

Curriculum for Excellence and Jigsaw Scotland

Curriculum Map for Primary 4 materials

- Health and Wellbeing Experiences and Outcomes
- Cross-curricular links
- Assessment Benchmarks

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Jigsaw Scotland's Contribution to the Health and Wellbeing of Children in Primary 4

Curriculum for Excellence plays an essential role in promoting the health and well-being of children and young people and equally of all of those in the educational communities to which they belong. Learning through health and well-being promotes confidence, independent thinking and positive attitudes and dispositions.

Scotland's National Health and Wellbeing Framework for children and young people is underpinned by 8 key indicators (SHANARRI) as follows: Being Safe (S), Being Healthy (H), Achieving (A), Being Nurtured (N), Being Active (A), Being Respected (R), Taking Responsibility (R) and Being Included (I).

Educational settings working with children and young people are therefore well-placed to provide both universal and targeted health and wellbeing education and interventions to contribute to the SHANARRI outcomes. Also by aiming to Get It Right For Every Child (GIRFEC) there is an opportunity to help reduce inequality and 'narrow the gap'.

Jigsaw Scotland, the mindful approach to Health and Wellbeing, brings together Personal, Social, Health and Economic education in a comprehensive, structured scheme of work to fulfil the requirements of the Health and Wellbeing Curriculum's *Experiences and Outcomes* and SHANARRI. There is a strong emphasis on emotional literacy and nurturing mental health as the necessary underpinnings for learning with a unique mindfulness approach in every lesson. Jigsaw Scotland provides detailed lesson plans providing practitioners with everything they need to deliver creative teaching and learning activities.

Jigsaw comprehensively meets all the Experiences and Outcomes (Es and Os) for Health and Wellbeing (except those needing to be taught exclusively through Physical Education lessons) and Table A below, provides teachers with a detailed map of the relevant Es and Os included in each Jigsaw lesson for Primary 4 children.

Table B highlights the main cross-curricular links within each Primary 4 Jigsaw lesson to other Curriculum For Excellence subjects.

Jigsaw Scotland materials also include 5 formal assessment opportunities in each year group for teachers to assess pupil progress in Health and Wellbeing if desired. Table C shows the individual Jigsaw lessons (pieces) where the assessment opportunities can be found within the Primary 4 materials, and maps these against any relevant Health and Wellbeing *benchmarks*.

To aid teachers' understanding of how Primary 4 fits within Jigsaw Scotland's overall progression of knowledge and skills from Early Level to Primary 7 a further document called *Curriculum for Excellence and Jigsaw Map Early Level to P7* can be requested and downloaded from the Jigsaw website (under the Jigsaw Scotland tab). This maps the complete scheme of work for all year groups against the Es and Os and benchmarks. The article *Jigsaw and the Scottish National Curriculum* (also found on the Jigsaw website) gives further explanation of how the programme's whole school, spiral and progressive approach ensures that the Health and Wellbeing Framework is fully addressed in a way that is accessible and exciting to both staff and children.

Planning assessment of children's learning using Jigsaw Scotland's Curriculum for Excellence Mapping Documents

Request and download the following two mapping documents from the Jigsaw website (under the Scotland Tab):

- The relevant curriculum map for your Year Group
- Curriculum for Excellence and Jigsaw Map Early Level to P7

Using Table A from the map specific to your year group, identify the Health and Wellbeing Experiences and Outcomes that are covered in the Puzzle (unit of work) and Pieces (lessons). Identify if there are any specific Experiences and Outcomes you would like to assess.

> **Use Table 1 in the in the** *"Curriculum for Excellence and* Jigsaw Map Early Level to P7" document to identify any relevant Health and Wellbeing benchmarks that relate to the Es and Os you want to assess. Identify which Piece(s) (lesson(s)) would be suitable to assess these and plan your own assessment activity within the relevant lesson(s).

If desired, use Table B (within the specific year group map) to identify any cross -curricular links that could also be assessed within the Piece (lesson) and use Table 3 in the "Curriculum for Excellence and Jigsaw Map Early Level to P7" document to identify relevant cross curricular benchmarks.



Table A: Jigsaw and the Experiences and Outcomes for Health and Wellbeing in Primary 4

Note: HWB1-12a is covered by the Introductory Assemblies, Weekly Celebrations and End of Puzzle Outcomes within the Jigsaw Scotland programme. HWB 26a, 31a, 34a, 36a, 39a, 40a, 41a, 43a, 46a, are not applicable at First Level so do not appear in this grid.

BEING ME IN	Note	: Tead	chers o	could	discus	s wide	er issu	es of c	demod	cracy S	OC 1-	18a ir	Being	g Me i	n My ۱	Norld	Pieces	s (lesso	ons) 3,	4, 5 ar	nd 6, ai	nd SOC	21-
MY WORLD	20a	(Com	munit	y orga	nisatio	ons) ir	n Piece	e (less	on) 5.														
					He	alth a	nd We	ellbein	ng Firs	t Leve	l Expe	rience	es and	Outco	mes H	HWB 1	-01a -	- HWB	1-23a				
	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	1-09a	1-10a	1-11a	1-12a	1-13a	1-14a	1-15a	1-16a	1-17a	1-18a	1-19a	1-20a	1-21a	1-22a	1-23a
Piece (lesson) 1	•	●		•	•	•	•	•		•	•	•	•	•					•		•	•	•
Piece (lesson) 2	•	•			•	•	•		•	•	•	•	•	•					•		•	•	•
Piece (lesson) 3	•	•			•	•	•		•	•	•	•	•	•					٠		٠	•	•
Piece (lesson) 4	•	•			•	•	•		•	•	•	•	•	•					•		•	•	•
Piece (lesson) 5	•	•				•	•		•			•	٠	•					•	•	•	•	•
Piece (lesson) 6	•	•				•	•		•		•	•	٠	•					٠		٠	•	•
					He	alth a	nd We	ellbein	ng First	t Leve	I Expe	rience	es and	Outco	mes H	WB 1	-24a -	- HWB	1-51a				
	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	•	•															٠						
Piece (lesson) 2	•	•														•				•	٠		
Piece (lesson) 3	•																						
Piece (lesson) 4	•	•												•									
Piece (lesson) 5	•																						
Piece (lesson) 6	•																						

CELEBRATING	Note	e: The	e are	furthe	er opp	ortuni	ities fo	or the	teach	er to i	nclud	e e-sat	fety TC	CH 1-0)3a wi	thin C	elebra	ting Di	fferen	ce Piec	ces (les	ssons)	3,and
DIFFERENCE	4 by	wider	ning di	iscuss	ions o	n e-sa	fety a	n resp	onsib	le use	of soc	ial me	edia.										
					He	ealth a	nd W	ellbeir	ng Firs	t Leve	l Expe	rience	es and	Outco	omes l	HWB 1	L-01a -	- HWB	1-23a				
	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	1-09a	1-10a	1-11a	1-12a	1-13a	1-14a	1-15a	1-16a	1-17a	1-18a	1-19a	1-20a	1-21a	1-22a	1-23a
Piece (lesson) 1	•	٠	٠		•	•	٠		٠	٠		•	•	•					•		•	•	•
Piece (lesson) 2	•	•	•		•	•	•		•	•		•	•	•					•		•	•	٠
Piece (lesson) 3	•	•	•		•	•	•	•	•	•		•	•	•		•	•		•		•	•	•
Piece (lesson) 4	•	•	•		•	•	•	•	•	•		•	•	•		•	•		•		•	•	٠
Piece (lesson) 5	•	•				•	•			•		•	•	•					•		•	•	٠
Piece (lesson) 6	٠	•			•	•	•			•		•	•	•					•		•	•	•
					He	ealth a		ellbeir	<u> </u>							HWB 1	L-24a -	- HWB	1-51a				
	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	•													•				•					
Piece (lesson) 2	•										•			•				•					
Piece (lesson) 3	•	•											•	•	•	•	•	•		•	•		
Piece (lesson) 4	•												•	•	•	•	•	•		•	•		
Piece (lesson) 5	•																	•			•		
Piece (lesson) 6	•													•				•					
DREAMS AND	NOT	E: Tea	chers	can u	se Pie	ces (le	ssons) 5 an	d 6 an	d the	End of	f Puzzl	le Out	come	for Dr	eams	and G	oals to	incluc	le ente	erprise	activit	y SOC
GOALS	1-22	a, buc	lgetin	g skills	s, SOC	1-21a	, MNI	J 1-09	a and	MNU	1-09b	(Num	neracy	skills)									
			r						<u> </u>								L-01a -					- I	
	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	1-09a	1-10a	1-11a	1-12a	1-13a	1-14a	1-15a	1-16a	1-17a	1-18a	1-19a	1-20a	1-21a	1-22a	1-23a
Piece (lesson) 1	•	•				•	•				•	•	•	•					•	•	•	•	•
Piece (lesson) 2	•	٠	•	•		•	•				•	•	•	•					•	•	•	•	•
Piece (lesson) 3	•	•	•	•	•	•	•	•		•		•	•	•					•	•	•	•	•
Piece (lesson) 4	٠	•	•	•		•	•				•	•	•	٠					•	•	•	•	•
Piece (lesson) 5	•	•			•	•	•		•	•	•	•	•	٠					•	•	•	•	•
Piece (lesson) 6	•	•			•	•	•		•	•	•	•	•	•					•	•	•	•	•
									<u> </u>								L-24a -						
	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	•																						
Piece (lesson) 2	•																						
Piece (lesson) 3	٠													٠	٠	٠							
Piece (lesson) 4	•														•								
· · ·																							
Piece (lesson) 5	•																						

HEALTHY ME	Note	: Teacł	ners m	ay wis	h to pr	ovide a	additio	nal en	richme	ent acti	vities v	within	Health	y Me l	essons	and w	vithin th	ne End	of Puzz	le Outo	ome ad	tivities	to
				-					-											1-04d. /			
																o be in	cluded	. Teach	iers cou	uld also	refere	nce diff	ering
	nutri	tional	needs	HWB 1	1-32a a								•				04		4 22				
	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	19 FIRS	t Leve	1 Expe	1-12a	25 and 1-13a	1-14a	1-15a	1VVB	L-01a -	- HVVB 1-18a	1-23a	1-20a	1-21a	1-22a	1-23a
D:								1 000	1 000				-		1 100	1 100	1 1/0	1 100	-	1 200			
Piece (lesson) 1	•	•	•	•	•	•	•			•		•	•	•					•		•	•	•
Piece (lesson) 2	•	•	•	•	•	•	•			•	•	•	•	•					•		•	•	•
Piece (lesson) 3	•	•	•	•		•	•					•	•	•	•	•	•		•		•	•	•
Piece (lesson) 4	•	•	•	•		•	•					•	•	•	•	•	•		•		•	•	•
Piece (lesson) 5	•	•	•	•	•	•	•		•			•	•	•		•	•		•		•	•	•
Piece (lesson) 6	•	•	•	•	•	•	•	<u> </u>	•	•	•	•	•	•	•	•	•		•		•	•	•
	1-24a	1-25a	1-27a	1-28a	1-29a	alth a	nd We	ellbeir 1-32a	ng Firs 1-33a	t Leve	1 Expe	rience	es and	Outco	1-44b	-1WB 1 1-45a	L-24a -	- HWB 1-47a	1-51a	1-48a	1-49a	1-50a	1-51a
<u> </u>		1-729	1-2/d	1-709	1-7.299	1-20d	1-200	1-97q	1-224	1-229	1-3/4	1-20d	1-420			1-43d	1-420	1-4/q	1-470	1-40d	1-499	1-209	1-219
Piece (lesson) 1	•													•	•								
Piece (lesson) 2	•													•	•								
Piece (lesson) 3	•		•									•	•						•	•	•		
Piece (lesson) 4	•		•									•	•						•	•	•		
Piece (lesson) 5	•													•	•								
Piece (lesson) 6	•			L								•	•	•	•						•		
RELATIONSHIPS				could	discus	s wide	er issu	es of o	demod	cracy S	50C 1-	18a, e	enviro	nment	al issu	les TC	H 1-06	ia, SOC	C 1-08a	a, in Re	lation	ships P	lece
	(less	ons) 4																					
	1-01a	1-02a	1-03a	1-04a	1-05a	alth a	nd We	ellbeir 1-08a	ng Firs 1-09a	t Leve	I Expe	1-12a	25 and 1-13a	Outco 1-14a	00000000000000000000000000000000000000	1WB 1	L-01a -	- HWB	1-23a	1-20a	1-21a	1-22a	1-23a
		-	1-058	1-04d			-	1-004	1-098		1-114		-		1-154	1-104	1-1/d	1-109	-	1-20d			
Piece (lesson) 1	•	•			•	•	•			•		•	•	•					•		•	•	•
Piece (lesson) 2	•	•		•	•	•	•	•				•	•	•					•		•	•	٠
Piece (lesson) 3	•	•		•	•	•	•	•				•	•	•					•		•	•	٠
Piece (lesson) 4	•	•				•	•			•		•	•	•					•		•	•	٠
Piece (lesson) 5	•	•	•	•	•	•	•					•	•	•					•		•	•	٠
Piece (lesson) 6	•	•	•	•	•	•	•					•	•	•					•		•	•	•
		1	1			1	1	1		1	-	1	1	1	1	1	L-24a -	1	1		L	L	L
	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	•														•	•				•	•		
Piece (lesson) 2	•													•	•	•			<u> </u>	•	•		
Piece (lesson) 3	•													•	•				-				
Piece (lesson) 4	•													•				•					
Piece (lesson) 5	•							<u> </u>				<u> </u>		•	•								
Piece (lesson) 6	•													•	•	•							

CHANGING ME										1-51a	and c	lietary	/ need	s thro	ugh li	fe stag	ges HV	VB 1-3	2a witl	hin any	/ of the	e Chan	ging
	ivie s	essio	ns but	partic	cularly		<u> </u>	<u> </u>															
					He	alth a	nd We	ellbeir	ng Firs	t Leve	l Expe	rience	es and	Outco	mes l	HWB 1	L-01a -	- HWB	1-23a				
	1-01a	1-02a	1-03a	1-04a	1-05a	1-06a	1-07a	1-08a	1-09a	1-10a	1-11a	1-12a	1-13a	1-14a	1-15a	1-16a	1-17a	1-18a	1-19a	1-20a	1-21a	1-22a	1-23a
Piece (lesson) 1	•	•				•	•					•	٠	•	•				•		•	•	•
Piece (lesson) 2	•	•				•	•					•	•	•	•				•		•	•	•
Piece (lesson) 3	•	•	•	٠		•	•					•	٠	•	•				•		•	•	•
Piece (lesson) 4	•	•	•	٠		•	•				•	•	٠	•					•		•	•	•
Piece (lesson) 5	•	•	•	٠		•	•				•	•	٠	•					•		•	•	•
Piece (lesson) 6	•	•	•	•		•	•				•	•	٠	•					•		•	•	•
		,			He	alth a	nd We	ellbeir	ng First	t Leve	l Expe	rience	es and	Outco	mes l	HWB 1	1-24a -	- HWB	1-51a				
	1-24a	1-25a	1-27a	1-28a	1-29a	1-30a	1-30b	1-32a	1-33a	1-35a	1-37a	1-38a	1-42a	1-44a	1-44b	1-45a	1-45b	1-47a	1-47b	1-48a	1-49a	1-50a	1-51a
Piece (lesson) 1	•															•		•	•		•	•	
Piece (lesson) 2	•															•		•	•	•	•	•	•
Piece (lesson) 3	•															•		•	•	•	•	•	•
Piece (lesson) 4	•																						
Piece (lesson) 5	•														•	•							
Piece (lesson) 6	•																						

Table B : Jigsaw's Main Cross-Curricular Links to other Curriculum for Excellence Subjects in Primary 4

	Links	to Soc	ial Stu	dies, T	echno	logies	, Scien	ce, Nu	merac	y and I	Maths,	, Litera	icy and	l Englis	sh, Exp	ressiv	e Arts,	RME a	nd Rel	igious	Educa	tion
BEING ME IN	Note	: Teach	ners co	ould di	scuss v	wider i	ssues	of dem	ocracy	SOC 1	1-18a i	n Bein	g Me i	n My V	Norld	Pieces	(lesso	ns) 3, 4	I, 5 and	d 6, an	d SOC	1-
MY WORLD	20a	(Comn	nunity	organi	isation	is) in Pi	iece (le	esson)	5.													
	SOC 1-08a	SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	ТСН 1-03а	TCH 1- 04a/c /d	ТСН 1-06а	ТСН 1-07а	LIT 1-02a	LIT 1-04a	LIT 1-07a	LIT 1-08a	LIT 1-09a	LIT 1-10a	LIT 1-18a	MNU 1-09a	MNU 1-09b	SCN 1-12a
Piece (lesson) 1			•	•	•								٠				•	•				
Piece (lesson) 2			•	•	•								•				•	•				
Piece (lesson) 3			•	•	•								•				•	•				
Piece (lesson) 4			•	•	•								•				•	•				
Piece (lesson) 5			•	•	•	•							•				•	•				
Piece (lesson) 6			•	•	•								•				•	•				
	EXA 1- 01a	EXA 1- 13a	EXA 1- 14a	EXA 1- 15a	EXA 1- 18a	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c	RERC 1-01a	RERC 1-02a	RERC 1-08a	RERC 1-21a	RERC 1-22a	RERC 1-23a	RERC 1-24a					
Piece (lesson) 1						•	•	•	•	•		•			•		•					
Piece (lesson) 2						•	•	•	٠	٠		•		•		•	•					
Piece (lesson) 3					•	•	•	•	•	•		•		•		•	•					
Piece (lesson) 4						•	•	•	•	•		•		•		•						
Piece (lesson) 5						•	•	•	•	•		•		•		•	•					
Piece (lesson) 6					•	•	•	٠	٠	٠		٠				٠	•					
CELEBRATING	Note	: There	e are fi	urther	oppor	tunitie	s for t	he tea	cher to	inclu	de e-sa	afety T	CH 1-0	3a wit	hin Ce	lebrat	ing Dif	ferenc	e Piece	es (less	ons) 3	,and
DIFFERENCE	4 by	wideni	ng dis	cussio	ns on e	e-safet	y an re	espons	ible us	e of so	ocial m	edia.										
	SOC 1-08a	SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	ТСН 1-03а	TCH 1- 04a/c /d	ТСН 1-06а	ТСН 1-07а	LIT 1-02a	LIT 1-04a	LIT 1-07a	LIT 1-08a	LIT 1-09a	LIT 1-10a	LIT 1-18a	MNU 1-09a	MNU 1-09b	SCN 1-12a
Piece (lesson) 1			•	•	•								•				•	•				
Piece (lesson) 2			•	•	•								•				•	•				
Piece (lesson) 3			•	•	•				•				•	•	•		•	•				
Piece (lesson) 4			•	•	•				٠				•	•	•		•	•				
Piece (lesson) 5			•	•	•								•	•	•		•	•				
Piece (lesson) 6				•	•								٠	•	•		•	•				
	EXA 1- 01a	EXA 1- 13a	EXA 1- 14a	EXA 1- 15a	EXA 1- 18a	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c	RERC 1-01a	RERC 1-02a	RERC 1-08a	RERC 1-21a	RERC 1-22a	RERC 1-23a	RERC 1-24a					
Piece (lesson) 1						•	•	•	•	•		•		•								
Piece (lesson) 2						•	•	•	•	•		•		•								
Piece (lesson) 3	•	•	•	•	•	•	•	٠	٠	٠		٠		٠	•	•	•					
Piece (lesson) 4	•	•	•	•		•	•	•	•	•		•		•	•	•	•					
Piece (lesson) 5							•	•			•	•										
Piece (lesson) 6					•	•	•	•	٠	٠		•		•		•	•					

DREAMS AND	NOT	L. ICut				•	,				01 1 022		come		eans a					prise c	,,	
GOALS	1-22	a, bud	geting	skills, S	SOC 1-	21a, N	/INU 1-	09a ar	nd MN	U 1-09	b (Nur	neracy	/ skills))								
	SOC 1-08a	SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	ТСН 1-03а	TCH 1- 04a/c /d	TCH 1-06a	ТСН 1-07а	LIT 1-02a	LIT 1-04a	LIT 1-07a	LIT 1-08a	LIT 1-09a	LIT 1-10a	LIT 1-18a	MNU 1-09a	MNU 1-09b	SCN 1-12a
Piece (lesson) 1				•	•					7-			•	•	•		•	•				
Piece (lesson) 2				•	•								•				٠	•				
Piece (lesson) 3			•	•	•								•				٠	•				
Piece (lesson) 4				•	•								•	٠	•		٠	•				
Piece (lesson) 5				•	•		•	•					•				٠	•		•	•	
Piece (lesson) 6				•	•		•	•					•				٠	•		•	•	
	EXA 1- 01a	EXA 1- 13a	EXA 1- 14a	EXA 1- 15a	EXA 1- 18a	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c	RERC 1-01a	RERC 1-02a	RERC 1-08a	RERC 1-21a	RERC 1-22a	RERC 1-23a	RERC 1-24a					
Piece (lesson) 1	010	150	140	150	100	10/0	1 000	1 050	1 055	1 050	•	1 020	1 000	1 210	1 220	1 200	1 240					
Piece (lesson) 2					•							•										
Piece (lesson) 3					•	٠	•	•	•	٠	٠	٠		•			٠					
Piece (lesson) 4					•		•	•		٠	•	•										
Piece (lesson) 5						•	•	•	•	•	•	•		•								
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Piece (lesson) 6					•	٠	•	•	•	•	•	•		•								
· /		: Teacl ities to			h to pi																	
Piece (lesson) 6	activ 04d.	ities to Additi	incluc onal le	le food ssons	h to pi d sourc to sup	cing, h port H	andlin WB 1-	g, prep 25a (P	oaratio articip	n and i ation i	tasting n phys	; HWB ical ac	1-29a, tivity)	, HWB and hu	1-30b uman a	, HWB inatom	1-35a, iy SCN	TCH 1 1-12a	-04a, T could	FCH 1-0 also bo	04c, TC e inclu	H 1-
Piece (lesson) 6	activ 04d.	ities to	incluc onal le	le food ssons	h to pi d sourc to sup	cing, h port H	andlin WB 1-	g, prep 25a (P	oaratio articip	n and i ation i	tasting n phys	; HWB ical ac	1-29a, tivity)	, HWB and hu	1-30b uman a	, HWB inatom	1-35a, iy SCN	TCH 1 1-12a	-04a, T could	FCH 1-0 also bo	04c, TC e inclu	H 1-
Piece (lesson) 6	activ 04d. Teac	ities to Additi hers co soc	onal le onal le ould al	le food ssons so refe soc	h to pi d source to sup erence	cing, h port H differi soc	andlin WB 1- ing nut	g, prep 25a (P tritiona soc	oaratio articip al neec	n and s ation in Is HWE TCH 1- 04a/c	tasting n phys 3 1-32а тсн	; HWB ical ac a and r тсн	1-29a, tivity) needs (, HWB and hu of babi	1-30b uman a ies HW	, HWB inatom /B 1-51	1-35a, iy SCN .a with	TCH 1 1-12a iin Hea ^{ut}	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME	activ 04d. Teac	ities to Additi hers co soc	onal le onal le ould al soc 1-16a	sorefe	h to pi d source to sup rence soc 1-18a	cing, h port H differi soc	andlin WB 1- ing nut	g, prep 25a (P tritiona soc	oaratio articip al neec	n and s ation in Is HWE TCH 1- 04a/c	tasting n phys 3 1-32а тсн	; HWB ical ac a and r тсн	1-29a, tivity) needs (LIT 1-02a	, HWB and hu of babi	1-30b uman a ies HW	, HWB inatom /B 1-51	1-35a, iy SCN .a with	TCH 1 1-12a in Hea ^{LIT} 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1	activ 04d. Teac	ities to Additi hers co soc	onal le onal le ould al soc 1-16a	sorefe	h to pr d source to sup rence ^{SOC} 1-18a	cing, h port H differi soc	andlin WB 1- ing nut	g, prep 25a (P tritiona soc	oaratio articip al neec	n and s ation in Is HWE TCH 1- 04a/c	tasting n phys 3 1-32а тсн	; HWB ical ac a and r тсн	1-29a, tivity) needs (LIT 1-02a	, HWB and hu of babi	1-30b uman a ies HW	, HWB inatom /B 1-51	1-35a, iy SCN .a with	TCH 1 1-12a in Hea IT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2	activ 04d. Teac	ities to Additi hers co soc	onal le ould al soc 1-16a	e food ssons so refe ^{SOC} 1-17a	h to pr d source to sup erence soc 1-18a	cing, h port H differi soc	andlin WB 1- ing nut	g, prep 25a (P tritiona soc	oaratio articip al neec	n and s ation in Is HWE TCH 1- 04a/c	tasting n phys 3 1-32а тсн	; HWB ical ac a and r тсн	1-29a, tivity) eeds o LIT 1-02a	, HWB and hu of babi	1-30b uman a ies HW	, HWB inatom /B 1-51	1-35a, iy SCN .a with	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3	activ 04d. Teac	ities to Additi hers co soc	incluc onal le ould al SOC 1-16a	sor refe	h to pr d source to sup erence soc 1-18a	cing, h port H differi soc	andlin WB 1- ing nut	g, prep 25a (P tritiona soc	oaratio articip al neec	n and s ation in Is HWE TCH 1- 04a/c	tasting n phys 3 1-32а тсн	; HWB ical ac a and r тсн	1-29a, tivity) needs (1-02a	, HWB and hu of babi	1-30b uman a ies HW	, HWB inatom /B 1-51	1-35a, iy SCN .a with	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3 Piece (lesson) 4	activ 04d. Teac	ities to Additi hers co soc	incluc onal le ould al soc 1-16a	sorefe soc 1-17a	h to pi d source to sup crence Soc 1-18a	cing, h port H differi soc	andlin WB 1- ing nut	g, prep 25a (P tritiona soc	oaratio articip al neec	n and s ation in Is HWE TCH 1- 04a/c	tasting n phys 3 1-32а тсн	; HWB ical ac a and r тсн	1-29a, tivity) needs of 1-02a	, HWB and hu of babi	1-30b uman a ies HW LIT 1-07a	, HWB inatom /B 1-51	1-35a, iy SCN .a with	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3 Piece (lesson) 4 Piece (lesson) 5	activ 04d. Teac	ities to Additi hers co soc	incluc onal le ould al soc 1-16a • • •	sorefe ssons sorefe 1-17a	h to pr d source to sup erence Soc 1-18a	cing, h port H differi soc	andlin WB 1- ing nut soc 1-21a	g, prep 25a (P critiona soc 1-22a	Daratio articip al neec TCH 1-03a	n and s ation in s HWE TCH 1- 04a/c /d /d	tasting n phys 3 1-32a TCH 1-06a	HWB ical ac and r TCH 1-07a	1-29a, tivity) needs (LIT 1-02a 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	, HWB and hu of bab Lit 1-04a	1-30b man a ies HW LIT 1-07a	, HWB inatom /B 1-51	1-35a, iy SCN .a with 1-09a • • •	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3 Piece (lesson) 4 Piece (lesson) 5	activ 04d. Teac Soc 1-08a	ities to Addition hers co SOC 1-15a	incluc onal le ould al. SOC 1-16a • • • • • • • • • • • • • • •	sorefe soc 1-17a	h to pi d source to sup rence soc 1-18a	soc 1-20a	andlin WB 1- ing nut soc 1-21a	g, prep 25a (P critiona 1-22a	Daratio articip al neec 1-03a	n and s ation in ls HWE 1- 04a/c /d	tasting n phys 3 1-32: 1-32: 1-06a	g HWB ical ac and r and r 1-07a	1-29a, tivity) needs (1-02a • • • • • • • • • • • • • • • • • • •	, HWB and hu of bab LT 1-04a	1-30b iman a ies HW 1-07a	, HWB matom /B 1-51 LIT 1-08a	1-35a, y SCN a with 1-09a • • • • • • • • • • •	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3 Piece (lesson) 4 Piece (lesson) 5 Piece (lesson) 6	activ 04d. Teac Soc 1-08a	ities to Addition hers co SOC 1-15a	incluc onal le ould al. SOC 1-16a • • • • • • • • • • • • • • •	sorefe soc 1-17a	h to pi d source to sup rence soc 1-18a	soc 1-20a RME 1-07a	Andlin WB 1- ing nut 1-21a	g, prep 25a (P critiona 1-22a	Contraction Contr	n and s ation in s HWE TCH 1- 04a/c /d /d	tasting n phys 3 1-32a TCH 1-06a	termination of the second seco	1-29a, tivity) needs (LIT 1-02a 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	, HWB and hu of bab LT 1-04a	1-30b man a ies HW LIT 1-07a	, HWB matom /B 1-51 LIT 1-08a	1-35a, y SCN a with 1-09a • • • • • • • • • • •	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3 Piece (lesson) 4 Piece (lesson) 5 Piece (lesson) 6 Piece (lesson) 1	activ 04d. Teac Soc 1-08a	ities to Addition hers co soc 1-15a	incluc onal le ould al. SOC 1-16a • • • • • • • • • • • • • • •	sorefe soc 1-17a	h to pi d source to sup rence soc 1-18a	soc 1-20a RME 1-07a	Andlin WB 1- ing nut 1-21a	g, prep 25a (P ritiona 1-22a	aratio articip al neec 1-03a	n and s ation in s HWE 1- 04a/c /d 	tasting n phys 3 1-32a TCH 1-06a	HWB ical ac and r 1-07a	1-29a, tivity) needs (LIT 1-02a 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	, HWB and hu of bab LIT 1-04a 	1-30b man a ies HW LIT 1-07a	, HWB Inatom (B 1-51 1-08a	1-35a, y SCN a with 1-09a • • • • • • • • • • •	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3 Piece (lesson) 3 Piece (lesson) 4 Piece (lesson) 5 Piece (lesson) 6 Piece (lesson) 1 Piece (lesson) 1	activ 04d. Teac Soc 1-08a	ities to Addition hers co soc 1-15a	incluc onal le ould al. SOC 1-16a • • • • • • • • • • • • • • •	sorefe soc 1-17a	h to pi d source to sup rence soc 1-18a	soc 1-20a RME 1-07a RME 1-07a	andlin WB 1- ing nut 1-21a	g, prep 25a (P ritiona soc 1-22a 	Paratio articip al neec TCH 1-03a	n and s ation in s HWE 1- 04a/c /d 	tasting n phys 3 1-32: TCH 1-06a	HWB ical ac and r TCH 1-07a RERC 1-02a	1-29a, tivity) needs (LIT 1-02a 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	, HWB and hu of bab LIT 1-04a 	1-30b ies HW LIT 1-07a 	, HWB Inatom (B 1-51 1-08a	1-35a, by SCN .a with 1-09a • • • • • • • • • • • • •	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.
Piece (lesson) 6 HEALTHY ME Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3 Piece (lesson) 3 Piece (lesson) 4 Piece (lesson) 5 Piece (lesson) 5 Piece (lesson) 1 Piece (lesson) 1 Piece (lesson) 2 Piece (lesson) 3	activ 04d. Teac Soc 1-08a	ities to Addition hers co soc 1-15a	incluc onal le ould al. SOC 1-16a • • • • • • • • • • • • • • •	sorefe soc 1-17a	h to pr d source to sup erence Soc 1-18a • • • • • • • • • • • • • • • • • • •	RME 1-20a RME 1-07a	Andlin WB 1- ing nut soc 1-21a RME 1-08a • • •	g, prep 25a (P ritiona soc 1-22a 1-22a RME 1-09a • • • •	Paratio articip al neec TCH 1-03a RME 1-09b • • •	n and s ation in s HWE 1- 04a/c /d /d	tasting n phys 3 1-32a TCH 1-06a RERC 1-01a	HWB ical ac and r TCH 1-07a RERC 1-02a •	1-29a, tivity) needs (LIT 1-02a 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	, HWB and hu of bab LIT 1-04a 	1-30b ies HW LIT 1-07a 	, HWB Inatom (B 1-51 1-08a	1-35a, by SCN .a with 1-09a • • • • • • • • • • • • •	TCH 1 1-12a in Hea UT 1-10a	-04a, 1 could althy M	CH 1-0 also bo le sess MNU	04c, TC e inclue ions.	CH 1- ded.

RELATIONSHIPS		: Teacl ons) 4.		ould di	scuss \	vider i	ssues (of dem	ocracy	SOC 1	-18a,	enviro	nment	tal issu	es TCF	l 1-06a	a, SOC	1-08a,	in Rel	ationsl	nips Pio	ece
	SOC 1-08a	SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	ТСН 1-03а	TCH 1- 04a/c /d	ТСН 1-06а	ТСН 1-07а	LIT 1-02a	LIT 1-04a	LIT 1-07a	LIT 1-08a	LIT 1-09a	LIT 1-10a	LIT 1-18a	MNU 1-09a	MNU 1-09b	SCN 1-12a
Piece (lesson) 1			•	•	•								•				•	•				
Piece (lesson) 2			•	•	•								•	•	•		•	•				
Piece (lesson) 3			•	•	•								•	•	•		•	•				
Piece (lesson) 4	•		•	•	•						•		•				•	•				
Piece (lesson) 5			•	•	•								•	•	•		•	•				
Piece (lesson) 6			•	•	•								•				•	•				
	EXA 1- 01a	EXA 1- 13a	EXA 1- 14a	EXA 1- 15a	EXA 1- 18a	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c	RERC 1-01a	RERC 1-02a	RERC 1-08a	RERC 1-21a	RERC 1-22a	RERC 1-23a	RERC 1-24a					
Piece (lesson) 1									٠		٠	٠	•	•			•					
Piece (lesson) 2						•	•	•	•	•	•	•		•								
Piece (lesson) 3					•	•	•	•	•	•	•	•										
Piece (lesson) 4						•	•	٠	•	•	•											
Piece (lesson) 5						•	•	•	•	•	•	•										
Piece (lesson) 6						•	•	•	•	•	•	•	•	٠			•					
CHANGING ME																						
	SOC 1-08a	SOC 1-15a	SOC 1-16a	SOC 1-17a	SOC 1-18a	SOC 1-20a	SOC 1-21a	SOC 1-22a	ТСН 1-03а	TCH 1- 04a/c /d	TCH 1-06a	TCH 1-07a	LIT 1-02a	LIT 1-04a	LIT 1-07a	LIT 1-08a	LIT 1-09a	LIT 1-10a	LIT 1-18a	MNU 1-09a	MNU 1-09b	SCN 1-12a
Piece (lesson) 1				•	•								•				•	•				
Piece (lesson) 2				•	•								•				•	•				
Piece (lesson) 3				•	•								•				•	•				
Piece (lesson) 4			•	•	•								•	٠	٠		٠	٠				
Piece (lesson) 5				•	•								•				•	•				
Piece (lesson) 6			•	•	•								•				•	•				
	EXA 1- 01a	EXA 1- 13a	EXA 1- 14a	EXA 1- 15a	EXA 1- 18a	RME 1-07a	RME 1-08a	RME 1-09a	RME 1-09b	RME 1-09c	RERC 1-01a	RERC 1-02a	RERC 1-08a	RERC 1-21a	RERC 1-22a	RERC 1-23a	RERC 1-24a					
Piece (lesson) 1											•	•									1	
Piece (lesson) 2											•											
Piece (lesson) 3											•											
Piece (lesson) 4												•				•						
Piece (lesson) 5					•							•										
Piece (lesson) 6					•																	

Table C: Jigsaw's Assessment Opportunities in Primary 4 materials and the associated Curriculum For Excellence Benchmarks

Where the assessments can be found in Primary 4 Jigsaw materials	Related Curriculum For Excellence Benchmarks
Note: There is no assessment opportunity in Being Me In My World Celebrating Difference Piece (lesson) 6	 <u>Physical Education (Personal Qualities)</u> Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a, 23a,24a) Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a, 23a,24a)
Dreams and Goals Piece (lesson) 4	 Personal Social Education Talks about own strengths, interests and skills and links these to career ambitions. (HWB 1-20a) Sets learning goals and works towards achieving them. (HWB 1-20a) Physical Education (Personal Qualities) Shows an enthusiasm to participate. Enjoys being challenged. (HWB 1-22a,23a,24a) Discusses learning and identifies strengths and next steps. (HWB 1-22a,23a,24a) Responds and contributes to self and peer assessment with respect. (HWB 1-22a,23a,24a) Celebrates, values and uses achievements as part of improving performance. (HWB 1-22a,23a,24a) Identifies and discusses how to be a good winner and cope appropriately with losing. (HWB 1-22a,23a,24a) Identifies and discusses how to be a good winner and cope appropriately with losing. (HWB 1-22a,23a,24a) Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) Recognises a variety of emotions and is developing the ability to manage them appropriately. (HWB 1-22a,23a,24a) Demonstrates a continuing readiness to learn and is developing planning and organisational skills. (HWB 1-22a,23a,24a) Develops a range of strategies to increase self-control when performing independently and/or with others. (HWB 1-22a,23a,24a) Adopts a variety of roles that lead to successful outcomes. (HWB 1-22a,23a,24a) Identifies and discusses the role of leader and the associated responsibilities. (HWB 1-22a,23a,24a) Recognises and responds to both internal and external motivation to: set targets achieve personal goals improve performance. (HWB 1-22a,23a,24a)

Healthy Me Piece (lesson) 5	 Personal Social Education Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. (HWB 1-49a) Identifies who to talk to if worried or concerned.(HWB 1-49a) Physical Education (Cognitive Skills) Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. (HWB 1-21a,22a,23a,24a) Makes decisions when presented with two or three different options and can explain why. (HWB 1-21a,22a,23a,24a) Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'. (HWB 1-21a,22a,23a,24a) Demonstrates adaptability when finding different solutions to solve problems. (HWB 1-21a,22a,23a,24a) Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (HWB 1-22a,23a,24a) Recognises a variety of emotions and is developing the ability to manage them appropriately (HWB 1-22a,23a,24a) Adopts a variety of roles that lead to successful outcomes. (HWB 1-22a,23a,24a) Adopts a variety of roles that lead to successful outcomes. (HWB 1-22a,23a,24a) Demonstrates to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a,23a,24a) Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a,23a,24a)
Relationships Piece (lesson) 4	 Physical Education (Cognitive Skills) Draws on some prior knowledge to work out the order for dealing quickly with information (or tasks). Repeats tasks in the correct sequence with more precision. (HWB 1-21a,22a,23a,24a) Makes decisions when presented with two or three different options and can explain why. (HWB 1-21a,22a,23a,24a) Takes in and makes sense of two or three pieces of information at the same time from external and/or internal sources, for example, 'Simon Says'. (HWB 1-21a,22a,23a,24a) Demonstrates adaptability when finding different solutions to solve problems. (HWB 1-21a,22a,23a,24a) Demonstrates adaptability when finding different solutions to solve problems. (HWB 1-21a,22a,23a,24a) Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions. (HWB 1-22a,23a,24a) Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (HWB 1-22a,23a,24a)
Changing Me Piece (lesson) 6	 Personal Social Education Talks about own strengths, interests and skills and links these to career ambitions. (HWB 1-20a) Sets learning goals and works towards achieving them. (HWB 1-20a)

	Physical Education (Personal Qualities)Shows an enthusiasm to participate. Enjoys being challenged. (HWB 1-22a,23a,24a)Discusses learning and identifies strengths and next steps. (HWB 1-22a,23a,24a)Celebrates, values and uses achievements as part of improving performance. (HWB 1-22a,23a,24a)Demonstrates persistence when facing a challenge and works to achieve a successful outcome.(HWB 1-22a,23a,24a)Demonstrates continuing readiness to learn and is developing planning and organisational skills.(HWB 1-22a,23a,24a)Recognises and responds to both internal and external motivation to:• set targets• achieve personal goals• improve performance. (HWB 1-22a,23a,24a)
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