



EYFS - Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social and Emotional Development ELG: Self-Regulation

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.

Non- Negotiables

- Each session will be relevant to class
- Each session will be recorded in a floor book – see “display ideas” within each session
- **Alert any new parents to the content of “Changing Me” and the school’s approach as outlined in the school’s Relationships and Sex Education policy.**

The Jigsaw Charter – We take turns to speak. WE use kind positive words. We listen to each other. WE have the right to pass. WE only use names when giving compliments or being positive. We respect each other’s’ privacy (confidentiality). (See Intro to Jigsaw)

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. [\(see emotional literacy mapping document\)](#)

British Values in Jigsaw by lesson – Democracy (D), Rule of Law (RoFL), Individual Liberty (IL), Mutual Respect (MR), Tolerance of those from other faiths and beliefs (T)

	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals (can be extended into a whole school entrepreneurial event/garden party)	Healthy Me	Relationships	Changing Me (including Sex Education) Be aware – some children are withdrawn from any lessons that go beyond the science Y1/2 curriculum
Resources	<p>All sessions - Jigsaw Song sheet: ‘Together As One’ Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime</p> <p>Session 1 - Decorated box and an assortment of toys (from inside and outside learning environments)</p> <p>Session 2 – 4 hoops, emotion pictures</p> <p>Session 3 – Assortment of toys, Paper, General mess, Clipboards, Timers, Bell, Police hats</p> <p>Session 4 – Martine Agassi or ‘No Hitting, Henry’, by Lisa Regan</p> <p>Session 5 – blindfold, keys</p> <p>Session 6 - Book: ‘Dogger’ by Shirley Hughes, Cubes</p>	<p>All sessions - Jigsaw Song sheet: ‘There’s a Place’ Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime</p> <p>Session 1 – Large box/bag Selection of objects that demonstrate things that the grown-up is good at/likes</p> <p>Session 2 – Book: ‘Naked Trevor’ by Rebecca Elliot (being comfortable with who you are) , Book: ‘Barry the Fish with Fingers’ by Sue Henra (being different is a good thing)</p> <p>Book: ‘It’s OK to Be Different’ by Todd Parr, Large selection of catalogues, magazines, leaflets for cutting up, Plain paper, Scissors, Glue, Pencils</p> <p>Session 3 – Large selection of pictures ranging from adults, children, families from around the world (Teachers to find more) Book: ‘The Family Book’ by Todd Parr Book: ‘The Hueys in the New Jumper’, by Oliver Jeffers: (similarities and differences amongst people)</p> <p>Session 4 – Teddies, Construction materials Photos of different houses from around the world (Teachers to find more)</p> <p>Session 5 – Book: ‘The Dog and the Dolphin’, by James Dworkin</p> <p>Session 6 - Puppets or teddies</p>	<p>All sessions - Jigsaw Song sheet: “For Me” Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime</p> <p>Session 1 – Book: ‘Love Monster’ by Rachel Bright Book: ‘Don’t worry, Hugless Douglas’ by David Melling</p> <p>Session 2 – Book: ‘The Hare and The Tortoise’, Aesop’s Fables (available on-line) Book: ‘The Jungle Run’ by Tony Mitton</p> <p>Session 3 – Wooden bricks, Paper, Pencils</p> <p>Session 4 - 2 teddies/puppets</p> <p>Session 5 – Large variety of picture and word cards of different jobs done by adults (Teachers to find more), Box or bag to hold picture cards</p> <p>Session 6 - Well done certificate A special box/bag, Children’s goals from Piece 3</p>	<p>All sessions - Jigsaw Song sheet: “Make a Good decision” Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime</p> <p>Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime</p> <p>Session 1 – Colouring pictures Assortment of pictures of active play/sports (Teachers to find more)</p> <p>Session 2 – Large space needed Calm music to assist with the cool down Small apparatus</p> <p>Session 3 – An assortment of healthy food and not so healthy food (preferably real) to make a sandwich Fruit for directed activity Shopping bags/basket</p> <p>Session 4 - Bedtime equipment: Pyjamas, Teddy, Hot water bottle, Dressing gown, Glass of milk, Night light, Story book, Chitty Chitty Bang Bang DVD (or similar example), Lullaby CD, Large clock</p> <p>Session 5 – Cleaning equipment: jug of water, bowl, soap, flannel, towel, Fruit/vegetables, Dirt</p> <p>Session 6 - Book: ‘Not Everyone is Nice’ (Let’s Talk Book) by Ann Tedesco, or similar Book” ‘Never Talk to Strangers’, by Irma Joyce If possible, ask your local PCSO to come by and chat to the children about Stranger Danger.</p>	<p>All sessions - Jigsaw Song sheet: “Relationships,” Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime</p> <p>Session 1 – Staff photo - preferably on IWB</p> <p>Session 2 – Lonely child photo Body puzzle template</p> <p>Session 3 – Book: ‘Mabel and Me’, by Sarah Warburton Book: ‘George and Martha: The Complete Stories of Two Best Friends’ by James Marshall (or similar)</p> <p>Session 4 - Sparkly box, bin and bag Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc. Squirry cream and plate</p> <p>Session 5 – Wall paper roll, Mark-making materials, YouTube (or similar) video clips of tantrums, Puppets, Calming music</p> <p>Session 6 - You’ve Got A Friend In Me’ by Randy Newman (Toy Story song) ‘True Friends’ song by Miley Cyrus (Hannah Montana) ‘That’s what friends are for’ (Fox and Hounds song) , Pictures of friends from TV/movies e.g. Woody and Buzz but separate so that children can match (Teachers to find)</p>	<p>All sessions - Jigsaw Song sheet: “Look inside your body” Jigsaw Jenie, Jigsaw Jerrie Cat, Jigsaw Chime</p> <p>Session 1 – Large paper big enough to fit the outline of a child on, Post-its or labels of body parts Book: ‘Look Inside Your Body’ by Louie Stowell</p> <p>Session 2 – Jigsaw Song sheet: ‘Make a Good Decision’ Selection of pictures that show healthy/less healthy activities/food , 2 containers/hoops for sorting, Magazines/food leaflets for child-initiated, Paper</p> <p>Session 3 – Jigsaw Song sheet: ‘A New Day’ Book: ‘Tell Me What It’s Like To Be Big’, by Joyce Dunbar Book: ‘I Wonder Why Kangaroos Have Pouches’, by Jenny Wood Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more)</p> <p>Session 4 - Jigsaw Song sheet: ‘A New Day’ Book: ‘The Huge Bag of Worries’ by Virginia Ironside Book: ‘I Wonder Why Kangaroos Have Pouches’, by Jenny Wood Book: The Very Hungry Caterpillar’, by Eric Carle Box or bag for worries/looking forward to ideas</p> <p>Session 5 – Music</p> <p>Session 6 – Paper, A special box</p>

Vocabulary	Sad, angry, happy, excited, calm, friends, feelings, together, rights, responsibilities, rules, choices, gentle, similar, same, different,	Same, different, unique, houses, home, bully, bullying, special, family, kind, unkind, friend, friendships,	Persevere, challenge, goal, achieve, proud, pride, kind, encourage,	Healthy, unhealthy, choices, rest, clean, hygiene, wash, sleep, bedtime, active, stranger	Positive, negative, friend, bully, angry, calm,	Baby, toddler, child, adult, nervous, anxious, worried, excited, changes, decision, ear, toe, finger. Foot, eye, eyebrow, mouth, chest, hand, tongue, nose, knee, leg, forehead, arm, stomach
Lesson 1	<p>Who....Me? WALT: understand how it feels to belong and that we are similar and different See Jigsaw Planning – Calm me. Interest me, help me learn, Let’s think. Adult Led/directed Tasks: Teacher/TA to provide support to encourage children to identify a toy that they would like to play with Child Initiated: Some of the toys that were in the box should be made available for the children to explore independently Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Help Me Learn’ Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Outside Learning: Outside toys from main session to be available Display Ideas: Take photos of the children playing with a toy or in an area they like. Children to write own name (with support if necessary) and adult to record the reason why they like it British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>What am I good at? WALT: identify something I am good at and understand everyone is good at different things See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Adult to encourage children to explain their reasoning behind choices Child Initiated: Place the items selected by the children in a specific area of the room for other children to explore and look at Assessment Links: During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Understanding the world - people and communities Understanding the world - the world Outside Learning: Place the items selected by the children in a specific area of the room for other children to explore and look at Display Ideas: Take photos of children with what they are good at and ask children to write a short sentence next to it. Literacy - writing British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>Challenge WALT: understand that if I persevere I can tackle challenges See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Set up different challenged for children this can be maths linked, mini obstacle courses in PE Child Initiated: Put out challenges for children to attempt Assessment Links: Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Outside Learning: Put out physical challenges for children to attempt Display Ideas: Take pictures of children doing the challenges or over coming problems when playing and put up on display British Values: (IL), (MR), (T)</p>	<p>Everybody’s Body WALT: understand that I need to exercise to keep my body healthy See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: See outside learning Child Initiated: Colouring pictures of different sports/active lifestyle Children to choose their favourite exercise/sport to colour and then practise using scissors safely and with control to cut out their picture - add to their learning journal evidence TA/Teacher to record what they say about their picture and chosen sport and assess their cutting skills Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Help me Learn’ and adult-directed/child-initiated activities Understanding the world Expressive arts and design Physical development Maths Communication and language Outside Learning: Timed activity - with minute timers: how many jumps/hops/ runs, etc. can they do in one minute? Display Ideas: Using the pictures and certificates that have been sent in from home - create a display British Values: (RofL), (IL), (MR), (T)</p>	<p>My Family and Me! WALT: identify some of the jobs I do in my family and how I feel like I belong See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Children to select a template to design their own frame. Draw round and cut out (preferably independently) then stick family photo in middle and decorate with whatever they desire. Adult to support discussion of their families and record some of the comments on bubble-ups Child Initiated: Role-play - set up as a house. Photos of all different types of families (backgrounds/cultures/single parents/ same sex, etc.). (Teachers to find more.) Outfits and props appropriate to today’s families e.g. (old) mobile phones, take-away menus, pretend food (from other cultures - good idea to reflect the background of children within your setting) household appliances, etc. Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Let’s Think’ and adult directed activities Links - Understanding the World/Expressive art and design/Physical Development Assessment - Physical Development and Expressive art and design Outside Learning: Prams, babies, water tray to bathe the babies. Garden area - provide tools to dig. Generate conversation of things that they may do at home Display Ideas: Display photos of families of children AND staff and also take a photo of the school family to go in the centre of the display British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>My Body WALT: name parts of the body See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Draw/write/label parts of the body Child Initiated: Outlines of a body for children to colour/decorate Non-fiction books available to gather information about the body Assessment Links: Bubble-up what children say Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care Understanding the world - the world Expressive arts and design - exploring and using media and materials Outside Learning: Lots of opportunities for physical play, stuck in the mud, musical statues Display Ideas: Put up the large poster from ‘Help me Learn’ Children’s work during child-initiated British Values: (IL), (MR), (T)</p>
Lesson 2	<p>How am I feeling today? WALT: start to recognise and manage my feelings See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: With a group of children, encourage children to take photos of each other with their biggest smile Child Initiated: 4 hoops made available for sorting pictures independently Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Help Me Learn’ Cross curricular links - maths, Understanding the world, Literacy, Communication and language Outside Learning: Mirrors outside for children to explore making the different emotions on their faces Display Ideas: In the shared area/classroom display the children’s photos with a “Welcome to ...” sign</p>	<p>I’m special, I’m me! WALT: understand that being different makes us all special See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Adults to support children with discussion Adult to support and guide children with activity, scribe for children where required Child Initiated: Provide opportunities for children to undertake some of the things they described in ‘Help Me Learn’ to explore what their friends enjoy Encourage discussions amongst friends when playing Role-play Assessment Links: Bubble-ups, photos during child-initiated play Communication and language - listening and attention Communication and language - understanding</p>	<p>Never giving up WALT: tell you about a time I didn’t give up until I achieved my goal See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Support children with child initiated activities Child Initiated: Provide children with problems to overcome. Good link to maths, construction Assessment Links: Bubble-up observations and comments made by children Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Outside Learning: Provide children with problems to overcome. Good link to maths, construction</p>	<p>We like to move it, move it! WALT: understand how moving and resting are good for my body See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Go outside and do an obstacle course together. Plan what each stage is going to be. Cheer each other on and time how long it takes to get the whole team through. Can you beat your time? Child Initiated: Normal good practice Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Let’s Think’ and adult-directed activities Understanding the world Physical development Maths Communication and language Outside Learning: Apparatus to support active play e.g. ropes, balance boards, bean bags, etc. Display Ideas: Anything that promotes a healthy lifestyle - add to last week’s display</p>	<p>Make friends, make friends, never ever break friends! Part 1 WALT: know how to make friends to stop myself from feeling lonely See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Opportunity to focus on their friendships during child initiated time by completing learning stories/observations as evidence for their folders Child Initiated: Any games that encourages team work, e.g. board games, indoor skittles, problem-solving challenges Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Let’s Think’ and adult directed activities Links - Maths/Physical Development/Communication & Language/Literacy Assessment - PSED</p>	<p>Respecting My Body WALT: tell you some things I can do and foods I can eat to be healthy See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think Adult Led/directed Tasks: Create pictures and write about all the things we need to do to keep healthy Provide a fruit tasting opportunity and talk about likes/dislikes Make fruit mobiles - cut out/draw fruits and hang together. Add to the Tree of Change. Child Initiated: Provide opportunities for physical play Magazines to cut/draw and create plates of healthy food Assessment Links: Bubble-ups Talk about effects of exercise on the body during PE lessons/Physical Development sessions</p>

	<p>British Values: (D), (RoFL), (IL), (MR), (T)</p> <p>Communication and language - speaking Literacy - writing Understanding the world - people and communities Understanding the world - the world Outside Learning: Normal good practice Adult to support friendships and promote discussions about different needs, listening to friends ideas Take photos of children interacting and playing Display Ideas: Put up children's 'I'm Special' paper chains (for Hall of Fame Puzzle Outcome) British Values: (D), (RoFL), (IL), (MR), (T)</p>	<p>Display Ideas: Make a display linked to one of the stories. But up pictures/thought bubbles of what children have persevered in doing until they could do it British Values: (IL), (MR), (T)</p>	<p>British Values (RoFL), (IL), (MR), (T)</p>	<p>Outside Learning: Any equipment that encourages friendships and team work, e.g. den building, throw and catch, What's the time, Mr Wolf? Display Ideas: Display large sugar paper models - what makes a good friend? British Values: (D), (RoFL), (IL), (MR), (T)</p>	<p>Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care Outside Learning: Role-play having a picnic with different foods Play group/team games: racing, stuck in the mud Display Ideas: Adult-led/home link posters Child-initiated work British Values: (IL), (MR), (T)</p>	
Lesson 3	<p>Being at School WALT: enjoy working with others to make school a good place to be See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Child Initiated: A range of toys available to encourage children to play alongside and with each other. Sound a bell or sing a song to signal 'tidy up time'. Adults have an opportunity to make assessment observations about which children are successfully meeting the LI and provide support and encouragement for those who are not Assessment Links: Bubble-ups during 'Interest Me' and 'Help Me Learn' Teacher/TA to take photos and record bubble-up observations in the adult-led activity Cross curricular links - Maths, Communication and language, Physical development Outside Learning: Team games Display Ideas: Assign two children the role of the 'Tidy Up Police'. Give them a clipboard with areas to check are tidy; they have to name two children who were doing excellent tidying up to be the Police next time British Values: (D), (RoFL), (IL), (MR), (T)</p>	<p>Families: WALT: know we are all different but the same in some ways See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Adult to use directed questions where appropriate During child-initiated activities promote discussions on the pictures/teacher to get involved in the role-play area to develop children's understanding further Child Initiated: Pictures used in lesson freely available Role-play areas to role-play families Assessment Links: Bubble-up children's comments and responses Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Expressive art and design Understanding the world - people and communities Outside Learning: Role-play opportunities for children to be engaged in acting out familiar events from their own experiences Display Ideas: Photo cards on a large display with children's comments around the outside about how we are similar and different British Values: (D), (RoFL), (IL), (MR), (T)</p>	<p>Setting a goal WALT: set a goal and work towards it See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Adult support during child-initiated to help children achieve their goal Child Initiated: Put out equipment/resources that will help children achieve their goal Assessment Links: During activity write bubble-ups of what is said Communication and language - listening and attention Communication and language - understanding Communication and language - speaking Outside Learning: Put out equipment/resources that will help children achieve their goal Display Ideas: All the things the children want to get better at, and make pictures of the children with their bubbles, or hand prints with their idea on, or footballs so they are inspired to achieve their goals British Values: (IL), (MR), (T)</p>	<p>Food, Glorious, Food WALT: know which foods are healthy and not so healthy and can make healthy eating choices See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Fruit salad-making. Work in small groups to make a fruit salad. Using knives safely. Talk about each fruit, describing looks, smell and taste. What does fruit do to your body? Child Initiated: Pots, pans, etc. and a range of role play food and plates for children to prepare meals. Great opportunity for bubble-ups/photos and learning stories Assessment Links: Bubble-ups during 'Interest Me' and 'Help me Learn' and adult-directed/child-initiated activities Understanding the world Expressive art and design Physical development Maths Communication and language Outside Learning: Normal active play Display Ideas: Examples of a range of healthy food and the benefits to the body, painted and drawn by the children British Values: (RoFL), (IL), (MR), (T)</p>	<p>Make friends, make friends, never ever break friends! Part 2 WALT: Think of ways to solve problems and stay friends See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: An assortment of board games, Connect 4, Snakes and Ladders, Ludo, Twister. Adult to support children and encourage co-operative play and talk Child Initiated: Sand/glitter/flour or similar in large trays for children to draw faces in or mark, make or write what they like about their friends Assessment Links: Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Outside Learning: Team work games (continued from last week) Display Ideas: Social story - photos of the incident of staff falling out. Children's suggestions up about how to resolve the problem. Refer to this regularly when children have arguments British Values: (D), (RoFL), (IL), (MR), (T)</p>	<p>Growing Up WALT: understand that we all grow from babies to adults See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Cut and stick pictures/draw and write about how they have changed, or record special events in their life Child Initiated: Picture cards freely available Plant seeds and watch them develop and change as they grow Assessment Links: Communication and Language - listening and attention Communication and Language - understanding Communication and Language - speaking Physical Development - health and self-care Understanding the world - the world Outside Learning: Role-play opportunities. Normal good practice Display Ideas: Timeline using the picture cards and children's work British Values: (IL), (MR), (T)</p>
Lesson 4	<p>Gentle Hands WALT: understand why it is good to be kind and use gentle hands See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Children do their hand prints on a piece of paper. TA to scribe what the children like to do with their hands best, e.g. hugging, painting, drawing, playing computer Child Initiated: Adult to take photos of children doing kind/useful things with their hands for use on display, e.g. washing hands, drawing, etc.</p>	<p>Houses and Homes WALT: tell you why I think my home is special to me See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Adult support children in constructing of houses Child Initiated: Can children build houses for different teddies? Draw/paint/collage pictures of their house Assessment Links: Bubble up opportunities; record what children say/ their ideas Communication and language - listening and attention</p>	<p>Obstacles and support WALT: use kind words to encourage people See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Create a poster about what they are good at and how they got there. Pair children up: can they share their skills and teach a friend something new? Child Initiated: Provide opportunities for children to teach each other the things they are good at. Ensure access to toys/resources/ equipment that children have identified in the lesson</p>	<p>Sweet Dreams WALT: know how to help myself go to sleep and understand why sleep is good for me See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Paint their favourite ways to get to sleep and add as pages in the Whole School Healthy Me Recipe Book (Puzzle Outcome) Child Initiated: Bears, dolls, blankets, pillows. Opportunity for children to act out bedtime routines Assessment Links: Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Understanding the world</p>	<p>Falling Out and Bullying Part 1 WALT: starting to understand the impact of unkind words See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Adult to be near the interactive display to record on bubble-ups children's thinking/ comments Child Initiated: Leave the foam/cream out for children to explore Assessment Links: Bubble-ups during 'Interest Me' and 'Let's Think' and adult-directed activities Links - Physical Development/Literacy/ Communication & Language</p>	<p>Fun and Fears Part 1 WALT: express how I feel about moving to Year 1 See Jigsaw Planning– Calm me. Interest me, help me learn, Let's think Adult Led/directed Tasks: Support children with writing down fears/ worries/looking forward to go in the box Child Initiated: Provide opportunities for children to explore/mix with older children if possible Bring down some resources/toys, photos from the children's next class for children to explore Assessment Links: Bubble-ups</p>

	<p>Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Help Me Learn’ Links - Maths, Physical development, Communication and language, Literacy</p> <p>Outside Learning: Adult to take photos of children doing kind/ useful things with their hands for use on display, e.g. digging in sand</p> <p>Display Ideas: Communal area - Hands are not for hurting display. Display the paintings and photographs</p> <p>British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>Communication and language - understanding</p> <p>Communication and language - speaking</p> <p>Understanding the world - people and communities</p> <p>Expressive art and design</p> <p>Outside Learning: Build dens, what do the children need to include in their den? How big does it need to be?</p> <p>Display Ideas: Children’s pictures from child-initiated activities</p> <p>British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>Assessment Links: During activity write bubble-ups of what is said</p> <p>Communication and language - listening and attention</p> <p>Communication and language - understanding</p> <p>Communication and language - speaking</p> <p>Outside Learning:</p> <p>Display Ideas: Children’s posters Photos of children teaching each other new skills</p> <p>British Values: (IL), (MR), (T)</p>	<p>Physical development</p> <p>Literacy</p> <p>Communication and language</p> <p>Maths</p> <p>Outside Learning: Normal good practice</p> <p>Display Ideas: Display work from home</p> <p>British Values: (RofL), (IL), (MR), (T)</p>	<p>Outside Learning: Cones with sad faces on one side and happy on the other. Children to cycle/hop, etc. and say something nice to the sad face and turn the cone back to the happy</p> <p>Display Ideas: Large version of the bin/sparkly box on display with the phrases available or children to sort independently (with support)</p> <p>British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>Communication and Language - listening and attention</p> <p>Communication and Language - understanding</p> <p>Communication and Language - speaking</p> <p>Understanding the world - people and communities</p> <p>Understanding the world - the world</p> <p>Outside Learning: Observe good practice</p> <p>Display Ideas: Display with different emotions on and word cards</p> <p>British Values: (IL), (MR), (T)</p>
Lesson 5	<p>Our rights</p> <p>WALT: begin to understand children’s rights and this means we should all be allowed to learn and play</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Food and drink-based learning task, making fruit punches or toast. Reiterate that it is their right to have healthy food and drink that will help them grow</p> <p>Child Initiated: Normal resources available - their right to have fun, play and explore</p> <p>Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Help Me Learn’. Learning stories focusing on behaviour, relationships with others, following rules and routines</p> <p>Links - Understanding the world, Physical development, Communication and language, Literacy</p> <p>Outside Learning: Normal resources available - their right to have fun, play and explore</p> <p>Display Ideas: ‘Our Rights’ display will be added on to next session. Result will be a setting charter</p> <p>British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>Making Friends</p> <p>WALT: tell you how to be a kind friend</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Adult support to encourage friendships</p> <p>Child Initiated: Encourage friendships through play</p> <p>Assessment Links: During activity write bubble-ups of what is said</p> <p>Communication and language - listening and attention</p> <p>Communication and language - understanding</p> <p>Communication and language - speaking</p> <p>Understanding the world - people and communities</p> <p>Outside Learning: Normal good practice. Encourage friendships, communication</p> <p>Display Ideas: Put up the mind map of children’s ideas of how to make friends</p> <p>British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>Flight to the future</p> <p>WALT: understand the link between what I learn now and the job I might like to do when I’m older</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Adult to support children in the role-play element of the lesson, suggesting possible ideas of how to act out the job</p> <p>Child Initiated: Role-play opportunities for different occupations</p> <p>Assessment Links: During activity write bubble-ups of what is said</p> <p>Communication and language - listening and attention</p> <p>Communication and language - understanding</p> <p>Communication and language - speaking</p> <p>Understanding the world: people and communities</p> <p>Understanding the world: the world</p> <p>Outside Learning: Role-play opportunities for different occupations</p> <p>Display Ideas: Take and print photos of children dressed up in the role-play, acting out different occupations and write around the outside the things they would need to achieve to get there</p> <p>British Values: (IL), (MR), (T)</p>	<p>Keeping Clean</p> <p>WALT: wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Bubble painting</p> <p>Child Initiated: Babies in the water tray with an array of washing resources, soap, sponges, nail brushes, tooth brushes, towels, etc.</p> <p>Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Help Me Learn’ and adult-directed/child-initiated activities</p> <p>Understanding the world</p> <p>Expressive art and design</p> <p>Physical development</p> <p>Communication and language</p> <p>Outside Learning: Wash outside resources, building blocks, bikes, scooters, etc.</p> <p>Display Ideas: Display their home learning tasks and select a few to be laminated to go in all toilet areas both that staff, visitors and children use</p> <p>British Values: (RofL), (IL), (MR), (T)</p>	<p>Falling Out and Bullying Part 2</p> <p>WALT: use Calm Me time to manage my feelings</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Adult to observe and take photos of child-initiated activities</p> <p>Child Initiated: Large rolls of wall paper and an assortment of mark-making materials. Play music and children to draw/mark make/write how it makes them feel. Puppets to be made available</p> <p>Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Let’s Think’ and adult-directed activities</p> <p>Links - Expressive art and design/Literacy</p> <p>Outside Learning: If possible do the child-initiated activity outside</p> <p>Display Ideas: An assortment of mirrors available to explore</p> <p>Music to evoke emotion</p> <p>British Values: (D), (RofL), (IL), (MR), (T)</p>	<p>Fun and Fears Part 2</p> <p>WALT: talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Encourage children to talk openly about transition to big school, address any concerns raised</p> <p>Child Initiated: Have pictures, uniform of Year 1 available for children to explore, set the role-play area up as a school</p> <p>Assessment Links: Communication and Language - listening and attention</p> <p>Communication and Language - understanding</p> <p>Communication and Language - speaking</p> <p>Physical Development - people and communities</p> <p>Understanding the world - the world</p> <p>Outside Learning: Role-play schools, provide resources to allow children to act out being teachers</p> <p>Display Ideas: Display with different emotions on and word cards</p> <p>British Values: (IL), (MR), (T)</p>
Lesson 6	<p>Our Responsibilities</p> <p>WALT: know what being responsible means</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: ‘Dogger’ by Shirley Hughes in book corner. Discuss responsibilities</p> <p>Child Initiated: Normal resources available: with the focus on their responsibility to ensure everyone is having fun and learning</p> <p>Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Help Me Learn’</p> <p>Learning stories focusing on behaviour, relationships with others, following rules and routines</p> <p>Links - Understanding the world, Physical development, Communication and language, Literacy</p>	<p>Standing up for yourself</p> <p>WALT: know which words to use to stand up for myself when someone says or does something unkind</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Support children to resolve conflicts as and when they occur</p> <p>Child Initiated: Encourage the use of ‘Please don’t do that, I don’t like it’ when encountering problems</p> <p>Assessment Links: Bubble-ups, photos during child-initiated play</p> <p>Communication and language - listening and attention</p> <p>Communication and language - understanding</p> <p>Communication and language - speaking</p>	<p>Footprints awards</p> <p>WALT: say how I feel when I achieve a goal and know what it means to feel proud</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: N/A</p> <p>Child Initiated: N/A</p> <p>Assessment Links: Bubble-up observations and comments made by children</p> <p>Communication and Language - listening and attention</p> <p>Communication and Language - understanding</p> <p>Communication and Language - speaking</p> <p>Outside Learning: N/A</p> <p>Display Ideas: Photos/work that show evidence of children achieving their goals</p> <p>British Values: (IL), (MR), (T)</p>	<p>Stranger Danger</p> <p>WALT: know what a stranger is and how to stay safe if a stranger approaches me</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Stranger danger safety posters</p> <p>Child Initiated: Normal good practice</p> <p>Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Let’s Think’ and adult-directed activities</p> <p>Understanding the world</p> <p>Physical development</p> <p>Communication and language</p> <p>Outside Learning: Normal good practice</p> <p>Display Ideas: Ask your PCSO for some posters and leaflets that can be displayed and shared with children and parents/carers</p> <p>British Values: (RofL), (IL), (MR), (T)</p>	<p>Being the best friends we can be</p> <p>WALT: know how to be a good friend</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Each child has a mitten made from paper and draws on it a picture of themselves being a good friend</p> <p>Child Initiated: Pictures up on painting easels/tables of friends as a stimulus for painting ideas and conversation</p> <p>Assessment Links: Bubble-ups during ‘Interest Me’ and ‘Let’s Think’ and adult-directed activities</p> <p>Links - Understanding the World/Expressive art and design/Communication & Language/Literacy</p> <p>Outside Learning: Children to take photos of their friends</p> <p>Display Ideas: Add the mittens to the Relationships Fiesta (Puzzle Outcome)</p>	<p>Celebration</p> <p>WALT: share my memories of the best bits of this year in Reception</p> <p>See Jigsaw Planning– Calm me. Interest me, help me learn, Let’s think</p> <p>Adult Led/directed Tasks: Create a picture and write about our favourite things/memories. Show children their learning journeys/special folders with everything they have done this week. How does it make them feel?</p> <p>Child Initiated: Put the memory box somewhere in the room and allow children to draw, write about favourite things/happy memories that they can put in the box</p> <p>Assessment Links: Communication and Language - listening and attention</p> <p>Communication and Language - understanding</p> <p>Communication and Language - speaking</p> <p>Physical Development - people and communities</p>

Outside Learning: Normal resources available: with the focus on their responsibility to ensure everyone is having fun and learning
Display Ideas: 'Our Rights' display will be added on to next session. Result will be a setting charter
British Values: (D), (RoFL), (IL), (MR), (T)

Outside Learning: Encourage the use of 'Please don't do that, I don't like it' when encountering problems
Display Ideas: Ask children to write out kind words that they could use, take photos of children playing nicely
British Values: (D), (RoFL), (IL), (MR), (T)

British Values: (D), (RoFL), (IL), (MR), (T)

Understanding the world - the world
Outside Learning: Observe good practice. Get out a selection of children's favourite toys over the last year
Display Ideas: Children's pictures of favourite things/ memories
British Values: (IL), (MR), (T)

	Being Me in my World			Celebrating Differences			Dreams and Goals																																																																																																																																																																			
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ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)		D5(a)	D4(a)
D4(b)		D4(b) ✓	D5(b)	D4(b)	
D5(a)		D4(c)	D5(c)	D4(c)	
D5(b)		D4(d)	D5(d)	D4(d)	
D5(c)		D4(e)	D6(a)	D5(a)	
D5(d)		D4(f) ✓	D6(b) ✓	D5(b)	
D5(e)	✓	D4(g) ✓	D6(c)	D5(c)	
D5(f)		D4(h)		D5(d)	
D6(a)	✓			D6(a)	
D6(b)				D6(b)	✓
				D6(c)	

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)		D5(a)	
D4(d)		D5(b)	
D5(a)		D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D5(f)	
D5(e)		D6(a)	
D5(f)		D6(b)	
D6(a)		D6(c)	

ELG: Physical development	
05 Health and self-care	
D4(a)	D5(d)
D4(b)	D5(e)
D4(c)	D5(f)
D4(d)	D6(a)
D4(e)	D6(b)
D4(f)	D6(c)
D5(a)	D6(d) ✓
D5(b)	D6(e)
D5(c)	D6(f) ✓

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		

Active Learning - motivation

Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do

Creating and Thinking Critically - thinking

Having their own ideas	Making Links	Choosing ways to do things
1		1

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)		D5(a)	✓
D4(b)	✓	D4(b)		D5(b)	
D5(a)		D4(c)	✓	D5(c)	
D5(b)		D4(d)	✓	D5(d)	
D5(c)		D4(e)		D6(a)	✓
D5(d)		D4(f)		D6(b)	✓
D5(e)	✓	D4(g)		D6(c)	✓
D5(f)		D4(h)			
D6(a)	✓				
D6(b)	✓				

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)		D5(c)	
D5(b)		D5(d)	
D5(c)		D5(e)	
D5(d)		D5(f)	
D5(e)		D6(a)	
D5(f)			
D6(a)			
D6(b)			

ELG: Physical development	
05 Health and self-care	
D4(a)	D5(d)
D4(b)	D5(e)
D4(c)	D5(f)
D4(d)	D6(a)
D4(e)	D6(b)
D4(f)	D6(c)
D5(a)	D6(d)
D5(b)	D6(e)
D5(c)	D6(f)

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1	1	
2	2	
3	3	
4	4	4

Active Learning - motivation

Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		1
		2

Creating and Thinking Critically - thinking

Having their own ideas	Making Links	Choosing ways to do things
1		
2		
3		

ELG: Personal, social and emotional development					
06 Self confidence and self-awareness		07 Managing feelings and behaviour		08 Making relationships	
D4(a)		D4(a)	✓	D5(a)	✓
D4(b)	✓	D4(b)	✓	D5(b)	
D5(a)		D4(c)		D5(c)	
D5(b)	✓	D4(d)		D5(d)	
D5(c)		D4(e)		D6(a)	
D5(d)	✓	D4(f)		D6(b)	
D5(e)	✓	D4(g)		D6(c)	
D5(f)	✓	D4(h)			
D6(a)	✓				
D6(b)	✓				

ELG: Understanding the world			
13 People and communities		14 The world	
D4(a)		D4(a)	
D4(b)		D4(b)	
D4(c)	✓	D5(a)	
D4(d)		D5(b)	
D5(a)	✓	D5(c)	
D5(b)	✓	D5(d)	
D5(c)		D5(e)	
D5(d)		D5(f)	
D5(e)		D6(a)	
D5(f)		D6(b)	
D6(a)		D6(c)	

ELG: Physical development	
05 Health and self-care	
D4(a)	D5(d)
D4(b)	D5(e)
D4(c)	D5(f)
D4(d)	D6(a)
D4(e)	D6(b)
D4(f)	D6(c)
D5(a)	D6(d) ✓
D5(b)	D6(e)
D5(c)	D6(f)

Characteristics of effective learning

Playing and Exploring - engagement		
Finding out and exploring	Playing with what they know	Being willing to have a go
1		
	2	
		4

Active Learning - motivation

Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do
1		
		2

Creating and Thinking Critically - thinking

Having their own ideas	Making Links	Choosing ways to do things
1	1	
2		
3		