

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.

Me and My Relationships N to Y6/P7 (see Overview tab for details of how this mapping is organised)

Nursery Key themes Feelings Special people		Reception/P1 Key themes Feelings Getting help		Y1/P2 Key themes Feelings Getting help Classroom rules		Y2/P3 Key themes Feelings Getting help Being a good friend Bullying and teasing Our school rules about bullying		Y3/P4 Key themes Cooperation Friendships		Y4/P5 Key themes Receiving feelings Bullying Assertive skills		Y5/P6 Key themes Feelings Friendship skills Managing compromise Assertive skills		Y6/P7 Key themes Cooperation Assertive Assertiveness Self/unsafe touches				
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Intention	Skills	Assessment Questions	Intention	Skills	Assessment Questions	Intention	Skills	Assessment Questions	Intention	Skills	Assessment Questions	
1. Recognise that we are unique	I can share my feelings with others.	In a conflict, can they use words that describe a feeling?	1. Talk about similarities and differences.	I can recognise and be aware of the differences of others.	In a conflict, can they talk about what happened and how they feel?	1. Describe different feelings of others and how they can make our bodies feel.	I can name different feelings of others and how they might make me feel.	1. Do they use accurate language to describe how they feel?	1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	1. To know that feelings can change and how to manage my emotions when I am upset or angry?	I can communicate my feelings clearly when I am upset or angry.	1. To know that feelings can vary by situation and how to manage my emotions when I am upset or angry?	I can talk about how feelings change and be aware of how they are feeling?	1. To learn characteristics and skills in assertiveness	In their behaviour flexibly in a variety of situations according to context. For example, when they would be frustrated, angry, fed up, irritated, annoyed.	1. To recognise some of the ways that people from themselves and others behave differently if they are being assertive, challenging, or being aggressive.	I can work through challenges or situations that they usually work through independently with respect and understanding.
2. Describe different feelings and use this to manage relationships.	I can name the important people in my life (including those who look after me).	Are they able to name appropriate people to help them when they are feeling angry, sad, or confused?	2. Name special people in their lives.	I can name people who help me and describe ways to help others.	Do they feel trusted adults with whom they can talk about their feelings and emotions?	2. To know some strategies of dealing with 'not so good' feelings.	I can suggest ways of dealing with 'not so good' feelings.	Can they explore how their body is feeling (even if in a safe, controlled way)?	2. To identify different ways to respond to the feelings of others.	On they behave appropriately around those feelings (e.g. anger, frustration or other strong feelings)?	2. To recognise the skills required to collaborate in a team to achieve a goal, contribute and when to step back.	2. To know and understand the qualities of a 'positive' healthy relationship.	Are they able to self-regulate heightened emotions of anger or frustration?	2. To read different feelings towards others who need help and support to help themselves?	2. To recognise more positive ways in their friendship skills to manage compromise and negotiate with their friends?	How do they work in groups or games? Do they use effective listening and communication skills?		
3. Understand that every family is different and love and care for one another	I can talk about what my strengths are (what I'm good at) and what I enjoy or worry?	Do they seek help from others when upset, scared or worried?	3. Describe different feelings and what can cause them?	I can talk about feelings and what can cause them?	Do they talk about how our actions can hurt the feelings of others?	3. To understand how our actions can affect the feelings of others.	Can I recognise when I need help and who to ask?	Do they talk about how their actions can affect people's feelings?	3. To recognise the differences between behaviour of others, describing the behaviour of others and how to manage behaviour or learning.	Can tell you some ways that I can get help. If I am upset, scared or worried, who can I tell?	3. To apply their strategies to particular situations.	3. To know when it's appropriate to say no and can say 'no' in a calm and controlled way.	3. To consider the types of conflict that are safe, legal and appropriate that can contribute to positive or illegal touch.	3. Know types of touch that are usually work well with most children?	Do they practice common and safe touch amongst themselves? Do they understand which parts of their body are private?			
	Do they describe themselves about their abilities and attributes?	4. Identify who can help if they are sad, worried or scared.	5. Identify who can ask for help.	5. Identify who can help if they are sad or worried.	6. Can tell you which trusted adults I can ask for help.	6. Do they feel trusted adults with help with their emotions or conflicts?	7. Can listen to others and wait my turn to speak.	7. Do they begin to resolve conflict by talking or agreeing?	8. To learn strategies to deal with unkind behaviour, including how to keep safe and help if they are upset.	8. Can they be respectful in resolving conflict or agreeing their needs and courtesy?	8. To listen and share ideas and opinions with respect and courtesy.	8. Do they work well in a group by listening, respecting others, and accepting that some may have different ideas?	8. To name some qualities or strategies that help them manage their behaviour and their needs when they are upset?	8. Do they work well in a group by listening, respecting others, and accepting that some may have different ideas?	8. Can they identify their own behaviour and recognise when it may be unkind or unhelpful, remaining calm and accepting others' ideas?	Can they identify their own behaviour and recognise when it may be unkind or unhelpful, remaining calm and accepting others' ideas?		
	Are they different in the families of others and identify their differences?	6. Identify ways to help others or themselves if they are sad or worried.	7. Can help a friend if they are sad or worried.	8. Do they feel regulate their behaviour? Do they feel safe and secure with difficult or challenging situations?	9. Do they feel regulate their behaviour? Do they feel safe and secure with difficult or challenging situations?	9. Do they feel regulate their behaviour? Do they feel safe and secure with difficult or challenging situations?	10. To know which special people keep us safe and feel good.	11. Can tell you some ways people who keep them safe and help them to be a good friend?	12. To recognise a healthy friendship and its qualities.	12. Can give you lots of ideas about being what makes a friend feel good and how you can try to be a good friend.	12. To recognise why friends fall out and how they can make up.	12. To recognise why friends fall out and how they can make up.	12. To recognise my friends' needs according to their behaviour.	12. To manage my friendships with their friends, including accepting others or disagreeing.	12. To manage my friendships with their friends, including accepting others or disagreeing.	12. Do they notice their behaviour and recognise when it may be unkind or unhelpful, remaining calm and accepting others' ideas?		

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Valuing Difference N to Y6/P7 (see Overview tab for details of how this mapping is organised)

Keeping Myself Safe N to Y6/P7 (see Overview tab for details of how this mapping is organised)

Nursery Key Themes Asking for help Staying safe at home.			Reception Key Themes Asking for help Keeping safe Staying safe around medicines			Y1/P2 Key Themes How can we stay safe Keeping healthy Medicine safety			Y2/P3 Key Themes Safe and unhealthy Appropriate touch Medicine safety			Y3/P4 Key Themes Managing risk Staying safe online Drugs and their risks			Y4/P5 Key Themes Managing risk Staying safe online Drugs and their risks Influences			Y5/P6 Key Themes Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)			Y6/P7 Key Themes Managing risk Drugs: norms and risks (including the law) Emotional needs		
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			
1. Recognise what adults can do if they feel unsafe	can tell who can help make a healthy relationship with adults	Are they safe around adults? Do they feel safe? Do they ask adults for help in time?	1. Learning intentions Skills Assessment Questions	can tell who can help make healthy food, sleep and personal self-care?	How can we stay safe around adults?	1. Learning intentions Skills Assessment Questions	can tell who can help make healthy food, sleep and personal self-care?	How can we stay well and healthy?	1. Learning intentions Skills Assessment Questions	can tell who can help make healthy food, sleep and personal self-care?	How can we stay well and healthy?	1. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?	1. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?	1. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?			
2. Recognise physical abuse and how to stay safe, inside and outside	can tell who some dangers are and how I keep myself safe from them.	Are they aware of danger? Do they have appropriate responses for key areas of personal safety and self-care?	2. Learning intentions Skills Assessment Questions	can make safe decisions about medicines and things I don't know about	What are medicines? Do they have medicine? How do we keep ourselves safe from medicines? How do we keep ourselves safe from dangerous products?	2. Learning intentions Skills Assessment Questions	can make safe decisions about medicines and things I don't know about	What are medicines? Do they have medicine? How do we keep ourselves safe from medicines? How do we keep ourselves safe from dangerous products?	2. Learning intentions Skills Assessment Questions	can make safe decisions about medicines and things I don't know about	What are medicines? Do they have medicine? How do we keep ourselves safe from medicines? How do we keep ourselves safe from dangerous products?	2. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?	2. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?	2. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?			
3. Learn the importance of staying safe around medicines and unknown products	can tell you what is safe and unsafe for me to touch and use.	Do they understand that some experiments and areas are unsafe for me to touch and use? Do they understand that some dangerous household products?	3. Learning intentions Skills Assessment Questions	can tell how to stay safe in their home, classroom and outside.	Do they understand that some experiments and areas are unsafe for me to touch and use?	3. Learning intentions Skills Assessment Questions	can tell how to stay safe in their home, classroom and outside.	Do they understand that some experiments and areas are unsafe for me to touch and use?	3. Learning intentions Skills Assessment Questions	can tell how to stay safe in their home, classroom and outside.	Do they understand that some experiments and areas are unsafe for me to touch and use?	3. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?	3. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?	3. Learning intentions Skills Assessment Questions	can identify what their body needs to stay well and healthy	How can we stay well and healthy?			
			4. Know appropriate ways to stay safe online	can tell you what is safe to use online.	Can tell their knowledge and personal experience of what people feel better when they're online.	4. Learning intentions Skills Assessment Questions	can identify safe sources and appropriate ways to feel better online.	What is their knowledge and personal experience of what people feel better when they're online?	4. Learning intentions Skills Assessment Questions	can identify safe sources and appropriate ways to feel better online.	What is their knowledge and personal experience of what people feel better when they're online?	4. Learning intentions Skills Assessment Questions	can give some examples of what behaviours they think are appropriate for online safety.	What is their knowledge and personal experience of what people feel better when they're online?	4. Learning intentions Skills Assessment Questions	can give some examples of what behaviours they think are appropriate for online safety.	What is their knowledge and personal experience of what people feel better when they're online?	4. Learning intentions Skills Assessment Questions	can give some examples of what behaviours they think are appropriate for online safety.	What is their knowledge and personal experience of what people feel better when they're online?			
			5. Name adults in their lives and those in their community who keep them safe	can name the adults who keep me safe and when I might need their help.	To talk about safety and responsibility around medicines.	5. Learning intentions Skills Assessment Questions	can tell how to stay safe around medicines.	Can they name alternative ways to feel better (other than medicines)?	5. Learning intentions Skills Assessment Questions	can tell how to stay safe around medicines.	Can they name alternative ways to feel better (other than medicines)?	5. Learning intentions Skills Assessment Questions	can identify inappropriate touches, how it can make people feel and what people don't like the same type of touch.	Do they aware of inappropriate touches, how it can make people feel and what people don't like the same type of touch?	5. Learning intentions Skills Assessment Questions	can identify personal information and when to share it.	What do they consider personal – is it appropriate? Do they consider personal as a secret?	5. Learning intentions Skills Assessment Questions	can identify personal information and when to share it.	What do they consider personal – is it appropriate? Do they consider personal as a secret?	5. Learning intentions Skills Assessment Questions	can identify personal information and when to share it.	What do they consider personal – is it appropriate? Do they consider personal as a secret?
			6. Name adults in their lives and those in their community who keep them safe	can name the adults who keep me safe and when I might need their help.	To talk about safety and responsibility around medicines.	6. Learning intentions Skills Assessment Questions	can tell how to stay safe around medicines.	Can they name alternative ways to feel better (other than medicines)?	6. Learning intentions Skills Assessment Questions	can tell how to stay safe around medicines.	Can they name alternative ways to feel better (other than medicines)?	6. Learning intentions Skills Assessment Questions	can give examples of what happens if people are exposed to tobacco, alcohol and other drugs.	What happens if people are exposed to tobacco, alcohol and other drugs?	6. Learning intentions Skills Assessment Questions	can give examples of what happens if people are exposed to tobacco, alcohol and other drugs.	What happens if people are exposed to tobacco, alcohol and other drugs?	6. Learning intentions Skills Assessment Questions	can give examples of what happens if people are exposed to tobacco, alcohol and other drugs.	What happens if people are exposed to tobacco, alcohol and other drugs?			

Rights and Responsibilities N to Y6/P7 (see Overview tab for details of how this mapping is organised)

Nursery Key Themes Taking care		Reception Key Themes Taking care Making choices		Y1/Y2 Key Themes Looking after things		Y2/Y3 Key Themes Cooperation and self-regulation		Y3/Y4 Key Themes Skills we need to help us grow Helping and being helped		Y4/Y5 Key Themes Decisions about spending money Media influence		Y5/Y6 Key Themes Decisions about borrowing and spending Rights and responsibilities relating to my health		Y6/P7 Key Themes Understanding money Stereotyping media bias, including social media Caring, contributing and sharing	
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 make choices about what I eat and drink during snack time? Observe how different children eat at home? How independent are they in making choices responsibly in the classroom?	I can make choices about what I eat and drink during snack time? Observe how different children eat at home? How independent are they in making choices responsibly in the classroom?	Can help others make a difference.	I can help others make a difference.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	I can make choices about what I eat and drink correctly.	
I can help others when they need help.	I can help others when they need help.	Identify how they can care for their family, home and classroom.	Identify how they can care for their family, home and classroom.	Can name ways to look after my home and school.	Can name ways to look after my home and school.	What responsibilities do they have at home and school? Do they have a responsibility to keep their home and classroom tidy and clean?	What responsibilities do they have at home and school? Do they have a responsibility to keep their home and classroom tidy and clean?	Can see how others take care of their environment.	Can see how others take care of their environment.	Can see how others take care of their environment.	Can see how others take care of their environment.	Can see how others take care of their environment.	Can see how others take care of their environment.	Can see how others take care of their environment.	Can see how others take care of their environment.
Take care of their home, their school and the natural environment	Take care of their home, their school and the natural environment	Can make caring choices for my world.	Can make caring choices for my world.	Can tell you some ways to look after your world.	Can tell you some ways to look after your world.	Do they show an interest in the environment? Are they passionate about it? Do they show an interest in the environment? Do they enjoying the natural environment?	Do they show an interest in the environment? Are they passionate about it? Do they show an interest in the environment? Do they enjoying the natural environment?	Can take care of washing or personal items.	Can take care of washing or personal items.	What responsibilities do they have for washing or personal items?	What responsibilities do they have for washing or personal items?	Can see some ways to stop waste when using the toilet.	Can see some ways to stop waste when using the toilet.	Can see for help from a trusted adult.	Can see for help from a trusted adult.
Take about similarities and differences between themselves.	Take about similarities and differences between themselves.	Can be kind to friends and others.	Can be kind to friends and others.	Can name some things that are the same for everyone.	Can name some things that are the same for everyone.	Use circle times or conversational opportunities to help them have an understanding of the value of money.	Use circle times or conversational opportunities to help them have an understanding of the value of money.	Can recognise that they have different needs to other people.	Can recognise that they have different needs to other people.	What do they expect to contribute and what do they expect to get back after the experience?	What do they expect to contribute and what do they expect to get back after the experience?	Can name some ways I can help others.	Can name some ways I can help others.	I can choose a method.	I can choose a method.
Develop an understanding of money.	Develop an understanding of money.	Can talk about looking after money.	Can talk about looking after money.	To talk about the importance of saving money.	To talk about the importance of saving money.	I can help if someone has lost something.	I can help if someone has lost something.	I can make choices about saving and spending money.	I can make choices about saving and spending money.	I can give examples of how people earn money.	I can give examples of how people earn money.	Can learn about saving and spending money.	Can learn about saving and spending money.	Can identify different ways of saving.	Can identify different ways of saving.
		Can mention in play activities such as shops or cafes. Do they have a responsibility to keep their money? Consider them e.g. would they charge a service fee or a service charge than £20?		Can tell what to do when something is lost.						Can consider how money is earned and the different ways of earning this.					
										Can give examples of how people earn money.					

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Resources

Growing and Changing N to Y6/P7 (see Overview tab for details of how this mapping is organised)