

## Year 2 – Changing me (Jigsaw)

Weekly Celebration	Pieces <i>and Vocabulary</i>	PSHE learning intention	Social and emotional development learning intention	Resources (Jigsaw songs, Jigsaw Chime, Jigsaw Jo, Jigsaw Cat)
Understand that everyone is unique and special	<b>1. Life Cycles in Nature</b> <ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Grow</i></li> <li>• <i>Life cycle</i></li> <li>• <i>Control</i></li> <li>• <i>Baby</i></li> <li>• <i>Adult</i></li> <li>• <i>Fully grown</i></li> </ul>	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	<b>Find your pair cards</b>
Can express how they feel when change happens	<b>2. Growing from Young to Old</b> <ul style="list-style-type: none"> <li>• <i>Growing up</i></li> <li>• <i>Old</i></li> <li>• <i>Young</i></li> <li>• <i>Change</i></li> <li>• <i>Respect</i></li> <li>• <i>Appearance</i></li> <li>• <i>Physical</i></li> </ul>	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	<b>Photos from home, Card leaf templates A4 size - one per child</b>
Understand and respect the changes that they see in themselves	<b>3. The Changing Me</b> <ul style="list-style-type: none"> <li>• <i>Baby</i></li> <li>• <i>Toddler</i></li> <li>• <i>Child</i></li> <li>• <i>Teenager</i></li> <li>• <i>Adult</i></li> <li>• <i>Independent</i></li> <li>• <i>Timeline</i></li> <li>• <i>Freedom</i></li> </ul>	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	<b>Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up.</b>

	<ul style="list-style-type: none"> <li>• <i>Responsibilities</i></li> </ul>			
<b>Understand and respect the changes that they see in other people</b>	<b>4. Boys' and Girls' Bodies</b> <ul style="list-style-type: none"> <li>• <i>Male</i></li> <li>• <i>Female</i></li> <li>• <i>Penis</i></li> <li>• <i>Testicles</i></li> <li>• <i>Vagina</i></li> <li>• <i>Breasts</i></li> <li>• <i>Public</i></li> <li>• <i>Private</i></li> </ul>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body 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	<b>Body parts cards.</b> <b>A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits.</b>
<b>Know who to ask for help if they are worried about change</b>	<b>5. Assertiveness</b> <ul style="list-style-type: none"> <li>• <i>Touch</i></li> <li>• <i>Texture</i></li> <li>• <i>Cuddle</i></li> <li>• <i>Hug</i></li> <li>• <i>Squeeze</i></li> <li>• <i>Like</i></li> <li>• <i>Dislike</i></li> <li>• <i>Comfortable</i></li> <li>• <i>Uncomfortable</i></li> </ul>	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	<b>Poem</b> <b>Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects),</b> <b>Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy).</b>
<b>Are looking forward to change</b>	<b>6. Looking Ahead</b> <ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Looking forward</i></li> <li>• <i>Excited</i></li> <li>• <i>Nervous</i></li> <li>• <i>Anxious</i></li> <li>• <i>Happy</i></li> </ul> <b>Assessment Opportunity</b>	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	<b>Card leaf templates on A4, String or ribbon, Certificates.</b>