

Puzzle Map - Ages 6-7

Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create Leaf Mobiles (Pieces 2 and 6)



Please note: Text in blue indicates content and vocabulary that you are most likely to want to check against your school policy in case decisions have been made to adapt or move this.

Weekly Celebration (Find out more)	Pieces and Vocabulary	PSHE learning intention	Social and emotional development learning intention	Resources
				For every lesson: Jigsaw Jo, <u>Jigsaw Charter</u> , Jigsaw Chime, Jerrie Cat, Jigsaw Journals, <u>Next Steps / Reflection Sheet</u> .

Understand that everyone is unique and special	1. Life Cycles in Nature • <i>Change</i> • <i>Grow</i> • <i>Life cycle</i> • <i>Control</i> • <i>Baby</i> • <i>Adult</i> • <i>Fully grown</i>	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	<u>Find your pair cards</u> <u>My Jigsaw Journey</u>
Can express how they feel when change happens	2. Growing from Young to Old • <i>Growing up</i> • <i>Old</i> • <i>Older</i> • <i>Young</i> • <i>Elderly</i> • <i>Change</i> • <i>Respect</i> • <i>Physical</i>	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Photos from home <u>Card leaf templates A4 size (one per child)</u> <u>My Jigsaw Journey</u>

Understand and respect the changes that they see in themselves	3. The Changing Me • <i>Baby</i> • <i>Toddler</i> • <i>Child</i> • <i>Teenager</i> • <i>Adult</i> • <i>Independent</i> • <i>Timeline</i> • <i>Freedom</i> • <i>Responsibilities</i>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Timeline labels: Baby, Toddler, Child, Teenager, Adult. A box or bag of collected items to represent different stages of growing up (see below for details) <u>Timeline Labels</u> <u>Timeline template</u> My Jigsaw Journey
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies • <i>Male</i> • <i>Female</i> • <i>Penis</i> • <i>Testicles</i> • <i>Vulva</i> • <i>Vagina</i> • <i>Anus</i> • <i>Public</i> • <i>Private</i>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl	<u>Body parts cards</u> (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 2 pieces of flip chart paper My Jigsaw Journey

Know who to ask for help if they are worried about change	5. Assertiveness • <i>Touch</i> • <i>Texture</i> • <i>Hug</i> • <i>Like</i> • <i>Dislike</i> • <i>Comfortable</i> • <i>Uncomfortable</i>	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help	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) <u>Poem resource</u> My Jigsaw Journey
Are looking forward to change	6. Looking Ahead • <i>Change</i> • <i>Looking forward</i> • <i>Excited</i> • <i>Nervous</i> • <i>Anxious</i> • <i>Cope</i> Assessment Opportunity	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in my next class and know how to go about this	Card leaf templates on A4: <u>Straight Edges</u> or <u>Wavy Edges</u> String or ribbon <u>Certificates</u> My Jigsaw Journey