

EduTrend Contents

G4C · PUZZLE PLAY · PRIMARY

Make Your Own Jigsaw

Turn a drawing into a jigsaw, swap it with a partner and solve each other's puzzles

Ages 4–8	Level: Foundation	20 minutes	Individuals and pairs · up to 30	Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 01 · AT A GLANCE

Make Your Own Jigsaw

Each child draws or chooses a picture on thin card. An adult or older child cuts it into pieces with straight or wavy lines. Children swap puzzles with a partner, solve them, then store them in envelopes for next time. Partners share one strategy that helped, such as finding the edges first.

Learning outcomes

By the end of the session pupils can:

- notice shapes and edges;
- rotate pieces to fit;
- use a strategy;
- persist with a challenge.

KEY WORDS

edge · corner · fit · turn · strategy · picture

CURRICULUM LINKS

Maths: shape and space. Art: drawing. PSHE: persistence.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**CHECK**	**TALK**	**CLOSE**
Minds ready	One game, clear rules	Think before you move	Was it a good move?	How did you work it out?	Calm and positive

Materials (per child)

- Thin card or old postcards
- Scissors (adult use for younger children)
- Envelopes
- Worksheets 1, 2 and 3

Before the session

- Prepare card.
- Plan cutting help.
- Model a strategy.
- Label envelopes.

SAFETY

Adults cut for younger children. Keep small pieces away from children who mouth things.

ACTIVITY 01 · SESSION PLAN

Step by step

Choose puzzles slightly above the child's level and offer a strategy rather than finishing it for them.

Time	What happens	Say or ask
0–3 min **Warm up**	Spot shapes in a picture.	*"Which pieces have straight edges?"*
3–8 min **Make**	Draw and cut.	*"How many pieces?"*
8–17 min **Play**	Swap and solve.	*"What strategy helped?"*
17–20 min **Talk**	Share strategies; store puzzles.	*"What will you try next time?"*

CHALLENGE CARD (print or copy onto the board)

Solve your partner's jigsaw and name the strategy that helped most.

ACTIVITY 01 · FACILITATOR NOTES

The puzzle game know-how in brief

Puzzles build visual discrimination: noticing small differences in shape, colour and edge.

Working in steps, such as edges first, is a strategy children can use elsewhere.

Common ideas to listen for

- “Pieces only fit one way up.” Try turning them.
- “Guessing is faster.” Strategies save time.
- “Asking for help is giving up.” Asking for a strategy is smart.

Adapting the activity

Support

Cut 4 to 6 large pieces with straight lines.

Stretch

Cut 15 or more pieces with curved lines, or use a picture with large areas of one colour.

WORKSHEET 1

My jigsaw

Name: _____ Class: _____ Date: _____

Draw your picture plan.

My picture

WORKSHEET 2

Strategies

Tick strategies you used.

Strategies

Strategy	Used?
Edges first	
Sort by colour	
Turn the piece	
Look at the picture	

WORKSHEET 3

Reflection

Draw or write.

The strategy that helped me was...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Notices edges and shapes	Uses a strategy	Persists

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Make Your Own Jigsaw is a sample activity from the EduTrend Contents G4C Puzzle Play programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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