

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit: <b>RECEPTION</b>	Learning Outcomes
	<b>Me and My Relationships</b>	
		<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about similarities and differences.</li> <li>• Name special people in their lives.</li> <li>• Describe different feelings.</li> <li>• Identify who can help if they are sad, worried or scared.</li> <li>• Identify ways to help others or themselves if they are sad or worried.</li> </ul>
FPC1, FPC3 RR1, RR4, RR5 CF1	All about me	<ul style="list-style-type: none"> <li>• Talk about their own interests.</li> <li>• Talk about their families.</li> <li>• Talk about how they are the same or different to others.</li> </ul>
RR1, RR3	What makes me special	<ul style="list-style-type: none"> <li>• Share their favourite interests and objects.</li> <li>• Talk about themselves positively.</li> <li>• Listen to what others say and respond.</li> </ul>
FPC1, FPC2, FPC3 CF1 RR1	Me and my special people	<ul style="list-style-type: none"> <li>• Talk about the important people in their lives.</li> <li>• Understand that we have different special people.</li> <li>• Name key people outside of families that care for them.</li> </ul>
FPC2, FPC4, FPC6 CF1, CF2, CF3, CF5 BS5, BS8 MW9	Who can help me?	<ul style="list-style-type: none"> <li>• Talk about when they might feel unsafe or unhappy.</li> <li>• Name the people who will help them.</li> <li>• Notice when a friend is in need at school and help them.</li> </ul>
MW2, MW3, MW6, MW7 CF5 FPC6	My feelings	<ul style="list-style-type: none"> <li>• Describe different emotions.</li> <li>• Explore how we feel at certain times or events.</li> <li>• Identify ways to change feelings and calm down.</li> </ul>
MW2, MW3, MW6, MW7 CF2, CF5 FPC6	My feelings (2)	<ul style="list-style-type: none"> <li>• Identify events that can make a person feel sad.</li> <li>• Suggest ways in which they can help a friend who is sad.</li> <li>• Choose ways to help themselves when they feel sad.</li> </ul>

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	Valuing Difference	
		<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Be sensitive towards others and celebrate what makes each person unique.</li> <li>• Recognise that we can have things in common with others.</li> <li>• Use speaking and listening skills to learn about the lives of their peers.</li> <li>• Know the importance of showing care and kindness towards others.</li> <li>• Demonstrate skills in building friendships and cooperation.</li> </ul>
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> <li>• Describe their own positive attributes.</li> <li>• Share their likes and dislikes.</li> <li>• Listen to and respect the ideas of others.</li> </ul>
CF1, CF2, CF3 RR1, RR5 BS6 MW3	Same and different	<ul style="list-style-type: none"> <li>• Recognise the similarities and differences amongst their peers.</li> <li>• Discuss why differences should be celebrated.</li> <li>• Retell a story.</li> </ul>
FPC1, FPC2, FPC3, FPC4 RR1	Same and different families	<ul style="list-style-type: none"> <li>• Talk about their family, customs and traditions.</li> <li>• Listen to others talk about their experiences.</li> <li>• Compare their own experiences with those of others.</li> </ul>
RR1	Same and different homes	<ul style="list-style-type: none"> <li>• Recognise the similarities and differences between their home and those of others.</li> <li>• Talk about what makes their home feel special and safe.</li> <li>• Be sensitive towards others.</li> </ul>
CF2, CF3 RR2, RR3	Kind and caring (1)	<ul style="list-style-type: none"> <li>• Suggest ways in which we can be kind towards others.</li> <li>• Demonstrate skills in cooperation with others.</li> </ul>
CF1, CF2, CF3	Kind and caring (2)	<ul style="list-style-type: none"> <li>• Show friendly behaviour towards a peer.</li> </ul>

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RR1,RR2, RR3		<ul style="list-style-type: none"> <li>Build relationships with others.</li> </ul>
	<b>Keeping Myself Safe</b>	
		<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Talk about how to keep their bodies healthy and safe.</li> <li>Name ways to stay safe around medicines.</li> <li>Know how to stay safe in their home, classroom and outside.</li> <li>Know age-appropriate ways to stay safe online.</li> <li>Name adults in their lives and those in their community who keep them safe.</li> </ul>
MW3 HP4, HP5 BS5	What's safe to go onto my body	<ul style="list-style-type: none"> <li>Name things that keep their bodies safe.</li> <li>Name things that keep their bodies clean and protected.</li> <li>Think about how to recognise things that might not be safe.</li> </ul>
HE3, HP3 PH4 DAT1	Keeping Myself Safe – What's safe to go into my body (including medicines)	<ul style="list-style-type: none"> <li>Make safe decisions about items they don't recognise.</li> <li>Talk about what our bodies need to stay well.</li> <li>Name the safe ways to store medicine and who can give it to children (adults).</li> </ul>
FPC1 BS5	Safe indoors and outdoors	<ul style="list-style-type: none"> <li>Name some hazards and ways to stay safe inside.</li> <li>Name some hazards and ways to stay safe outside.</li> <li>Show how to care for the safety of others.</li> </ul>
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	<ul style="list-style-type: none"> <li>Name the adults who they can ask for help from, and will keep them safe.</li> <li>Recognise the feelings they have when they are unsafe.</li> <li>Talk about keeping themselves safe, safe touches and consent.</li> </ul>
OR3 BS2, BS5, BS6	Keeping safe online	<ul style="list-style-type: none"> <li>Share ideas about activities that are safe to do on electronic devices.</li> <li>What to do and who to talk to if they feel unsafe online.</li> </ul>
FPC2, FPC6 BS4, BS5 BS6, BS8	People who help to keep me safe	<ul style="list-style-type: none"> <li>Name the people in their lives who help to keep them safe.</li> <li>Name people in their community who help to keep them safe.</li> </ul>

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		<ul style="list-style-type: none"> <li>Talk about ways to keep themselves safe in their environment.</li> </ul>
	<b>Rights and Responsibilities</b>	
		<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Understand that they can make a difference.</li> <li>Identify how they can care for their home, school and special people.</li> <li>Talk about how they can make an impact on the natural world.</li> <li>Talk about similarities and differences between themselves.</li> <li>Demonstrate building relationships with friends.</li> </ul>
FPC1, FPC2, FPC3, FPC4	Looking after my special people	<ul style="list-style-type: none"> <li>Name the special people in their lives.</li> <li>Understand that our special people can be different to those of others.</li> </ul>
CF1, CF2, CF3, RR1, RR8 BS6	Looking after my friends	<ul style="list-style-type: none"> <li>Talk about why friends are important and how they help us.</li> <li>Identify ways to care for a friend in need.</li> <li>Identify ways to help others in their community.</li> </ul>
RR2, RR3	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> <li>Identify ways in which they help at home.</li> <li>Recognise the importance of taking care of a shared environment.</li> <li>Name ways in which they can look after their learning environment.</li> </ul>
RR3	Caring for our world	<ul style="list-style-type: none"> <li>Think about what makes the world special and beautiful.</li> <li>Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less.</li> <li>Talk about what can happen to living things if the world is not cared for.</li> </ul>
	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> <li>Recognise coins and other items relating to money.</li> <li>Identify the uses of money.</li> </ul>

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	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> <li>• Talk about why it's important to keep money safe.</li> <li>• Identify ways to save money.</li> <li>• Talk about why we save money.</li> </ul>
	<b>Being My Best</b>	
		<p><b>Overarching learning intentions across this unit</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Feel resilient and confident in their learning.</li> <li>• Name and discuss different types of feelings and emotions.</li> <li>• Learn and use strategies or skills in approaching challenges.</li> <li>• Understand that they can make healthy choices.</li> <li>• Name and recognise how healthy choices can keep us well.</li> </ul>
MW2, MW3 CF2 RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> <li>• Share an experience where they haven't achieved their goal.</li> <li>• Develop their confidence and resilience towards having a growth mindset.</li> <li>• Name a strategy to overcome a hurdle.</li> </ul>
MW2, MW3 CF2	Yes, I can!	<ul style="list-style-type: none"> <li>• Share an experience where they haven't achieved their goal.</li> <li>• Develop their confidence and resilience towards having a growth mindset.</li> <li>• Name a strategy to overcome a hurdle.</li> </ul>
HE1	Healthy eating (1)	<ul style="list-style-type: none"> <li>• Name and choose healthy foods and drink.</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>• Explain the jobs of different food groups.</li> </ul>
HE1	Healthy eating (2)	<ul style="list-style-type: none"> <li>• Name and choose healthy foods and drink.</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation).</li> <li>• Explain the jobs of different food groups.</li> </ul>
PH2 HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> <li>• Describe the changes in their body during exercise and what is happening to their body.</li> <li>• Explain how exercise can help us stay well - physically and mentally.</li> <li>• Name some ways to keep their body fit and well.</li> </ul>

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HP3, HP4, HP5	A good night's sleep	<ul style="list-style-type: none"> <li>Understand why our body needs sleep.</li> <li>Talk about their own bedtime routine.</li> <li>Suggest ways to have a calm evening and bedtime routine.</li> </ul>
	<b>Growing and Changing</b>	
		<p><b>Overarching learning intentions across this unit</b> Children will be able to: Understand that there are changes in nature and humans.</p> <ul style="list-style-type: none"> <li>Name the different stages in childhood and growing up.</li> <li>Understand that babies are made by a man and a woman.</li> <li>Use the correct vocabulary when naming the different parts of the body.</li> <li>Know how to keep themselves safe.</li> </ul>
CAB1	Seasons	<ul style="list-style-type: none"> <li>Name the different seasons and describe their differences.</li> <li>Explain the changes that occur as seasons change.</li> <li>Talk about how they have grown in resilience.</li> </ul>
CAB1	Life stages – plants, animals, humans	<ul style="list-style-type: none"> <li>To understand that animals and humans change in appearance over time.</li> <li>Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals).</li> <li>Make observations and ask questions about living things.</li> </ul>
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	<ul style="list-style-type: none"> <li>Retell a story and respond to questions about it.</li> <li>Use the language and describe the different life stages of: baby, child, teenager, adult, older age.</li> <li>Talk about their own experience of growing up.</li> </ul>
FPC1, FPC3, FPC4 RR1 CAB1	Where do babies come from?	<ul style="list-style-type: none"> <li>Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.</li> <li>Understand that every family is different.</li> <li>Talk about similarities and differences between themselves and others.</li> </ul>
FPC1, FPC3, FPC4 RR1 CAB1 HE1, HP3	Getting bigger	<ul style="list-style-type: none"> <li>Talk about how they have changed as they have grown.</li> <li>Explain the differences between babies, children, and adults.</li> <li>Understand that we are all unique.</li> </ul>

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BS2, BS3, BS7, RR8, RR7	Me and my body – girls and boys	<ul style="list-style-type: none"> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>