

Progression of Learning Intentions Skills Assessment: overview of this guidance

This document is designed to give you guidance for the key learning intentions and related progression in skills for each SCARF half-termly unit. Assessment guidance that relates to measuring the skills progression is also included.

Within each year group there are three columns:

- **Learning intentions**
- **Skills**
- **Assessment questions**

Learning intentions are overarching intentions for the entire unit. These are not the only learning outcomes for a unit, instead a summary of the key learning that the children can achieve.

Skills are the key skills that are learnt throughout a unit. These are written in age-appropriate language that the children can use when reflecting on their own learning.

Assessment questions are there to advise you when making assessments of the skills in that unit. They are for guidance and not for teachers to ask the children. They provide some support in making decisions about whether children have achieved the skills, where gaps are and which children might benefit from some additional support.

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Being My Best N to Y6/P7 (see Overview tab for details of how this mapping is organised)

Nursery Key Themes Making healthy choices Being persistent			Reception Key Themes Making healthy choices Being persistent			Y1/P2 Key Themes Keeping healthy Growth Mindset			Y2/P3 Key Themes Looking after my body Growth Mindset			Y3/P4 Key Themes Keeping myself healthy Celebrating and developing my skills			Y4/P5 Key Themes Having choices and making decisions about my health Taking care of my environment			Y5/P6 Key Themes Growing independence and taking responsibility Media awareness and safety			Y6/P7 Key Themes Managing risk Aspirations and goal setting		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions
I can identify healthy choices	I can choose a healthy snack and activity	Observe them during snack and activity time. Can they explain a healthy choice? Do they notice the effect of physical activity on their body?	I can listen and understand	I can keep trying if the way I choose doesn't work	Do they use adjectives to explain a healthy choice? Do they notice the effect of physical activity on their body?	To recognise how a healthy variety of food can make us feel great	Can choose a healthy meal with different food groups	Observe them during snack and activity time. Can they explain a healthy choice? Do they give a reason for choosing/not choosing a particular food? Do they notice the effect of physical activity on their body?	I can explain the stages of the learning process	I can explain what happens when I learn something new	Do they persist in what they learn a sticker or smile on their learning?	I can choose foods that make a balanced meal	Can they explain how different foods work in what they do to support their health?	Recognise how different foods make everyone unique	Can they talk about the different benefits that they and their friends have?	Can they explain how their friends are unique	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body	Can explain how one organ, structure and how it contributes to the health of my body	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body		
Develop resilience and persistence in their learning	I can keep trying	Observe them during independent activity to see how they deal with hurdles in achieving their goal	Name and discuss different types of feelings and emotions	I can keep trying if the way I choose doesn't work	Do they use adjectives to explain a healthy choice? Do they notice the effect of physical activity on their body?	Recognise how a healthy variety of food can make us feel great	Can choose a healthy meal with different food groups	Observe them during snack and activity time. Can they explain a healthy choice? Do they give a reason for choosing/not choosing a particular food? Do they notice the effect of physical activity on their body?	Understand the stages of the learning process	I can explain what happens when I learn something new	Do they persist in what they learn a sticker or smile on their learning?	I can choose foods that make a balanced meal	Can they explain how different foods work in what they do to support their health?	Recognise how different foods make everyone unique	Can they talk about the different benefits that they and their friends have?	Can they explain how their friends are unique	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body	Can explain how one organ, structure and how it contributes to the health of my body	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body		
Working cooperatively with others when faced with a challenge	I can listen to my friends and take turns	How do they play in groups? Do they welcome others? Do they welcome others?	Learn and use strategies to solve problems and challenges	I can have a go at something new	Do they choose to give themselves a challenge? Do they take risks in their learning and play?	Understand the importance of good hand and dental hygiene	I can explain how hand hygiene stops viral and germ from spreading	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs in e.g. coughing their nose/sneezing	Understand the importance of good hand and dental hygiene	I can explain how hand hygiene stops viral and germ from spreading	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs in e.g. coughing their nose/sneezing	I can choose foods that make a balanced meal	Can they explain how different foods work in what they do to support their health?	Recognise how different foods make everyone unique	Can they talk about the different benefits that they and their friends have?	Can they explain how their friends are unique	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body	Can explain how one organ, structure and how it contributes to the health of my body	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body		
			Understand that they can make healthy choices	I can make my own healthy food choices	Observe them during snack and activity time. Can they explain a healthy choice?	To identify strategies to solve problems	I can have my friends and play with them	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs in e.g. coughing their nose/sneezing	To recognise what the body needs to have energy and play well	I can explain how the body needs to have energy and play well	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs in e.g. coughing their nose/sneezing	I can choose foods that make a balanced meal	Can they explain how different foods work in what they do to support their health?	Recognise how different foods make everyone unique	Can they talk about the different benefits that they and their friends have?	Can they explain how their friends are unique	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body	Can explain how one organ, structure and how it contributes to the health of my body	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body		
			Name and recognise how healthy choices can keep us well	I can make healthy sleep and exercise choices	Do they notice the effect of physical activity on their body? Can they describe a healthy bedtime routine?	To get and remain positive	I can explain why positive helps me to be happy	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs in e.g. coughing their nose/sneezing	To identify parts of the body and how they work	I can explain how the body needs to have energy and play well	Observe how they wash their hands to ensure they do it correctly. What other ways do they prevent spreading germs in e.g. coughing their nose/sneezing	I can choose foods that make a balanced meal	Can they explain how different foods work in what they do to support their health?	Recognise how different foods make everyone unique	Can they talk about the different benefits that they and their friends have?	Can they explain how their friends are unique	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body	Can explain how one organ, structure and how it contributes to the health of my body	Recognise the four main systems of the human body	Can explain how one organ, structure and how it contributes to the health of my body		

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