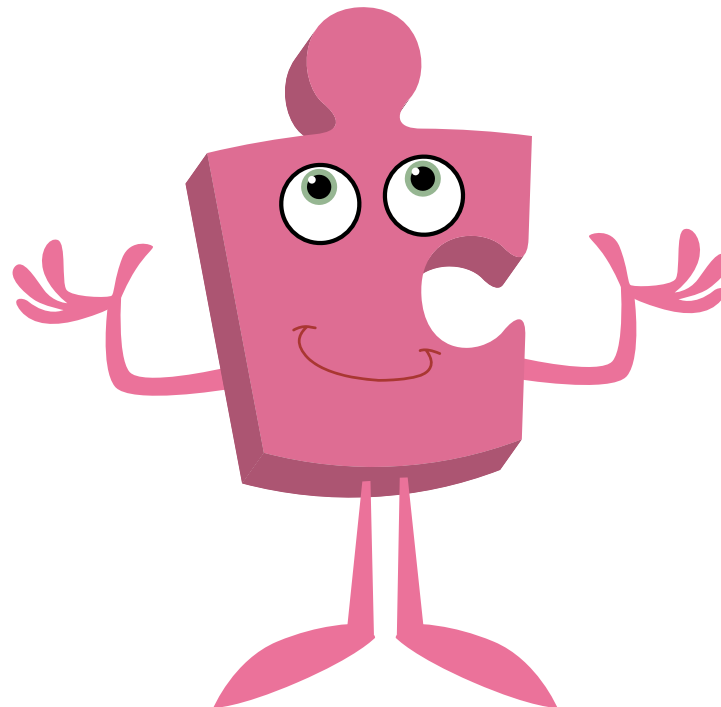
Children develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**, which helps them acquire deeper understanding and enables them to explore and make sense of their world.

Whilst reading and writing are not the main focus of Jigsaw sessions, they play a part in supporting progress through the resources supplied and the activities that the children take part in.

Teachers in Jigsaw Flagships Schools in Wales reported a measurable increase in oracy evident in the children rising to secondary school, against previous cohorts (see video on our webpage). Many children interviewed reported that they felt better able to speak out and speak up, citing an increase in confidence which Jigsaw has given them that their views will be listened to and that their voice is important.

The experiential activities embedded within Jigsaw, allow children to plan actions and responses, trial and develop them, and then reflect on the outcomes.

Reflection is particularly enhanced through the “Calm Me” and “Pause Points” which enable children to have a deeper understanding of their own thoughts and feelings and thus choose (plan) responses rather than reacting in the moment. This deepening of their own awareness helps them make sense of e.g. feelings which rise in response to certain actions of others or new situations.



Personal and Social Development, Well-being and Cultural Diversity Area of Learning

Personal and Social Development, Well-being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participation in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

As stated above, experiential learning activities are embedded within Jigsaw for the whole 3-7 year old age range (and beyond!). Learning about forming and maintaining healthy relationships is intrinsic in every lesson through social activity, even where this may not be the focus of the lesson content. Within the Being Me in My World, Celebrating Difference and Relationships Puzzles (units) there is direct focus on children learning about their relationship with themselves and then their family, friends and other children and adults they may encounter. Cultural identity is particularly explored in Celebrating Difference. Teachers are encouraged to include specific traditions and celebrations that are important aspects of the local community and country.

The general positive ethos of the Jigsaw lesson (especially utilising the Jigsaw Charter) encourages a sense of motivation, commitment and teamwork within the setting. Children are encouraged to be aspirational and learn that they can achieve and aim high to become whatever they want to become. This is particularly explored in the Dreams and Goals Puzzle where they experience challenges and learn how to rise to them and grow their own sense of pride in their achievements, a feeling they can store in their internal treasure chest in order to encourage themselves when they may need more resilience.

Opportunity is given to regularly examine, become aware of and express feelings (remembering the Charter's "Right to Pass"). This allows children to feel safe expressing how they feel and also allows them to recognise that others may be feeling the same way, or may have been affected differently but this difference is to be respected.

Range

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences including:

- activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child initiated
- activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team

Jigsaw provides this range, as detailed below:

Both 3-5 and (using the appendix with this document) 5-7 year olds have a suggested range of activities using both indoors and outdoors.

Child-initiated and adult-initiated activities are included (within the planning for 3-5 and in the appendix for 5-7).

Group work, paired work and teamwork is included within Jigsaw so that the children have the opportunity to try out different roles and work together towards a common goal. The Jigsaw Charter, and the specific content of Being Me in My World encourage a sense of team spirit within the classroom/setting.

- different resources such as those in print and interactive forms

As well as resources in pdf documents and PowerPoints, Jigsaw materials focus on a variety of learning activities, both individual and collaborative, and aim to engage children in creative, hands-on learning. The Jigsaw Friends and Jigsaw Jerrie Cats provide ways to distance children from sensitive issues, allowing them to consider these safely.

- activities that allow them to become independent learners

Jigsaw teaches children to build resilience and motivation within themselves (especially in the Dreams and Goals Puzzle) and gives them strategies to raise independence.

- activities that allow them to use their senses, to be creative and imaginative

As well as Calm Me scripts which encourage children to use their senses, these also encourage the use of imagination and visualisation. Most of the activities in the 3-7 year age range are creative in nature, allowing the outcome to be child-led even if originally initiated by an adult.

- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world

The Jigsaw Circle in particular, and the use of the Jigsaw Charter throughout the lesson, ensure that children feel safe in communicating their ideas, values and beliefs in a respectful way, and that they will be listened to with equal respect.

- activities that allow them to solve problems and discuss outcomes

The activity section of every session allows children to practice solving whatever problem, issue or scenario they are faced with. Especially in the Foundation Phase, but also throughout the whole of Jigsaw and its sister programmes (such as Jigsaw REST, Jigsaw Families and Discovery RE) discussion is the basis of problem solving and reflection on outcomes.

- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives

Being Me in My World allows the children to understand their place in the family, school, community and, age- appropriately, the wider world and the positive impact they can have upon it.

- activities that allow them to feel safe and secure and feel that they are valued

As well as lessons such as road safety and water safety, Jigsaw places great emphasis on children knowing what it is like to feel safe and valued through the use of the Jigsaw Charter and direct teaching on a number of issues such as appropriate touch and stranger danger. The whole-school approach generates positive ethos and builds relationships, and the weekly celebrations and end of Puzzle displays help each child feel they belong and are valued. Assemblies and singing the Jigsaw songs enhances this too.

- activities that contribute to their own safety

- activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.

The Healthy Me Puzzle specifically focuses on an awareness of how amazing our bodies are, and what we need to do to keep them healthy. A number of topics are explored such as nutrition, exercise, screen-time and sleep.

Skills

Personal development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety
- express and communicate different feelings and emotions – their own and those of others
- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners
- develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
- concentrate for lengthening periods
- value the learning, success and achievements of themselves and other people.

Social development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community
- develop an understanding of what is fair and unfair and to be willing to compromise
- form relationships and feel confident to play and work cooperatively
- value friends and families and show care and consideration
- appreciate what makes a good friend
- develop a positive self-image and a sense of belonging as part of different communities and have an understanding of their own Welsh identity
- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- treat people from all cultural backgrounds in a respectful and tolerant manner
- develop an understanding of the diversity of roles that people play in different groups and communities
- begin to question stereotyping.

Many of these skills such as independence, safety, communication of feelings and emotions, and valuing success have been identified and discussed earlier in this document. Video evidence demonstrates that when participating in Jigsaw lessons, children's confidence rises and they welcome new challenges, experiment with opportunities and take risks in a safe environment, ready for when they will need to do this later in life.

Dreams and Goals specifically supports children in identifying their strengths and building on these, taking feedback from peers and adults to form ideas, and using their skills in approaching a challenge to take steps towards further improvement.

The mindfulness activities in 'Calm Me' support concentration as children learn to put their other distractions, thoughts and feelings on hold whilst they focus on the importance of the present moment.

Many of these opportunities are provided throughout Jigsaw in every lesson/session due to the use of the Jigsaw Charter and Circle to ensure that e.g. all are treated in a respectful manner.

Specific teaching content/activities provided address specific issues for example: Being Me in My World uses language of rights and responsibilities from the United Nations Convention on the Rights of the Child and covers all topics to do with behaviour, consequences of behaviour and awareness of and respect for the needs of others. It fosters a team spirit in which children want to play and work together. It allows for the behaviour expectations of the setting to be examined (and can be rewritten with the children). The Celebrating Difference Puzzle addresses topics such as respecting and valuing different cultures, diversity and stereotyping. It also looks at different types of families.

Dreams and Goals encourages team working and how we may need to consider the needs of others in our plans and compromise where necessary. This is also inherent in all Relationships Education work.

Good friends and valuing your families are inherent throughout Jigsaw but are especially focussed on in the Relationships Puzzle. This Puzzle also continues and consolidates work on positive self-image.

Moral and spiritual development

Children should be given opportunities to:

- respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively
- communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
- communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses
- respond personally to simple imaginary moral situations giving reasons for decisions made
- use stories or situations to raise questions about why some things are special
- express ideas and feelings creatively, explaining why they are significant
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about how and why special things should be treated with respect and respond personally
- ask questions about what is important in life from a personal perspective and from the perspective of others.

Well-being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others
- understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies
- ask for assistance when needed
- develop an understanding about dangers in the home and outside environment
- understand that medicines are taken to make them feel better and that some drugs are dangerous.

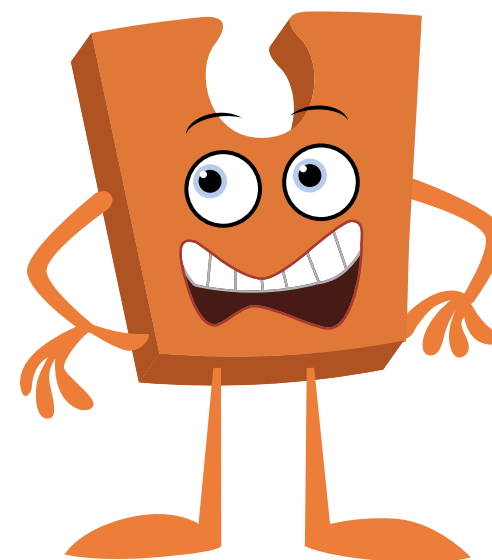
Throughout Jigsaw, children are given the opportunity to respond to stimuli however they would like. Feelings and ideas are expressed in the ethos of the Jigsaw Charter, where all are valued.

Children look at scenarios (either in writing for older children or acted out for them by practitioners for younger children) and discuss the moral issues and what type of behaviour is being exhibited. They can then discuss decisions made and suggest alternatives to the choices made. The mindfulness in Jigsaw supports this by giving the children a pause in their own decision making by helping them become more aware of their feelings about an issue and how they would like to respond.

They are always encouraged to give their personal perspective about the important things in life, and also to listen to others who may or may not share that viewpoint, but the Right to Pass is always there to ensure children feel secure.

As cited above, many of these well-being opportunities regarding feelings, respect and care for people and the world are an inherent part of Jigsaw and present in every session.

The Healthy Me Puzzle addresses topics such as exercise and hygiene as well as considering relationships with food (that it is a fuel, not a reward). Children are specifically and directly taught where to go for help should they need it in a troubling situation, and about dangers, such as road safety and medicine safety.



Language, Literacy and Communication Skills Area of Learning

They should be encouraged to communicate their needs, feelings and thoughts, retell experiences and discuss individual and group play. Some children will communicate by means other than speech. Children refer to their intentions by asking questions, voicing/ expressing opinions and making choices through a variety of media and by building on previous experiences. They should be encouraged to listen and respond to others, to the variety of life experiences that their peers bring to the learning environment, and to a range of stimuli, including audio-visual material and ICT interactive software.

The oracy encouraged and included within Jigsaw, fulfils all these expectations. The open-ended activities allow all children, whether or not they communicate with speech, to take part, and the use of the Jigsaw Friend has often been successful in encouraging reluctant speakers to join class or group discussions.

The Jigsaw Charter encourages confidence to speak out in a respectful environment, ensuring that the life experiences of all can be shared and responded to in a positive environment.

As oracy is the major area where Jigsaw can contribute to the Foundation Phase, relevant areas taken from the framework grid where Jigsaw can contribute are shown below:

Key: Normal text: LNF statement

Extended skill ▼ Area of Learning skill ◆

Elements	Aspects	Nursery: Children are able to:	Reception: Children are able to:	Year 1: Children are able to:	Year 2: Children are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> express some enjoyment or interest talk about, in simple terms, drawings, models and actions retell, in simple terms, an event or experience use newly learned vocabulary in and through play activities ◆ imitate real-life and make believe experiences within role play respond, in simple terms, to drama they have watched and other creative stimuli ◆ understand and use simple questions, e.g. 'Why?', 'How?' and 'Can I?', to establish why things happen and to clarify understanding ◆ (using Jigsaw songs) recognise rhythm and rhyme in spoken words and join in with rhythmic activities ◆ use talk in symbolic play ◆ 	<ul style="list-style-type: none"> express what they like and dislike talk about things they have made or done, adding some description ◆ talk about things from their experience and share information use appropriate, increasing vocabulary in and through play activities ◆ contribute to role-play activities using relevant language respond with some detail to drama they have watched and other creative stimuli ◆ use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', to establish why things happen and to clarify understanding ◆ use talk to create a storyline in symbolic/imaginative play ◆ 	<ul style="list-style-type: none"> express an opinion on familiar subjects talk about things they have made or done, explaining the process include some detail and some relevant vocabulary to extend their ideas or accounts build on previous experience, making themselves clear by: <ul style="list-style-type: none"> organising what they say choosing words deliberately ◆ use an increasing range of appropriate vocabulary in play and structured activities ◆ adopt a role using appropriate language respond with increasing detail to drama and other creative stimuli ◆ use a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ◆ listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions listen to and carry out increasingly complex instructions ◆ 	<ul style="list-style-type: none"> express opinions, giving reasons, and provide appropriate answers to questions talk in detail about things they have made or done, explaining the process ◆ extend their ideas or accounts by sequencing what they say and including relevant details build on previous experience, speaking confidently and making themselves clear by: <ul style="list-style-type: none"> organising what they say choosing words deliberately including relevant detail ◆ use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest ◆ adopt a specific role, using appropriate language in structured situations respond to and give opinion on drama as well as a wider range of stimuli ◆ prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding ◆ listen to others with concentration, understanding the main points and asking for clarification if needed

Elements	Aspects	Nursery: Children are able to:	Reception: Children are able to:	Year 1: Children are able to:	Year 2: Children are able to:
Developing and presenting information and ideas	Listening	<ul style="list-style-type: none"> listen and respond with growing attention and concentration listen and join in with songs, rhymes and stories in simple terms, retell a story or information that they have heard answer simple 'Who?', 'What?' and open-ended questions relating to own experiences, stories or events ♦ ask an appropriate question about something that has been said 	<ul style="list-style-type: none"> show that they have listened to others, e.g. by drawing a picture follow action words/commands ♦ join in, repeat or memorise rhymes, songs and stories with some support in simple terms, retell narratives or information that they have heard ♦ answer 'Who?', 'What?', 'Where?' and open-ended questions relating to own experiences, stories or events ♦ ask questions about something that has been said 	<ul style="list-style-type: none"> listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions join in, repeat or memorise rhymes, songs, poems and stories V retell narratives or information that they have heard using simple connectives V answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events ♦ show understanding of what they have heard by asking questions to find out more information 	<ul style="list-style-type: none"> listen to others with concentration, understanding the main points and asking for clarification if needed join in with, repeat or memorise a range of stimuli including rhymes, songs and poems, including nonsense verse ♦ retell narratives or information that they have heard, sequencing events correctly answer more complex questions relating to own experiences, stories or events ♦ show understanding of what they have heard by asking relevant questions to find out specific information
	Collaboration and discussion	<ul style="list-style-type: none"> participate in discussions with other children and/or adults take part in activities alongside others. 	<ul style="list-style-type: none"> exchange ideas in one-to-one and small group discussions, e.g. with friends take part in activities alongside others, with some interaction 	<ul style="list-style-type: none"> contribute to conversations and respond to others, taking turns when prompted take part in activities with others and talk about what they are doing intentionally use some non-verbal cues such as facial expressions and gestures. ♦ 	<ul style="list-style-type: none"> contribute to discussion, keeping a focus on the topic and taking turns to speak share activities and information to complete a task interpret, respond to and use non-verbal cues such as facial expressions and gestures. ♦



Knowledge and Understanding of the World

Range

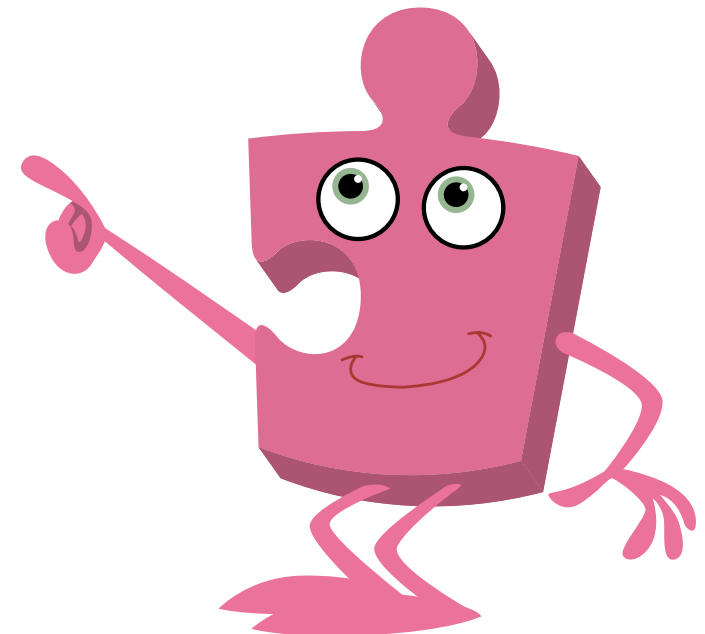
Whilst Jigsaw does not have a direct contribution to make to the “Range” of some topics within this learning area (e.g. distance, maps and physical features of the landscape), aspects of other areas such as “Time and People” and “Myself and other living things” are firmly within its remit and are shown below.

Time and people	Where covered in Jigsaw (i.e. in which Puzzles?)
recognise the changes caused by time, <i>e.g. to themselves and to people and places familiar to them</i>	Changing Me
recognise that there are reasons for, and consequences of, some actions	Being Me in My World
Myself and other living things	
learn the names and uses of the main external parts of the human body (<i>and plants</i>)	Changing Me
identify the similarities and differences between themselves and other children	Celebrating Difference, Changing Me

Skills

To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by using a range of skills. From the list provided in the framework, those embedded in Jigsaw are:

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about what might happen if...
- becoming aware of human achievements and the 'big ideas' that have shaped the world
- investigating sources and issues
- making comparisons and identifying similarities and differences
- seeing links between cause and effect
- thinking creatively and imaginatively
- communicating observations and measurements
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.



Other Areas of Learning:

Because of the variety of activities provided within Jigsaw, and the naturally open-ended and child-initiated and led aspects of high quality foundation phase education, it would also be possible to contribute to all the other areas of learning. Practitioners are likely to consider this in their planning and use of the suggested activities and consider opportunities for assessment accordingly.

Foundation Phase Outcomes

At the end of the Foundation Phase, teachers are required to assess and report outcomes attained by each child by means of teacher assessment in:

Personal and Social Development, Well-being and Cultural Diversity

Language, Literacy and Communication Skills in English or Welsh

Mathematical Development

Alignment to the outcomes for Personal and Social Development, Well-being and Cultural Diversity will be examined in the most detail as this is the remit of Jigsaw. (Oracy aspects of Language, Literacy and Communication Skills are detailed in the table above).

Personal and Social Development, Well-being and Cultural Diversity Outcomes

Bronze	Children engage in social games initiated by older children and/or adults. They respond to being calmed and show a range of basic emotions clearly. They explore the environment intentionally and understand basic cause and effect. Their attention moves between object and caregiver during one-to-one play.	Social games or interactions included in every lesson. Calm Me and Pause Points allow calming techniques to be used by adults but also by the children independently. Modelling, practice and role-play of situations allows children to express a range of basic emotions.
Silver	Children engage with a range of one-to-one games initiated by older children and/or adults and explore activities for a short time. They usually respond to regulation from a familiar adult. They give different responses to caregivers and unfamiliar adults and are beginning to express a range of preferences. They show an understanding of objects used in care routines.	Adult-led/initiated activities and games allow children to engage and explore situations and scenarios. Children are encouraged to express preferences under the use of the Jigsaw Charter. Personal hygiene/ care routines are explored in Healthy Me.
Gold	Children play near other children or adults sometimes showing an interest in what they are doing. They respond appropriately to consistent boundaries. They are starting to engage with a range of familiar activities, express a range of preferences simply and respond appropriately to social greetings from familiar people. They are starting to help with familiar care routines.	Adult-led/initiated activities and games allow children to engage and explore situations and scenarios and demonstrate interest further. Children are encouraged to express preferences under the use of the Jigsaw Charter. Personal hygiene/care routines are explored in Healthy Me. Social greetings and appropriate touch are also covered in Changing Me.
1	Children are dependent on familiar adults emotionally. They have started to express in simple terms how they feel and respond to social greetings. They may have a tantrum when frustrated but are learning that some behaviour is unacceptable. They have begun to role play on their own or in parallel with other children, often near a familiar adult. They may need assistance with everyday self-help (personal) skills but are usually keen to help. They show knowledge of familiar care routines.	Social greetings and appropriate touch are also covered in Changing Me. Behaviour self-regulation and awareness of feelings, thoughts and emotions is supported through the Calm Me and mindfulness. Role play opportunities are plentiful in Jigsaw allowing children to trial scenarios and situations, independently, in a group or with support from an adult.
2	Children like to help adults and peers but not when it conflicts with their interests. They demonstrate affection for other children and may play with them. When supported by an adult, they are willing to share toys and materials and will take turns. They have become aware of their own feelings and emotions and are beginning to identify with those of others. They are trying to be independent but sometimes need assistance. They are beginning to develop an awareness of personal safety in particular dangerous hazards.	Sharing and turn-taking are encouraged and supported by the Jigsaw Charter and the numerous social activities and games included in the programme. Empathy is encouraged as children learn how to appropriately express their emotions and feelings and listen to and identify with those of others in circle times, using the Charter. Independence is fostered and resilience built through content in Dreams and Goals. Personal safety and likely hazards are directly taught in Healthy Me.

3	<p>Children have become more independent in their learning and are able to cope with change to routines. They recognise and are increasingly sensitive to the needs of others. They are beginning to recognise appropriate behaviour for different situations and respond to reason. They are beginning to understand that all living things should be treated with care, respect and concern. They demonstrate some control over their emotions and will often adopt the standards of behaviour of adults that are close to them. They are able to cater for most personal needs independently.</p>	<p>Coping with change is a focus of Changing Me. Empathy is encouraged as children learn how to appropriately express their emotions and feelings and listen to and identify with those of others in circle times, using the Charter. Embedded mindfulness practice using skills learnt through "Calm Me" and directly taught self-regulation strategies encourage children to recognise appropriate behaviour, demonstrating some control.</p>
4	<p>Children will take part in cooperative play independently. They increasingly show self-control and are able to wait for their needs to be met. They are able to concentrate on a task and have definite likes and dislikes. They support, comfort and help other children when they are sad or upset. They are becoming increasingly aware of the similarities and differences between themselves and their peers, and recognise cultural differences and diversity. They enjoy caring for the environment such as plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.</p>	<p>Independent activities are given throughout Jigsaw utilising group and paired play. Mindfulness supports concentration and focus. Likes and dislikes are able to be expressed in a non-confrontational way as children learn to accept and celebrate differences. Healthy Me teaches children about healthy food choices.</p>
5	<p>Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary. They recognise and can express their feelings appropriately. They respect others and value their achievements. They have a clear understanding of right and wrong and are more aware of other people's feelings, views and beliefs. They have grasped the concept of fair play and have an understanding of rules and why they are there. They have a greater understanding of the consequences of their actions and take responsibility for decisions that they make. In the main, they are able to control their emotions and cope with disappointment. They understand that to keep their bodies healthy they will need to eat and drink appropriately.</p>	<p>Children are aware of appropriate behaviour in a variety of situations and where to go for help should they feel at all uncomfortable. Mindfulness allows children to recognise their feelings and the Charter ensures that all have the chance to express these. Values and achievements are valued through the weekly celebrations (scrolls that can be completed with the names of children who have excelled in the focus for the week) but also in the Dreams and Goals Puzzle. Each lesson allows children to build their own moral compass through the actions, discussions and reflection on the content. Consequences of actions are directly taught in Being Me in My World. Healthy Me teaches children about healthy food choices.</p>
6	<p>Children have learned that they can and often do control their emotions. They have begun to form friendships which are very important to them, and idol/hero figures are significant in their play and lives. They understand that people have different preferences, views and beliefs and have an understanding of how they should relate to others morally and ethically. They have moved on to be able to see things from other children's and adults' points of view. They are competent in identifying problems and coming up with solutions to solve them. They are able to demonstrate skills of perseverance, concentration and motivation. They demonstrate appropriate self-control. They understand how they can improve their learning and can be reflective.</p>	<p>Many children can explain how and why they can control their emotions (see videos on our webpage). The importance of making and maintaining trusted, healthy friendships is covered in Relationships. Differences are positively explored in Celebrating Difference where stereotypes are also challenged. Moral and ethical topics are discussed in most lessons allowing children to come to their own judgements. Children are encouraged to be discerning and independent, working alone or in pairs and groups to come up with solutions to problems. The 5-7 year old lesson plans all include a self-assessment activity and reflection period at the end of the lesson to allow children to consider how they can improve.</p>

Curriculum for Wales



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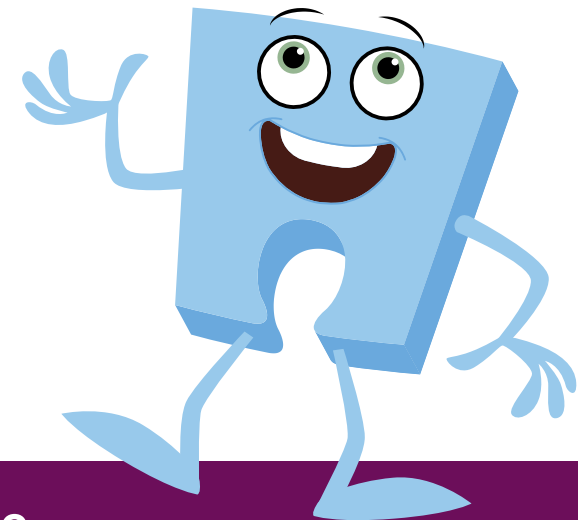
Foundation Phase Framework

(Revised 2015)

This document has demonstrated how Jigsaw can support Welsh schools in fulfilling the Foundation Phase Framework.

The appendix which follows gives practitioners some suggested activities for Years 1 and 2 for both child-led and outdoor activities to supplement the original planning for these year groups.

There is much evidence of Foundation Phase children from two of our Welsh flagship schools enjoying Jigsaw and very clearly explaining what they have gained from it in our video at www.jigsawpshe.com/health-and-well-being-wales



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The mindful approach to Personal and Social Education for 3-12 year olds

Appendix

Suggested supplementary ideas for ages 5-7 using the outdoor environment and independent child-led activities

Curriculum for Wales, Foundation Phase Framework

Year 1 (age 5-6)

Puzzle: Being Me in My World

Piece	Outdoor learning activity	Child-led activity	Resources
1	Normal outdoor play using equipment provided by setting, but encouraging the children to consider how they can play safely and look after each other.	Pictures of Jigsaw Jack on paper and on the back children could draw or write how they would make him feel safe and special.	Pictures of Jigsaw Jack
2	Make up actions (and maybe a dance) to the song "I am special"	Playing any class games which involve sharing or considering others to embed the fact that everybody is special and belongs and we learn best when we consider each other	Games e.g. board games
3	Play the "Roll the Ball" game as per "Connect Us"	Draw an example of themselves following one of the ideas they have discussed and label it.	Ball
4	Try to challenge themselves on outdoor equipment e.g. ride in a straight line, run the length of the area in the fastest time etc. so they can experience feeling proud of an achievement.	Children can continue to make "I am proud of you" labels for different children or for themselves if they feel that they have achieved something.	"I am proud of you" tickets.
5	Usual outdoor play. Ask children to consider the choices they are making and whether it helps others learn and play well together. Reinforce consequence.	Play Rainforest game in small groups.	
6	Play "Jigsaw Jack says" as per Connect us option 2.	Children could draw more pictures of what it looks like to follow the charter or copy and illustrate their own version of the charter to keep.	Charter



Puzzle: Celebrating Difference

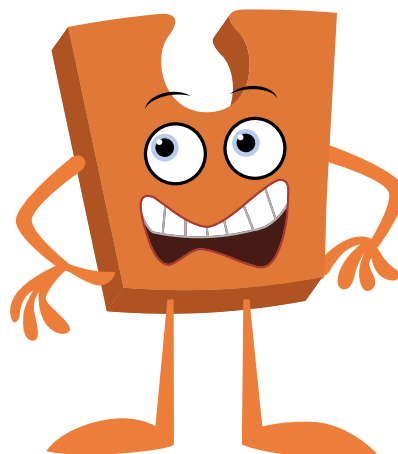
Piece	Outdoor learning activity	Child-led activity	Resources
1	Play Switch (could be adult-led to start then children take it in turns to lead).	Play any "pairs" or matching games or could use the pairs cards provided by the lesson plan.	Pairs cards.
2	Usual outdoor play equipment but focus on how people may use it differently and how that can show us new ideas (e.g. a hoop)	Spot the difference activities (could work together)	Spot the difference sheets
3	Usual outdoor play ensuring children are being considerate of each other.	Children to make anti-bullying slogan banners or posters	Poster templates or plain paper.
4	Usual outdoor play ensuring children are being considerate of each other. Children could play "Huggy bears" if the numbers permit or adapt to use pairs.	Make a card for Jack to cheer him up	
5	"Roll the ball" as per Connect Us	Make further friendship tokens for people in the class.	Ball, Friendship tokens
6	Usual outdoor play equipment but focus on how people may use it differently and how that can show us new ideas (e.g. a hoop)	Children could celebrate each other's differences by making a gingerbread person for another child with something different that they admire about them drawn or written on it.	Gingerbread person cut-outs.

Puzzle: Dreams and Goals

Piece	Outdoor learning activity	Child-led activity	Resources
1	Try to challenge themselves on outdoor equipment e.g. ride in a straight line, run the length of the area in the fastest time etc. so they can experience success.	Make additional "treasure" for the treasure chest using cut outs of coins/jewellery etc. but can write or draw on it their own successes or something for another member of the class.	Treasure pictures/cut-outs.
2	Design an obstacle course using setting equipment so that it has to be achieved step by step. Children can help each other achieve each part if possible.	Continue challenges suggested in Let Me Learn (or others depending on setting resources).	Usual setting equipment.
3	Any outdoor activity where the children could work with a partner.	Any usual setting games or activities where the children work with a partner.	
4	Add new challenges to the obstacle course designed in piece 2 to make it more difficult.	Children can write or draw on leaf and flower cut-outs how they cope with challenges e.g. "Keep going, don't give up" and colour them.	Flowers/leaves to draw/write on and decorate.
5	Try some activities with some sort of extra challenge attached (safely!) e.g. 3 legged race, completing a challenge but you have to walk like a penguin all the time.	Act out/role play Pauli's journey	Props
6	Play "Islands" with appropriate number groupings	Starter sentence "One thing I have done well" and then children write or draw something they have had success in underneath.	Islands (or chalk to draw them outside). Sheets with starter sentence.

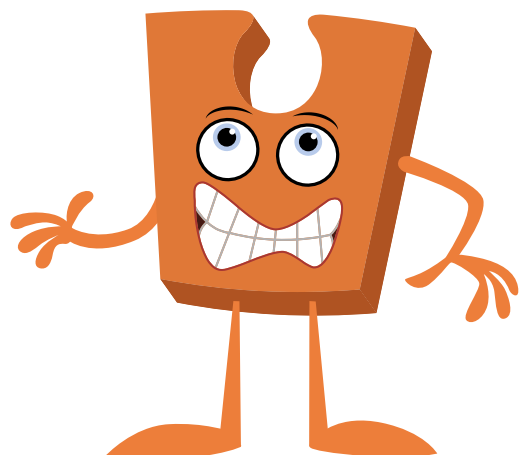
Puzzle: Healthy Me

Piece	Outdoor learning activity	Child-led activity	Resources
1	Picture of healthy and unhealthy foods, behaviours or activities hidden around the outdoor learning area, and a poster for "Healthy" and "Unhealthy" at each end. Children have to skip, hop or jump to find a picture then skip, hop or jump to place it under the correct poster.	Pictures of healthy and unhealthy items from list read out in Connect Us for children to sort.	Pictures and Healthy and Unhealthy banners (may want to laminate for outdoor area).
2	Share Healthy Balance Sum ideas and practice actions as a group.	Write a letter to Jack giving him advice about healthy habits (following on from Connect Us") Could give stem sentence/letter template of "Dear Jack I think to stay healthy you should....." and then their names. A wordbank may be helpful.	Jack letter templates/ wordbank
3	Usual outdoor play	Role play using the items from the toiletries bag or empty containers of the safe products.	Items from the lesson
4	Make up an exercise routine to help us stay healthy.	Role play of feeling poorly and what to do to feel better	
5	Set up a "road" and cross it safely. Children to encourage each other to remember the steps.	Make a road crossing safety poster. Children could make their own or order the instructions from the PowerPoint slide and stick into onto paper in the correct order.	Equipment to set up a road if one not already drawn/painted in setting.
6	Play Jigsaw Jack's Healthy Game as per Connect Us but focus on physical activity and can use the apparatus available.	Play Jigsaw Jack's Healthy Game as per Connect Us. Children take it in turns to be the "teacher" and choose who has Jack after them.	



Puzzle: Relationships

Piece	Outdoor learning activity	Child-led activity	Resources
1	Usual outdoor play.	Using the family cards from Connect Us, sort the cards into their families.	Family Cards from Connect Us
2	Usual outdoor play reminding of friendship/care for each other. Could play hedgehogs if numbers allow.	Put all the children's names into the Friendship Drawer so that every child could be chosen over the course of the week. Children to pick one out and have to draw or write what they like about that person. Must do the one they have chosen so that no children get selected multiple times. Can then give this to the named child.	Friendship drawer cards.
3	Similar to Let Me Learn – imagine you saw somebody you knew from far away -create a form of physical greeting/signal that you could give from a distance in the outdoor play area that would let your class member know it was you! Challenge to make it non-verbal.	Role play different greetings (could include different languages) and children to practice having confidence to say whether or not they liked it (ensure charter is considered for e.g. hugs and rights to pass).	
4	Make up scenarios that could happen in the outdoor play area and role play how the children might help each other or ask for help.	Sorting activity with the cards as per Tell me or show me. Children could extend the pack of cards by using more blank ones and drawing people in school that help them.	Cards of people to sort.
5	Play spin the bottle from Connect Us.	Using ideas from "Incredible Me" as per Connect Us – Children make an "Incredible Us" poster about the other children in their group saying what they admire about them.	Bottle from Connect Us.
6	Ask children to play in pairs using normal equipment, and ask them to try and do something special for the person they are playing with while they are playing. Ask them to share at the end how it felt to do something special and how it felt to be made to feel special by their partner.	Role play activities you could do to make people feel special (ensure charter is considered for e.g. hugs and rights to pass).	



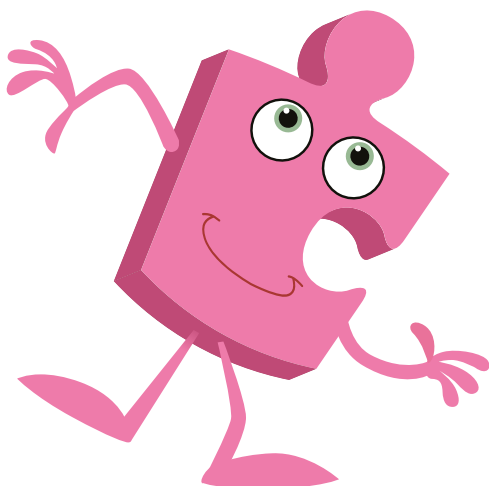
Puzzle: Changing Me

Piece	Outdoor learning activity	Child-led activity	Resources
1	Play lifecycle game: adult can call out "frogspawn" and the children have to curl up as small as they can. Adult calls "tadpole" and they can either lay or stand up and wriggle and move around. Adult calls out "frog" and they have to jump like a frog. Can extend by saying they only follow the action if it is in the right order so e.g. if adult says "frogspawn" then "frog", the children wouldn't change the action because it isn't following the life cycle. Children could then take it in turn to be the caller.	Match up the pairs cards used in Connect Us or could play a "pairs" game turning them over and remembering the position.	Pairs cards.
2	Can play the same game as piece 1 with the butterfly lifecycle – children could make up the actions. Can children see any butterflies around the outdoor learning area? Could go for a walk around school grounds to spot some if appropriate.	Role play some activities that they can do now that they couldn't do when they were younger. Can extend onto some activities/jobs they may want to do when they are older but know they can't do yet.	Role play resources.
3	Play 'Jigsaw Jack says' game – children can take it in turns to be the caller.	Using the Jigsaw song "A New Day", give a piece of paper with the lines "Let's all agree that it's good to change, Personalities will change with age. We're becoming the people we're going to be". Ask the children to either role play what they think they might be like when they are older, or could choose to draw a picture under the words.	Song words
4	Usual outdoor play but notice how we can all do the same activities – it doesn't matter whether you are a boy or a girl. Adult could say e.g. Can boys and girls do this? to ensure any stereotypes are challenged and that gender doesn't matter.	Using the existing animal photos and maybe supplementing with others that could be sourced or created, children sort the animals into male and female and "don't know". e.g. chickens and cockerels, blackbirds, whales, mallard ducks, etc.	Supplemental photos sourced by school.
5	Play the "Let's Be Flowers" Game – children can take it in turns to be caller.	Children can role play activities- how they were at the start of year 1 and that they can now achieve. Rest of group can guess and then take turns.	
6	Ask the children to try or identify an outdoor activity that maybe they couldn't do when they arrived in year 1. Can they do it now? Is there anything they still feel they need to achieve that they could practice? This may show them that they have matured physically (e.g. they can balance better, reach something, run faster) but also mentally and emotionally as they now understand how much we change as we grow.	Draw flower life-cycles from seed to flower. Write underneath something you have developed in this year.	Paper.

Year 2 (age 6-7)

Puzzle: Being Me in My World

Piece	Outdoor learning activity	Child-led activity	Resources
1	Use of outdoor equipment. If any is different to previous year group, discover if there is anything that the children might be worried about using. Talk about the worries. Remind the children to consider the charter when playing with the outdoor equipment – it is not only for the classroom.	Remind children that it is not good to bottle up worries. Outline of a bottle with the lid off. Children can write or draw any worries they may have inside the outline, and outside, some solutions that they are happy to try to let the worry out of the bottle.	Bottle outlines on paper
2	Outdoor play equipment but ask the children to play with another child rather than singularly to help each other feel that they belong.	Children to write or draw what they know they are responsible for. Could be things discussed in the whole class session or home activities e.g. a pet or tidying up their bedroom.	Template if needed
3	Outdoor equipment which encourages turn taking and being patient with each other. Encourage the children to verbally praise each other as a reward for this behaviour.	Role play some of the actions in the PowerPoint and how you might reward or sanction the behaviour – what would be the consequences	
4	Play the Connect Us game but can include more physical activity such as jumping on the spot, hopping etc. Children can take it in turns to lead.	Draw or role play a really positive action that you have taken and see if the rest of the group can guess. What was it like when you were praised/rewarded for this?	
5	Encourage the children to try and remember the charter. How could we apply it to the outdoor learning environment? If anything needs rewording for this area, take ideas to create a specific charter for this.	As per Let Me Learn but children could design their own charter for e.g. how they would behave at home.	Jigsaw puzzles Template if needed
6	Consider making “helpful” choices whilst using this area. Can you say what somebody else did which helped you today? How did you make a helpful choice?	As per Let Me Learn as this is an independent activity.	



Puzzle: Celebrating Difference

Piece	Outdoor learning activity	Child-led activity	Resources
1	Using the normal outdoor play equipment, ask the children who likes playing with what, and draw out similarities and the lack of any need to stereotype	Using and adding to the ideas from Open My Mind, children can cut out, sort and discuss the activities listed.	List of activities and agree/disagree/not sure headings.
2	Using the normal outdoor play equipment, ask the children who likes playing with what, and draw out differences and how that makes us all special and the lack of any need to stereotype	Design a duvet cover for somebody else that you have worked with in your pairs, trying to avoid stereotypes but thinking about things they really like.	Duvet cover template
3	Play the "Moving Machine" game as per Connect Us	Design a fantasy machine that needs at least 3/4/5 etc. parts to work. It could be something useful for the classroom e.g. an automatic board rubber. Work alone or with another person or a whole group but ensure ideas are shared and the children support each other. Or Children could draw machine parts individually then try and design a machine that would use them all.	Ideas for machines
4	How can we make sure the outdoor learning is a place where nobody feels lonely? Ask the children to design some games using the outdoor environment which would include everybody.	Role play further scenarios of bullying and resolving the issue. Ensure there is a bystander, bully and victim. Other children in the group could offer advice.	
5	Outdoor play using normal equipment. Reiterate the charter and that people are different but still can be our friends.	Think and draw three presents they would give to a friend which are not gender specific.	
6	Try and play with something that you don't usually play with. Adult to ensure children think about why this is. Was it because it is something that is often stereotyped to the opposite gender?	Use the pairs cards to play pairs or play any pairs game. Ensure everybody in the group is included.	Pairs cards



Puzzle: Dreams and Goals

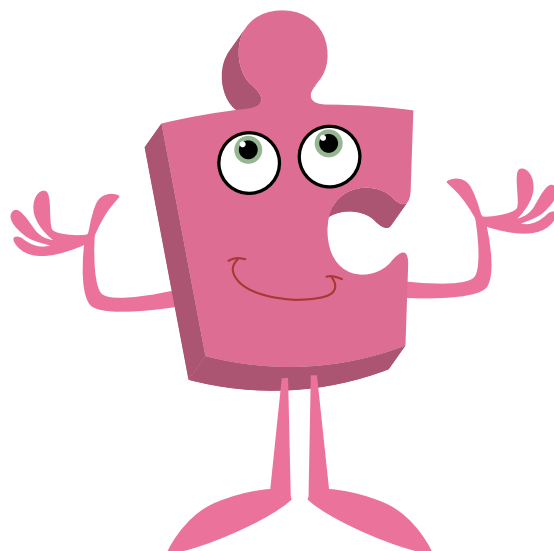
Piece	Outdoor learning activity	Child-led activity	Resources
1	Choose an activity that you are usually successful in achieving or playing with safely and show others.	Mime/role-play activities and success for others to guess	
2	Choose the activity from the previous week but add a challenge (e.g. against the clock, eyes shut, with added obstacles)	Illustrate the song words to "For Me" to show younger children the meaning of the words.	Jigsaw Song words.
3	In pairs, both try to achieve the other's challenge from last week. What encouragement or support can the pairs offer each other?	Work in pairs or groups to complete a challenging game e.g. a jigsaw puzzle or wordsearch.	Games/puzzles for child-led activity.
4&5	Play "pass the ball" as per Connect Us.	Design a nest for your dream bird or a tree that it might live in.	Ball
6	Revisit the activities chosen in pieces 1, 2 and 3. How does it feel to achieve both your own challenge and your partner's? Are you both better at them now you have helped each other?	Decorate a pebble or shell to remind you of your internal treasure chest (could be on paper or a real item)	Pebble or shell paper outlines or real resources to decorate.

Puzzle: Healthy Me

Piece	Outdoor learning activity	Child-led activity	Resources
1	Create a circuit of timed activities. Note times and try to better them in subsequent weeks. Discuss both how the exercise makes us feel good physically but also how the fact we might be getting better/faster is good motivation to continue.	Make a poster to inspire you/your class or Jo to "Stay Motivated" about physical exercise.	
2		Role play how you would encourage Jo to relax. Children could lead a given Calm Me or make up one of their own.	
3		Make up a list/warning for dos and don'ts with medicines. Can work individually or in pairs/groups.	
4&5	With chalks, design, draw and label a healthy meal including the food groups discussed in Connect Us. (Can use the food group word cards from Let me learn).	Role play with toy food/kitchen to make a healthy meal. Could extent to a restaurant menu or family shopping list if children want to write. Extend this into Piece 5 with the addition of healthy snacks.	Food group word cards from Let me learn Role play resources such as plastic food, plates, cutlery, chalk and boards or whiteboards and pens to make the menus/lists.
6	Usual outdoor play but adult to support children in recognising how amazing their bodies are to do the things they can do and how the body parts work together. This is only possible if we do our best to stay healthy.	Using pictures from the previous lesson resources, cut up, children sort foods into foods that are really good for us, and foods that we should only have occasionally.	Pictures of foods from previous lessons.

Puzzle: Relationships

Piece	Outdoor learning activity	Child-led activity	Resources
1	Usual outdoor play equipment but consider how we can make an effort to make each other happy when we play.	Role play families – however the children choose that the family is like.	
2	Draw round “kind hands” with chalks or water and draw or write around them everything nice they can be used for.	As per Connect Us: draw shapes on a partner’s back and they have to guess what it is.	Chalks
3	Usual outdoor play equipment but use the positive problem-solving technique to resolve any conflicts.	Role play other scenarios from Let me learn.	Scenarios
4		Role play sharing the scenario Worry Secrets with an adult and the relief that the adult will help solve the problem.	Worry Secrets
5	Encourage games or use of equipment which require the use of cooperation and/or trust.	Trust acrostics: Children can use the ideas from Open my mind (these could be printed out to support ideas and spellings) and work together to think of words that start with the letters e.g. T hinking of others R elationships U nderstanding S tanding up for you T alking about things	Word/phrase bank for acrostic and template
6	Encourage games or use of equipment which require the use of cooperation and/or trust.	Compliment Cards: children make a postcard for a friend or classmate, drawing a picture on the front and giving them a compliment on the reverse.	Pieces of A5 paper or card



Puzzle: Changing Me

Piece	Outdoor learning activity	Child-led activity	Resources
1	Hide the pairs cards around the outdoor play area and ask the children to find them and pair them up.	Play pairs with the cards provided	Pairs cards
2	Usual outdoor play equipment. Try to consider how you have grown and changed throughout this school year. What can you do now that you might have found difficult when you first came from Year 1?	Role play being an older person and other children to role play treating that person with care and respect.	
3	Play "do like a ..." Adult calls out an activity and also which age the children should pretend to be e.g. walk like a toddler, or walk like an adult. Use same labels as lesson: baby, toddler, child, teenage, adult.	Role play with selected items from Open my mind (ensure all are safe).	
4	Play Jigsaw Jo says as per Connect Us	Put 3 hoops so that they overlap into a Venn diagram. Label "Keep Warm", "Look nice", "Keep private". Children sort the clothes from Tell me or Show me into the right place. Or could have cut out pictures of clothes and Venn diagram on paper and stick them on.	Hoops and clothes and labels (or equivalent on paper).
5	Find items of different textures in the outdoor area and discuss what feels nice or not so nice to touch.	Children to add to the feely bag with items from the classroom equipment that they are allowed access to, then see if their friends like the feel of the item they have chosen.	Classroom resources/ items for feely bag.
6	Look at leaves in the outdoor area (if available) and see how they might be different. If this is not possible, repeat the activity from Piece 2.	On extra leaf cut-outs, write or draw something they can identify being able to do now that they couldn't do (or couldn't do as well) at the start of Year 2.	Leaf cut-outs.

