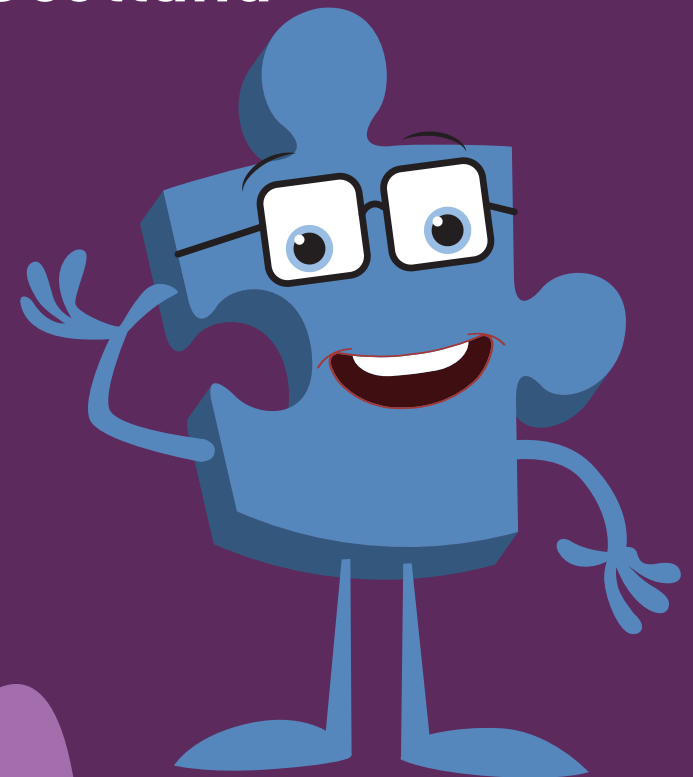




Curriculum for Excellence and Jigsaw Scotland

Curriculum Map for Primary 4 materials

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



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.



Check in Table C within the same document, whether the Puzzle (unit) already contains an assessment activity that meets your needs and which benchmarks could be assessed.



Use the assessment opportunity contained within the relevant Piece (lesson).

YES



NO

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.

[illegible]

| | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| CELEBRATING DIFFERENCE | Note: There are further opportunities for the teacher to include e-safety TCH 1-03a within Celebrating Difference Pieces (lessons) 3, and 4 by widening discussions on e-safety an responsible use of social media. | | | | | | | | | | | | | | | | | | | | | | |
| | Health and Wellbeing First Level Experiences and Outcomes 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 | ● | ● | ● | | ● | ● | ● | ● | ● | ● | | ● | ● | ● | | ● | ● | | ● | | ● | ● | ● |
| Piece (lesson) 4 | ● | ● | ● | | ● | ● | ● | ● | ● | ● | | ● | ● | ● | | ● | ● | | ● | | ● | ● | ● |
| Piece (lesson) 5 | ● | ● | | | | ● | ● | | | ● | | ● | ● | ● | | | | | ● | | ● | ● | ● |
| Piece (lesson) 6 | ● | ● | | | ● | ● | ● | | | ● | | ● | ● | ● | | | | | ● | | ● | ● | ● |
| | Health and Wellbeing First Level Experiences and Outcomes HWB 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 | ● | | | | | | | | | | | | | ● | | | | ● | | | | | |
| DREAMS AND GOALS | NOTE: Teachers can use Pieces (lessons) 5 and 6 and the End of Puzzle Outcome for Dreams and Goals to include enterprise activity SOC 1-22a, budgeting skills, SOC 1-21a, MNU 1-09a and MNU 1-09b (Numeracy skills) | | | | | | | | | | | | | | | | | | | | | | |
| | Health and Wellbeing First Level Experiences and Outcomes 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 | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | ● | ● | ● | | | | | ● | ● | ● | ● | ● |
| Piece (lesson) 4 | ● | ● | ● | ● | | ● | ● | | | | ● | ● | ● | ● | | | | | ● | ● | ● | ● | ● |
| Piece (lesson) 5 | ● | ● | | | ● | ● | ● | | ● | ● | ● | ● | ● | ● | | | | | ● | ● | ● | ● | ● |
| Piece (lesson) 6 | ● | ● | | | ● | ● | ● | | ● | ● | ● | ● | ● | ● | | | | | ● | ● | ● | ● | ● |
| | Health and Wellbeing First Level Experiences and Outcomes HWB 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 | ● | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| HEALTHY ME | Note: Teachers may wish to provide additional enrichment activities within Healthy Me lessons and within the End of Puzzle Outcome activities to include food sourcing, handling, preparation and tasting HWB 1-29a, HWB 1-30b, HWB 1-35a, TCH 1-04a, TCH 1-04c, TCH 1-04d. Additional lessons to support HWB 1-25a (Participation in physical activity) and human anatomy SCN 1-12a could also be included. Teachers could also reference differing nutritional needs HWB 1-32a and needs of babies HWB 1-51a within Healthy Me sessions. | | | | | | | | | | | | | | | | | | | | | | |
| | Health and Wellbeing First Level Experiences and Outcomes 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 | ● | ● | ● | ● | | ● | ● | | | | | ● | ● | ● | ● | ● | ● | | ● | | ● | ● | ● |
| Piece (lesson) 4 | ● | ● | ● | ● | | ● | ● | | | | | ● | ● | ● | ● | ● | ● | | ● | | ● | ● | ● |
| Piece (lesson) 5 | ● | ● | ● | ● | ● | ● | ● | | ● | | | ● | ● | ● | | ● | ● | | ● | | ● | ● | ● |
| Piece (lesson) 6 | ● | ● | ● | ● | ● | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | ● | ● | ● |
| | Health and Wellbeing First Level Experiences and Outcomes HWB 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 | ● | | | | | | | | | | | ● | ● | ● | ● | | | | | | ● | | |
| RELATIONSHIPS | Note: Teachers could discuss wider issues of democracy SOC 1-18a, environmental issues TCH 1-06a, SOC 1-08a, in Relationships Piece (lessons) 4. | | | | | | | | | | | | | | | | | | | | | | |
| | Health and Wellbeing First Level Experiences and Outcomes 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 | ● | ● | | ● | ● | ● | ● | ● | | | | ● | ● | ● | | | | | ● | | ● | ● | ● |
| Piece (lesson) 4 | ● | ● | | | | ● | ● | | | ● | | ● | ● | ● | | | | | ● | | ● | ● | ● |
| Piece (lesson) 5 | ● | ● | ● | ● | ● | ● | ● | | | | | ● | ● | ● | | | | | ● | | ● | ● | ● |
| Piece (lesson) 6 | ● | ● | ● | ● | ● | ● | ● | | | | | ● | ● | ● | | | | | ● | | ● | ● | ● |
| | Health and Wellbeing First Level Experiences and Outcomes HWB 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 Social Studies, Technologies, Science, Numeracy and Maths, Literacy and English, Expressive Arts, RME and Religious Education | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| BEING ME IN MY WORLD | Note: Teachers could discuss wider issues of democracy SOC 1-18a in Being Me in My World Pieces (lessons) 3, 4, 5 and 6, and SOC 1-20a (Community organisations) in Piece (lesson) 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 | TCH 1-03a | 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 | | | ● | ● | ● | | | | | | | | ● | | | | ● | ● | | | | |
| 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 | | | | | | ● | ● | ● | ● | ● | | ● | | ● | | ● | ● | | | | | |
| Piece (lesson) 3 | | | | | ● | ● | ● | ● | ● | ● | | ● | | ● | | ● | ● | | | | | |
| Piece (lesson) 4 | | | | | | ● | ● | ● | ● | ● | | ● | | ● | | ● | | | | | | |
| Piece (lesson) 5 | | | | | | ● | ● | ● | ● | ● | | ● | | ● | | ● | ● | | | | | |
| Piece (lesson) 6 | | | | | ● | ● | ● | ● | ● | ● | | ● | | | | ● | ● | | | | | |
| CELEBRATING DIFFERENCE | Note: There are further opportunities for the teacher to include e-safety TCH 1-03a within Celebrating Difference Pieces (lessons) 3, and 4 by widening discussions on e-safety an responsible use of social media. | | | | | | | | | | | | | | | | | | | | | |
| | SOC 1-08a | SOC 1-15a | SOC 1-16a | SOC 1-17a | SOC 1-18a | SOC 1-20a | SOC 1-21a | SOC 1-22a | TCH 1-03a | 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 | | | ● | ● | ● | | | | ● | | | | ● | ● | ● | | ● | ● | | | | |
| 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 | | | | | | ● | ● | ● | ● | ● | | ● | | ● | | | | | | | | |
| Piece (lesson) 3 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | ● | ● | ● | ● | | | | | |
| Piece (lesson) 4 | ● | ● | ● | ● | | ● | ● | ● | ● | ● | | ● | | ● | ● | ● | ● | | | | | |
| Piece (lesson) 5 | | | | | | | ● | ● | | | ● | ● | | | | | | | | | | |
| Piece (lesson) 6 | | | | | ● | ● | ● | ● | ● | ● | | ● | | ● | | ● | ● | | | | | |

| DREAMS AND GOALS | NOTE: Teachers can use Pieces (lessons) 5 and 6 and the End of Puzzle Outcome for Dreams and Goals to include enterprise activity SOC 1-22a, budgeting skills, SOC 1-21a, MNU 1-09a and MNU 1-09b (Numeracy 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 | TCH 1-03a | 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 | | | | ● | ● | | | | | | | | ● | ● | ● | | ● | ● | | | | |
| 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 | | | | | ● | | | | | | ● | | | | | | | | | | | |
| Piece (lesson) 3 | | | | | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | ● | | | | | |
| Piece (lesson) 4 | | | | | ● | | ● | ● | | ● | ● | ● | | | | | | | | | | |
| Piece (lesson) 5 | | | | | | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | | | |
| Piece (lesson) 6 | | | | | ● | ● | ● | ● | ● | ● | ● | ● | | ● | | | | | | | | |
| HEALTHY ME | Note: Teachers may wish to provide additional enrichment activities within Healthy Me lessons and within the End of Puzzle Outcome activities to include food sourcing, handling, preparation and tasting HWB 1-29a, HWB 1-30b, HWB 1-35a, TCH 1-04a, TCH 1-04c, TCH 1-04d. Additional lessons to support HWB 1-25a (Participation in physical activity) and human anatomy SCN 1-12a could also be included. Teachers could also reference differing nutritional needs HWB 1-32a and needs of babies HWB 1-51a within Healthy Me sessions. | | | | | | | | | | | | | | | | | | | | | |
| | SOC 1-08a | SOC 1-15a | SOC 1-16a | SOC 1-17a | SOC 1-18a | SOC 1-20a | SOC 1-21a | SOC 1-22a | TCH 1-03a | 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 | | | ● | ● | ● | | | | | | | | ● | | | | ● | ● | | | | |
| 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 | | | | | | ● | ● | ● | ● | ● | | ● | | ● | | ● | | | | | | |
| 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

| <p>Where the assessments can be found in Primary 4 Jigsaw materials</p> <p>Note: There is no assessment opportunity in Being Me In My World</p> | <p>Related Curriculum For Excellence Benchmarks</p> |
|--|---|
| <p>Celebrating Difference Piece (lesson) 6</p> | <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • 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) |
| <p>Dreams and Goals Piece (lesson) 4</p> | <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • 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) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • 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) • 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: <ul style="list-style-type: none"> • set targets • achieve personal goals • improve performance. (HWB 1-22a,23a,24a) |

| | |
|--------------------------------|---|
| Healthy Me Piece (lesson) 5 | <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • 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) <p><u>Physical Education (Cognitive Skills)</u></p> <ul style="list-style-type: none"> • 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) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • 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) • 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) |
| Relationships Piece (lesson) 4 | <p><u>Physical Education (Cognitive Skills)</u></p> <ul style="list-style-type: none"> • 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) <p><u>Physical Education (Personal Qualities)</u></p> <ul style="list-style-type: none"> • 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 | <p><u>Personal Social Education</u></p> <ul style="list-style-type: none"> • 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 a 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)