



<u>No.</u>	<u>Lesson titles:</u>	<u>Learning Objectives:</u>	<u>Description:</u>
1.	<b>How Babies Grow</b>	<p>To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>To express how I feel when I see babies or baby animals.</p>	<p><b>Vocabulary:</b> Changes, Birth, Animals, Babies, Mother, Growing up</p> <p><b>Activity:</b> Share ‘The Jigsaw Charter’ with the children to reinforce how we work together.</p> <p>Pairs game. Give each child a baby/mother card and ask them to find their pair. Once the children have found their pair, ask them to sit down with their partner, say hello to them and ask their partner how they are today. Then ask them to share their cards and think together about one change that happens to the baby on their card as it changes into adult. Share ideas.</p> <p>Show the slide of baby pictures only. Ask the children to share their thoughts about the pictures and, using Jigsaw Jino as the talking object, share their feelings about the pictures.</p> <p>Make the point that it is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play too, e.g. for humans, penguins.</p> <p>Share the <u>book</u>: ‘My New Baby’ by Anne Kubler Ask the children to think about how it feels/ might feel to have new baby and how the baby needs to be looked after. (Children may role-play bathing the baby with a doll to draw out the care needed.)</p> <p><u>Key Q:</u> How might it feel to have a new baby brother or sister? What changes happen? How have you changed since you were a baby?</p> <p>Children to draw three pictures in sequence to show changes that happened to them. Then to write about how they have changed since they were a baby and to write two changes and two ways they are more independent now than they were as babies.</p>
2.	<b>Babies</b>	<p>To understand how babies grow and develop in the mother’s uterus I understand what a baby needs to live and grow.</p>	<p><b>Vocabulary:</b> Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care</p> <p><b>Activity:</b> Sing the Jigsaw <u>song</u>: ‘Changing as I grow’. Ask the children to think about one change that has happened to them since they were a baby that has made them more independent and to share their idea with their talking partner.</p>

		<p>To express how I might feel if I had a new baby in my family.</p>	<p>Ask the children to think about how the life of a baby starts out. Where does it begin to grow? How does it grow? The children may share that it grows inside the mother. Acknowledge this and show the slide of a baby inside a mother's womb. Explain to the children that the baby grows inside the mother's womb/uterus and gets all its nutrients in order to grow from the mother.</p> <p>Show the PowerPoint slides of the baby developing inside the womb and see if the children can spot the changes as the baby grows.</p> <p>Read with the class the <u>book: 'My Baby Sister'</u> by Emma Chichester Clark or similar book about the arrival of a sibling. Ask the children if they have a younger sibling and if they can remember what it felt like to have a younger sibling and how it feels now. Use Jigsaw Jino as the talking object to pass around the circle and share ideas about how it feels to have a younger sibling or how it might feel if they were to have a sibling.</p> <p><u>Key Q:</u> What are the three most important things a baby needs in order to survive and grow?</p> <p>Children to draw a picture of a baby and, around the edge of their picture, to write all the things a baby needs to survive, to live and to grow.</p> <p>Emphasise to the children that it isn't just the physical things that are important; that babies need to feel loved and cared for.</p>
<p><u>3.</u></p>	<p><b>Puberty</b></p>	<p>To understand that boys' and girls' bodies change on the outside during the growing up process.</p> <p>To recognise how I feel about these changes happening to me and know how to cope with those feelings.</p>	<p><b>Vocabulary:</b> Change, Puberty, Control</p> <p><b>Activity:</b> Ask for examples of changes that have happened to children in their lives - might be moving house, starting a new school, starting a new club or activity, a change in the family such as new baby, somebody leaving, grandparent coming to live, etc.</p> <p>In pairs, children each tell the other about a change that's happened to them, what was good about it, what was difficult about it. Invite a few, with permission from their partner, to feed back to the group what their partner told them.</p> <p>Point out the different responses that the children gave: sometimes changes feel exciting and good, sometimes difficult, often a bit of both. One thing we can be sure of: there will always be changes in our lives, because living things are always changing.</p> <p>We are going to talk about an important change which happens gradually to everybody - for you it will start sometime in the next few years and carry on into your teens.</p> <p><u>Introduce the term Puberty.</u> Ask whether anybody has heard the word and/or</p>

			<p>knows what it means. Explain that it refers to the collection of changes that will gradually change your body from a child's body into an adult's body. Today we'll look at changes on the outside.</p> <p><u>Key Q:</u> How do you feel about changes? What are the changes that will turn you from a child into an adult? How are the changes that happen to boys and girls different?</p> <p>Lay a large outline figure of a body on the floor in the centre of the group. One by one round the circle offer the children Body Change Cards, face down. Each child takes a card and reads it (with help if necessary): if they think this applies to a girl, put it in the appropriate place on the figure - if not, pass it on to a boy who keeps it until that round has finished. Then invite the boys to do the same activity. Clarify terminology.</p> <p>Enjoy any humour this process generates!</p> <p>When complete, review the results, check understanding and distinguish again between the changes that are common to both boys and girls and those that are gender-specific.</p> <p>Show the PowerPoint slides to reinforce physical changes from child to adult. Refer back to the idea that these changes are part of the process of turning from a child into an adult.</p> <p>A final question - what is the biggest single difference between a child and an adult? Ask for ideas.</p> <p><i>Children are reminded that Jigsaw Jino has <u>a private post box</u> where they can put questions any time if there are things they not sure about, or they may want to talk to their teacher or Mums and Dads about it.</i></p>
4.	<p><b>Body Changes</b></p>	<p>To recognize how I feel about the changes happening to me.</p> <p>To know how to cope with these feelings.</p>	<p><b>Vocabulary:</b> Puberty, Male, Female, Penis, Testicles, Vagina</p> <p><b>Activity:</b> Sing the Jigsaw song: 'Changing as I grow'.</p> <p>Remember last time we were talking about <u>Puberty</u> - the changes that get you ready for life as an adult. Explain that for all living things, the female produces 'babies', a new life which starts off tiny and grows to be an adult animal. Show the PowerPoint slides (Body Changes) from Piece 3.</p> <p>Most of all, what boys' and girls' bodies have to get ready for is making and having babies - because the magical thing about babies is that although they are born from the mother, they need both a little bit of the mother and a little bit of the father to start them off in the first place.</p> <p><i>You will notice that this lesson <u>does not attempt any explanation of how the sperm and the egg come together</u>. It is likely that the question may come up, though. In</i></p>

			<p><i>that case you may choose just to say that that's another special bit of the magic of making a baby, and we're saving up learning about it until you're in Year 6.</i></p> <p>Use this lesson to have a discussion about children's worries or any questions that might come up.</p> <p>Children to think about:          'I feel great about growing up because...'          'I feel a bit worried about growing up because...' Share ideas.</p> <p><i>Children are reminded that Jigsaw Jino has <u>a private post box</u> where they can put questions any time if there are things they not sure about, or they may want to talk to their teacher or Mums and Dads about it.</i></p>
<p><u>5.</u></p>	<p><b>Family Stereotypes</b></p>	<p>To start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>	<p><b>Vocabulary:</b> Stereotypes, Task, Roles, Challenge</p> <p><b>Activity:</b> Give each of the children a Task card. Ask them to complete the card individually by ticking in the relevant box if they think it is a male/ female/either role (quick activity).</p> <p>Then ask the children to compare their answers with their talking partner. Ask the children to compare the similarities/ differences they have and to explain why they have come up with their ideas. Take feedback and share ideas. Ask the children if any of them would like to change their answers based on the feedback and the discussion. Ask why/why not? Be prepared to challenge the children and offer alternative ideas where appropriate. If their ideas are very stereotypical, be mindful of cultural difference.</p> <p><u>Key Q:</u> What does <u>stereotypical</u> mean? Can ideas be challenged? How does it feel when your ideas are challenged?</p> <p>Explain to the children what stereotypical means and draw out what roles seem to be more stereotypical in the task cards than others. Ask the children to think about whether this is always true/sometimes true. Ensure that the children understand that it is OK for both males and females to do any of the roles within the family. Ask them to think about why/how roles might be taken on in different families.</p> <p><u>In groups of just girls and just boys</u>, ask the children to design a pillow case for children of the opposite sex, e.g. girls design a duvet cover for boys and boys design a duvet cover for girls. This could be done on flip chart paper or on plain pillow cases using fabric pens/ paints.</p> <p>When the designs are complete ask the groups to present their designs - the girls presenting to the boys and the girls presenting to the boys. Children will judge the designs on the following criteria (a scale of 0-10 could be used for each category):</p> <p>1. Overall presentation and design</p>

			<p>2. Specific appeal to boys/girls (depending on who the pillow case is aimed at)</p> <p>3. Saleability - how saleable they think it might be if it were to be reproduced and sold</p> <p>Share ideas and feedback. Ask the children to think about why/how they chose to design their pillow case as they did. Do they think their design is stereotypical or not? Would their design appeal to just boys/girls (the intended audience), or could it appeal to the opposite sex to which it was intended?</p>
6.	<b>Looking Ahead</b>	<p>To identify what I am looking forward to when I am in Year 4.</p> <p>To start to think about changes I will make when I am in Year 4 and know how to go about this.</p>	<p><b>Vocabulary:</b> Change, Looking forward, Excited, Nervous, Anxious, Happy</p> <p><b>Activity:</b> Ask the children to think about what they might be looking forward to in Year 4 and to talk to their talking partner. What are you looking forward to in Year 4? How do you feel about going into Year 4? What changes would you like to make for yourself when you are in Year 4?</p> <p>Two visiting Year 4 children come into the classroom and join the circle. The teacher explains to the children that the two Year 4 children have come to talk to them about what it might be like to be in Year 4 and to tell the children some of the changes that happened to them whilst they were in Year 4 (e.g. learning to swim, being able to read a higher level, making a different friend, joining the football/netball club, growing taller, etc.).</p> <p>The children share the changes that happened to them and then give time for questions from the children to the two visitors.</p> <p>Draw out how things might have changed and ask the children in your own class to think about what changes they think might happen to them when they are in Year 4. Then ask the Year 4 children to share how they coped with any changes. Did they notice them? How did it feel? Share ideas.</p> <p>Sing the Jigsaw Song: 'Changing as I grow'.</p>
<b>Outcomes</b> <b>Vocabulary</b> <b>Knowledge</b> <b>Skills &amp; Enquiry</b> <b>Communication</b>		<ul style="list-style-type: none"> <li>• To be able to use subject specific vocabulary which is appropriate and accurate.</li> <li>• To be identify how boys' and girls' bodies change on the inside during the growing up process.</li> <li>• To understand why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>• To recognise family stereotypes.</li> <li>• To talk about transition to Year 4.</li> </ul>	