

Nursery		
DfE Statutory Requirements - end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships		
Overarching learning intentions across this unit: Children will be able to: <ul style="list-style-type: none"> Recognise that we are unique; Describe different feelings and use this skill to manage relationships; Understand that some families are different from theirs, but these families also love and care for one another. 		
N/A	Marvellous me!	<ul style="list-style-type: none"> Share their likes and dislikes with their friends and adults in their classroom; Name the different features of their face and parts of their body; Use their senses to explore the world around them.
N/A	I'm special	<ul style="list-style-type: none"> Speak positively about themselves; Name different feelings and possible causes; Name some key adults who can help them when feeling sad/worried/scared.
N/A	People who are special to me	<ul style="list-style-type: none"> Talk about their families and special people; Name those who care for them and keep them safe; Describe the different types of homes.
Valuing Difference		
Overarching learning intentions across this unit: Children will be able to: <ul style="list-style-type: none"> Recognise that there are differences and similarities between themselves; Celebrate their friends and include them; Understand people have different cultures and religions. 		
	Me and my friends	<ul style="list-style-type: none"> Talk about the similarities and differences amongst their peers; Talk about the things they and their friends are good at;

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		<ul style="list-style-type: none"> Spot similarities and differences in nature.
	Friends and family	<ul style="list-style-type: none"> Understand that having differences between us is a good thing; Notice and talk about differences in nature; Recognise the differences within and amongst families.
	Including everyone	<ul style="list-style-type: none"> Explore and use different materials; Show kindness by including their friends; Talk about how to help those who are in need.
Keeping Safe		
Overarching learning intentions across this unit: Children will be able to: <ul style="list-style-type: none"> Explain what they should do if they feel unsafe; Recognise potential dangers and how to stay safe, inside and outside; Learn the importance of keeping safe around medicines and unknown products. 		
	People who help me and keep me safe	<ul style="list-style-type: none"> Name key relatives/care givers at home and those who care for them in their education settings; Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do; Talk about what makes them feel safe.
	Safety indoors and outdoors	<ul style="list-style-type: none"> Name potential dangers, both inside and outside, and how to avoid getting hurt; Name things in the environment that keep us safe e.g. traffic lights, warning signs, school rules; Talk about how to keep their bodies safe.
	What's safe to go into my body	<ul style="list-style-type: none"> Know which products in the home are to be used only by adults; Sort items according to their use and purpose; Explain who can give medicine to children and why.
Rights and Respect		

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Overarching learning intentions across this unit:

Children will be able to:

- Learn about taking ownership of their own health;
- Describe ways in which they can help others and why they would do so;
- Take care of their home, their learning environment and the natural environment.

	Looking after myself	<ul style="list-style-type: none"> • Talk about how healthy food and keeping clean can help our bodies; • Name some healthy foods; • Try new experiences.
	Looking after others	<ul style="list-style-type: none"> • Name some activities that they can do to help out at home; • Talk about how they can look after other members of their family; • Talk about how they can look after their friends.
	Looking after my environment	<ul style="list-style-type: none"> • Show care and respect for their home and learning environments; • Talk about what is special within the natural world; • Name some ways in which they can help their world.

Being My Best

Overarching learning intentions across this unit:

Children will be able to:

- Talk about healthy choices and activities;
- Develop resilience and persistence in their learning;
- Working cooperatively with others when faced with a challenge.

	What does my body need?	<ul style="list-style-type: none"> • Name what their bodies need for energy (food, water, exercise, sleep); • Describe how they feel when they don't have enough food, water, exercise or sleep; • Make healthy choices independently, in their home or education setting.
	I can keep trying	<ul style="list-style-type: none"> • Explain how people might feel if they find something hard; • Suggest ways to encourage others to keep going; • Have a go at challenging themselves.
	I can do it!	<ul style="list-style-type: none"> • Develop skills in planning, reviewing applying a trial and error approach;

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		<ul style="list-style-type: none"> • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone; • Communicate with others by sharing with and listening to each other's ideas.
Growing and Changing		
Overarching learning intentions across this unit: Children will be able to: <ul style="list-style-type: none"> • Talk about change in the environment; • Describe the changes in babies, young animals and plants as they grow; • Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like. 		
	Growing and changing in nature	<ul style="list-style-type: none"> • Describe seasonal changes; • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; • Describe the life cycle of an animal.
	When I was a baby	<ul style="list-style-type: none"> • Talk about how babies change as they grow; • Explain what babies need and how this changes as they grow; • Share their own experiences and listen to those of the others.
	Girls, boys and families	<ul style="list-style-type: none"> • Talk about the similarities and differences between the males and females; • Begin to play inclusively with their friends, regardless of their sex (if not already doing so); • Think differently and more openly about what a family may look like.