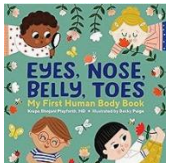
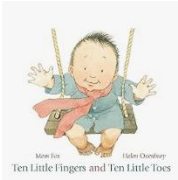
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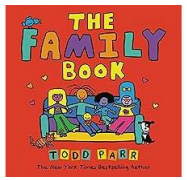
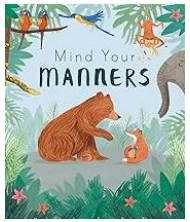
Me and My Relationships -Autumn Term 1

Overarching learning intentions across this unit:
Children will be able to:

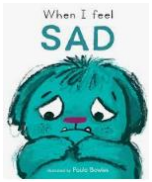
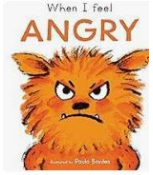
- Recognise that we are unique;
- Describe different feelings and use this skill to manage relationships;
- Understand that some families are different from theirs, but these families also love and care for one another.

Week	DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Knowledge and Key Text and Key Text	Key Questions	Key vocabulary
1	RKR8, DB2	Marvellous me!	• 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. 	Know the features of the body Know the five senses Recognise that we are unique Book – Eyes, Nose, Belly and Toes By Krupa Playforth	Can you name your body features? What do you use your senses for?	head, arms, legs, eyes, ears, nose, mouth, teeth, hands, fingers, feet, toes, knees, elbows, pants, vest, private, vulva, penis, like, feel, choose, Senses- eyes to see, nose to smell, ears to hear, mouth to taste, hands and body to touch
2	RKR8, GW3, GW4	I'm special	• Speak positively about themselves; • Name different feelings and possible causes; • Name some key adults who can help them when feeling sad/worried/scared. 	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 Book - Ten Little Fingers and Ten Little Toes by Mem Fox and Helen Oxenbury	What did you see when you looked inside the box? What was special inside the box?	feel, special, look, friends photograph, teddy, blanket, trinket box

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3	CF3, FPC1, FPC2, FPC3	People who are special to me	• Talk about their families and special people; • Name those who care for them and keep them safe; • Describe the different types of homes. 	Know and name people they live with Know why mums and dads are important The Family Book by Todd Parr Photo cards of families from SCARF	Who is special to you? Who do you live with? How are families different? Who cares for you? How do they care for you? How do they show care for you?	hug, special, big, small, colour, near, far, sad, love, adopt, special days, quiet, loud, help, similar house, home, live, family, mum, dad, brother, sister, sibling, step dad, two mums, two dads, baby, pets, care,
4			**Extra lesson**- Likes • Share their likes and dislikes with their friends and adults in their classroom; 	Know and name things they like Explain what makes them happy Know when people are happy they smile Book - 'Things I like' by Anthony Browne	What things do you like or enjoy doing and why? What makes you happy?	like, enjoy, prefer, favourite, happy, smile, toys, playing, family, friends, park, swimming, dancing, singing, football,
4			**Extra lesson**- Dislikes • Share their likes and dislikes with their friends and adults in their classroom;	Know and name things they dislike Explain what makes them sad or scared Know when people are sad they cry or get upset	What things do you dislike? What makes you feel scared?	dislikes, fears, scared, worried, sad, cry, upset, tears, the dark, spiders, sprouts, bee stings, falling over, medicine
5			**Extra lesson**- Manners 	Know why manners are important Book – Mind your manners By Nicola Edwards and Feronia Parker- Thomas	What do we say when we want and get something? Why are manners important?	please, thank you, manners, right, wrong, speak, ask, polite,

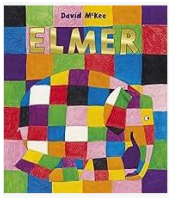
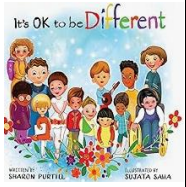
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6			**Extra lesson**- Emotions: Happy and excited • Name different feelings and possible causes; 	Know and describe the emotion happy Know when people are happy they smile Know things that make them happy Book – When I feel Happy (Tumble Tots) Illustrated by Paula Bowles	What makes you happy? Why? What does excited feel like in our body? (jumpy, fast, lots of energy) Is there a colour that feels like this? (Maybe a bright colour like yellow?)	happy, joyful, smile, ice cream, family, friends, holidays, explain, discuss, describe, excited, yellow, energy, jumpy, fun,
7			**Extra lesson**- Emotions: Sad and upset • Name different feelings and possible causes; 	Know and describe the emotion sad Know when people are sad they often cry Know things that make them sad Book – When I feel Sad (Tumble Tots) Illustrated by Paula Bowles	What makes you sad? Why? What does sad feel like in our body? (Floppy, slow) Is there a colour that feels like this? (Maybe blue or grey?)	sad, upset, tearful, crying, miserable, gloomy, depressed, glum, down, lost a toy, ill, hurt, lost, no friends, told off, explain, discuss, describe, floppy, slow. blue, grey,
8			**Extra lesson**- Emotions: Angry • Name different feelings and possible causes; 	Know and describe the emotion angry Know what to do when we feel angry Know and sing the emotions song https://www.youtube.com/watch?v=-J7HcVLsCrY Book – When I feel Angry (Tumble Tots) Illustrated by Paula Bowles	What makes you angry? What happens to our face when we are angry? What does angry feel like in our body? Is it hot? Is there a hot colour? (red/orange)	angry, annoyed. furious, livid, irritated, fuming, mad, count to 5, walk away, deep breaths, quiet time, think, actions, good choice bad choice, red face, shout, hurt, bash, scream, run, someone annoys you, you don't win, hot, red, orange,

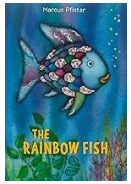
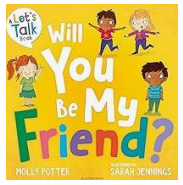
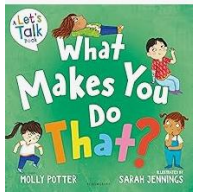
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Additional sessions if time permitting						
			• Share their likes and dislikes with their friends and adults in their classroom;	To know why people, visit the circus. To know what happens at the circus. To explain why people like going to the circus.	What acts do you watch at the circus? Why do people like going to the circus?	Circus, entertainment, clowns, acrobats, trained animals, trapeze acts, musicians, dancers, hoopers, tightrope walkers, jugglers, magicians, ventriloquists, and unicyclists, big top, tickets,
				To name features of a beach. To know what activities you can do at the beach. To explain why people like going to the beach.	Have you ever been to the beach? What can you do at the beach? Why do people like going to the beach?	Beach, sand, ocean, cliff, path, shells, sea creatures Sandcastle, swimming, walk, hike, boat, sunbathe,
				To know why people, visit museums. To know museums teach us about the past. To know tourists, travel to visit museums. To explain why people like going to the museum.	Have you ever been to a museum? Why do tourists travel to visit museums?	Museum, old, past, world, history, change, a long time ago, Museums are great for attracting tourists and for preserving the local culture Black Country Museum, natural history, V&A

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Valuing Difference						
Overarching learning intentions across this unit: Children will be able to: • Recognise that there are differences and similarities between themselves; • Celebrate their friends and include them; • Understand people have different cultures and religions.						
Week	DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Knowledge and Key Text	Key Questions	Key vocabulary
1	RKR8, GW1	Me and my friends	• Talk about the similarities and differences amongst their peers; • Talk about the things they and their friends are good at; • Spot similarities and differences in nature. 	Know how they are similar and different to their peers/ friends Name things they are good at Name things their peers/ friends are good at Know I am special Know and sing the lyrics to the 'I'm special song' from SCARF. Book 'Elmer' by David McKee.	How are you similar and different to your friends? What are you and your friends good at?	friendship, different, similar, friend tall, short, long hair, short hair, blond hair. brown hair, black hair, ginger hair, freckles, special good, skill, singing, writing, painting, football, dancing, gymnastics,
2	FPC1, FPC2, FPC3, CF1	Friends and family	• Understand that having differences between us is a good thing; • Notice and talk about differences in nature; • Recognise the differences within and amongst families. 	Know how they are similar and different to their peers/ friends Understand it is good to have differences Book 'It's OK to be different: A children's picture book about diversity and kindness By Sharon Portill	Do we all look the same? Do we like eating the same foods? Do we all like to do the same things?	different, special, similar, family like, dislike, same, foods, colours, clothes, toys, books, friends

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3	CF1, CF2, CF4, RKR1, RKR5	Including everyone	• Explore and use different materials; • Show kindness by including their friends; • Talk about how to help those who are in need. 	Recognise that there are differences and similarities between themselves Celebrate their friends and include them Understand people have different cultures and religions Book 'Rainbow Fish' by Marcus Pfister.	How does the rainbow fish feel when he has been kind and shared his scales? How do all the other fish feel when they have a new shiny scale? Has the rainbow fish got lots of friends now?	kind, sharing, helping, feelings
4			**Extra lesson**- Friends • Show kindness by including their friends 	Know features of a good friend Describe the emotion and how we feel when we have a good friend Book Will you be my friend?: A let's talk picture book to help young children understand friendship By Molly Potter	What makes a good friend? What are your friends good at?	friendship, different, similar, friend kind, caring, helpful, friendly, nice, share, thoughtful,
			Extra lesson- Friends • Show kindness by including their friends 	Know features of a bad friend Describe the emotion and how we feel when we have a bad friend Book What makes you do that?: A let's talk picture book to help children understand their behaviour and emotions By Molly Potter	What makes a bad friend? How does it make you feel when someone is unkind?	unfriendly, bad friends, hurtful, mean, nasty, hit, punch, smack, spit, bite. Unkind, spiteful, horrible,
5			**Extra lesson**- Donations and charity shops • Talk about how to help those who are in need.	Know what to do with clothes and toys they don't need anymore Know that some people are less fortunate than them (poor people)	What do you do with your old clothes and toys?	charity shop, donate, give, help, care, thoughtful, clothes, toys, books. fortunate, rich, poor,

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6			**Extra lesson**- sea creatures • Notice and talk about differences in nature;	To name a range of sea creatures. To know sea creatures live in the ocean. To know fish have gills to breathe under water.	Can you name any sea creatures? How can we protect the animals?	crab, fish, seal, octopus, pufferfish, shark, seahorse, walrus, starfish, whale, penguin, jellyfish, squid, lobster, pelican, shells, sea urchin, sea turtle, sea lion, coral fishing responsibly, don't drop litter in the ocean, save water, use less plastic
6			**Extra lesson**- birds • Notice and talk about differences in nature;	To name birds. To know not all birds can fly. To know features of birds. To name common garden birds from the UK.	Can you name any birds? Why are birds important to the ecosystem?	flamingo, eagle, penguin, parrot, turkey, ostrich, wing, beak, claws Blackbird, Robin, Blue Tit, Pigeon, Dove, peacock, nest, fly Seed dispersal, pollination, pest control
7			**Extra lesson**- Nocturnal animals • Notice and talk about differences in nature;	To know what nocturnal means. To name nocturnal creatures.	What is nocturnal? What animals are nocturnal?	sleep, day, night, nocturnal, heightened senses, hunt, predator, hedgehogs, foxes, bats, owls, aardvarks, badgers,
7			**Extra lesson**- wild animals • Notice and talk about differences in nature;	To know what wild means. To name wild animals. To know some wild animals live in the zoo.	Can you name any wild animals? How can we protect the animals?	lion. Lions are known as the 'king of the forests' as everyone knows. tiger, snake, bear, crocodile, wolf, giraffe, rhino, elephant, buffalo, deer, hyena, chimpanzee, gorilla, wild, habitat, native, county, Preserve habitats, donate money, sponsor/ adopt an animal,

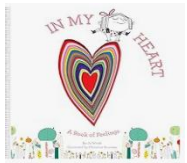
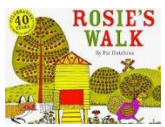
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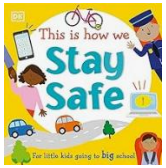
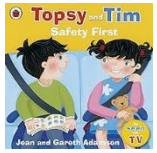
Keeping Safe

Overarching learning intentions across this unit:
Children will be able to:

- 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.

Week	DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Knowledge and Key Text	Key Questions	Key vocabulary
1	FPC1, FPC4, PS1, PS2, GW3, GW4, BS7	People who help me and keep me safe	• 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. 	Know parents, family and sibling keep us safe. Know and name adults in school who keep them safe. Book - In My Heart - A book of feelings by Jo Witek	Who helps keep you safe at home? Who helps keep you safe in school?	safe, who can help?, grown up, tell, tummy feelings, unsafe mum, dad, brother, sister, nan, grandad, teacher, care taker, lunchtime supervisor, PE coach, cleaner
2			**Extra lesson**- People in my community • Talk about what makes them feel safe. 	Know people who keep them safe at home Know people who keep them safe in school Know people who keep them safe in the community Explain what they should do if they feel unsafe Book- I can be safe by Pat Thomas	Who helps keep you safe?	mum, dad, siblings, police officer, firefighters, dentist, nurse, military, doctor, lollypop lady/man, teach, lunch time supervisors, caretaker
3	HP2, PS1, PS2	Safety indoors and outdoors	• 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. 	Explain what they should do if they feel unsafe Recognise potential dangers and how to stay safe, inside and outside Know how to travel to school safely Know how to be safe in school Book- Rosie's Walk by Pat Hutchins	How do you keep yourself safe?	safe, safety signs, weather, clothing, playground, car-park, pavement, paint, scissors, glue traffic lights, zebra crossing, seat belt, car, walk, look left and right, hold adults hand, adults, protect,

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3			**Extra lesson**- Holidays • Name potential dangers, both inside and outside, and how to avoid getting hurt; 	Know and talk about places they have been on holiday Know places people can stay when they go on holiday Describe the weather on holiday Know they can use different transport to go on holiday Know how to be safe on holiday Book-This Is How We Stay Safe: For Little Kids Going To Big School By DK	Where have you been on holiday? What are the dangers on holiday?	holiday, hot, sunny, cold, snowy, family, travel, car, bus, coach, train, ferry, boat, aeroplane, sky, water, road, caravan, tent, hotel, apartment, danger, sun burn, hot, sun cream, water, swimming, arm bands, adult,
4			**Extra lesson**- Cities • 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. 	Know cities are busy Know cities have buildings, roads and lots of people Know people in cities Know and name noises they can hear in the city Book- Topsy and Tim: Safety First By Jean Adamson	What things do you see in a city? What noises can you hear in the city? What is special about a city? How do you stay safe in the city?	city, busy, roads, flats, buildings, people, loud, noises, trains, cars, chatting, talking, construction, lorries, barking, birds, on the go, chaos, madness, full, rushing, dashing, buildings, architecture, homes, businesses, shops, places of worship, places to visit like cinema,
4			**Extra lesson**- The countryside • 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.	Know the countryside has mountains, fields and trees Know people in the countryside live in villages Know the countryside is quiet Know and name noises they can hear in the countryside	What things do you see in the countryside? What noises can you hear in the country? What is special about the countryside? How do you stay safe in the countryside?	country, countryside, fields, grass, trees, mountains, open space, run, free, quiet, peaceful, fresh air, live, villages, cottages, noises, sheep, cows, birds, farms, stone walls, cycling, climbing, hiking, relaxation, quiet, fresh air, open, animals & wildlife, food growing, farms, trees,

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5	HP3, HP5, DATV1, PHF1	What's safe to go into my body	• 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.	Know when to take medicine Know where medicines should be kept Know adults should give medicine SCARF Resource- What goes onto my body?	When do you have medicine? Who looks after medicine for us at home?	safe, careful, labels, medicines, cleaning products, water, food, fresh air, sleep bottles, tablets, fridge, cleaning products, sun cream, cupboard, out of reach, doctor, prescribed, Illness, poorly Headache, sore throat, tummy is rumbling/feeling funny, tired and/or grumpy.

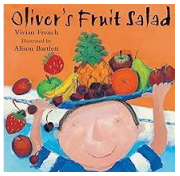
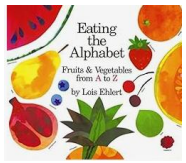
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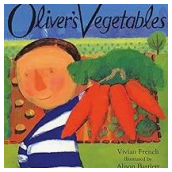
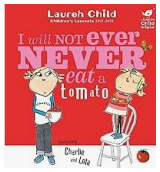
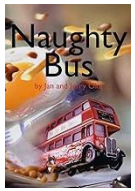
Rights and Respect

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.

Week	DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Knowledge and Key Text	Key Questions	Key vocabulary
1	HE1, HE2, HE3, HP3, HP4, HP5	Looking after myself	• Talk about how healthy food and keeping clean can help our bodies; • Name some healthy foods; • Try new experiences. 	Know what my body needs to survive Know and sing the I can wash my hands song Learn about taking some responsibility for their own health, including good oral health Book- I Don't Want to Wash My Hands by Tony Ross	What does your body need to survive? When do we wash our hands? Why do we wash our hands?	healthy snacks, sugar, germs, wash hands, fruit, vegetables, clean teeth body, survive, healthy, food, water, exercise, sleep, germs, brushing teeth, washing face, shower, bath,
2			**Extra Lesson** – Fruits • Talk about how healthy food and keeping clean can help our bodies;  	Know and name different frits Know some fruits can be the same but different colours (Red or green apples) Name fruits they like to eat and explain why Book- Oliver's Fruit Salad by Vivian French Book- Eating the Alphabet by Lois Ehlert	What fruits can you name? Which ones do you like to eat? Why? Why do we need to eat fruits?	fruit, healthy snacks, good, like, dislike, apple, banana, grapes, raspberry, blackberry, melon, kiwi, strawberry, plum, orange, lime, mango,

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2			**Extra Lesson** – Vegetables • Talk about how healthy food and keeping clean can help our bodies;   	Know and name different vegetables Know some vegetables grow under the ground Book- Oliver's Vegetables by Vivian French Book- I Will Not Ever Never Eat a Tomato by Lauren Child	What vegetables can you name? Which ones do you like to eat? Why?	vegetables, healthy snacks good, like, dislike, potato, carrot, peas, broccoli, cauliflower, parsnip, mushrooms, cucumber, tomatoes, onion, garlic, pumpkin, pepper, cabbage, lettuce,
3	CF5, RKR1, RKR6, GW4, FPC1	Looking after others	• 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.	Know how they can help their parents out around the house Know how they can look after their friends Know how to take care of their home, their learning environment and the natural environment Tidy up song: https://www.youtube.com/watch?v=y_ZxmxdWnTI Clean up song: https://www.youtube.com/watch?v=ZJFk87ZsHn0 SCARF Resource- Photos of children helping family members	How can you help your family? How can you help your friends?	different, friends, similar, family, helping, feelings pick up toys, keep my room tidy, listen to my parents, play, kind, helpful, take turns, share, caring, friendly, hug, talk,
4	RKR7	Looking after my environment	• 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.  	Name things they can do to help keep the school environment safe Know how to take care of their home, their learning environment and the natural environment Book - Naughty Bus by Jan and Jerry Okey	How can you help look after the school environment?	classroom, care, tidy, clean, look after close doors, turn lights off, put rubbish in the bin , eat my food, recycle, turn the taps off after washing hands, use hand dryer,

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5			**Extra Lesson** – Recycling • Name some ways in which they can help their world.   	To know what objects can be recycled. To know some items can be reused. Recycling! (Helping Hands) By Jess Stockholm Book- The Adventures of Scout: Stop Dropping Litter by Nicholas Parker	What things can we recycle?	paper including newspapers, magazines, and mixed paper, cardboard, glass bottles and jars, rigid plastic products, metal containers, including tin, aluminium, and steel cans, food waste, recycling plant
6			**Extra Lesson** – Mountains • Show care and respect for their home and learning environments; • Talk about what is special within the natural world;	To name features of a mountain. To know people hike up a mountain are called a mountaineer. To name two famous UK mountains. Know how to take care of their home, their learning environment and the natural environment	Why are mountains important? How can you help care for the environment? *The mountains of the world provide essential ecosystem-based services to global communities as well as inspiration and enjoyment to millions.*	Steep slopes, ridges, snow, high, peak, summit, hiking, mountaineer, Ben Nevis and Snowdon, Wales, Scotland, Lake District, pollution, rubbish, litter,
6			**Extra Lesson** – Rivers • Show care and respect for their home and learning environments; • Talk about what is special within the natural world;	To name features of a river. To know why rivers are important. To name two famous UK rivers. Know how to take care of their home, their learning environment and the natural environment	Why are rivers important? How can you help care for the environment? *Rivers carry water and nutrients to areas all around the earth. They play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the earth's land surface. Rivers provide excellent habitat and food for many of the earth's organisms.*	river, flow, water, channel, mouth, lake, River Thames, River Severn, county, city, pollution, rubbish, bin

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7			**Extra Lesson** – Pets • Talk about what is special within the natural world;	Know and name animals we can have as pets Know what pets need Know how pets are similar and different Know some pets live inside and some live outside Know the names of baby animals	What pets do you have? What are the names of baby animals? What is special about the natural world?	pet, animal, home, care, look after, hamster, gerbil, guinea pig, rabbit, spider, snake, goldfish, cat, dog, food, water, toys, similar, different, move, run, slither, swim, cage, kennel, bed, blanket, hutch, inside, outside dog- puppy, cat, kitten,
7			**Extra lesson**- Farm animals • Talk about what is special within the natural world;	Name a range of farm animals. Know that animals provide food (milk, cheese, bacon) Know that wool from sheep makes clothing Know farmers run a farm. Know and name some baby animals. Know some jobs on the farm.	Can you name any farm animals? What are the names of baby animals? What is special about the natural world?	Chickens, Cows, Pigs, Rabbits, Sheep, horses, donkeys, Farmer, barn, tractor, farmer. Sheep- lamb, cow- calf, horse- foal, pick the eggs, milk the cows, water the crops, plough the fields, feed the animals, herd the sheep, sheep dog, milk, cheese, food, clothing
Additional sessions if time permitting						
			• 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.	To know England is the country we live in. To know London is the capital city of England. To recognise the English flag. To know people in England, speak English.	What do you know about the country England? Why should we be proud to be British?	England, UK, United Kingdom, London, Queen Elizabeth, King Charles, Buckingham Palace, Big Ben, English, national parks, Lake District, Yorkshire, counties, Staffordshire, west midlands, St George, proud, British
				To know Northern Ireland is part of the UK. To know Belfast is the capital city of Northern Ireland. To recognise the Irish flag. To know people in Ireland, speak Irish.	What do you know about the country Ireland?	Northern Ireland, UK, United Kingdom, Belfast, Irish, St Patrick

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				To know Scotland is part of the UK. To know Edinburgh is the capital of Scotland. To recognise the Scottish flag. To know men in Scotland wear Kilts. To know people in Scotland, speak Scottish.	What do you know about the country Scotland?	Scotland, UK, United Kingdom, Scottish, Kilt, Edinburgh castle, St Andrew, Highlands, lochs,
				To know Wales is part of the UK. To know Cardiff if the capital of Wales. To recognise the Welsh flag. To know people in Wales, speak Welsh.	What do you know about the country Wales?	Wales, UK, United Kingdom, Welsh, Cardiff, St David, dragon, daffodils, tea cakes,

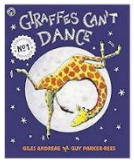
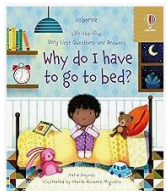
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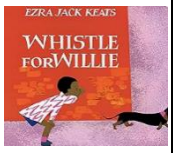
Being My Best

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.

Week	DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Knowledge and Key Text	Key Questions	Key vocabulary
1	PHF1, PHF2, HE1, HE2, HP4	What does my body need?	• 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. 	Know different ways we can get our body to move Know that exercise is fun Know exercise helps us to stay healthy Book - 'Giraffes can't dance by Giles Andrea SCARF Resource- what does my body need photo cards	How can we move? Why do we need to move our body?	water, food, sleep, exercise, energy, tooth decay body, move, movement, jump, hop, roll, skip, walk, run, slither, side steps, tiptoe, crawl, exercise, healthy, keep fit, bones, muscles, strong, grow, develop,
2			**Extra lesson**- Bedtime routines • 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; 	Know and explain their bedtime routine Know at night time the stars and moon come into the sky Talk about healthy choices and activities, **including sleep routines** Book- Why do I have to go to bed? By Katie Daynes	What do you do before bedtime?	night, dark, moon, stars, sleep, bed, tired, rest, story, bath, teeth, wash, pyjamas, goodnight, kisses, mum, dad,

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3			**Extra lesson** - Oral Health 	Talk about healthy choices and activities, **including oral health** Book- Let's brush our teeth By Campbell books	Why do we need to brush our teeth?	tooth decay teeth, tooth, smile, mouth, tongue, gums, lips, dentist, clean, brush, scrub, rinse, spit, squeeze, hold, open wide, toothbrush, toothpaste, cup, water, timer, mirror, morning, night, after food, healthy, strong teeth, fresh breath, no sugar, care, dirty, germs, hygiene, routine, first, next, then, last, two minutes, every day, before bed,
4	RKR8, PHF2	I can keep trying	• Explain how people might feel if they find something hard; • Suggest ways to encourage others to keep going; • Have a go at challenging themselves. 	Know sometimes things are hard and we have to keep trying Name things they find hard Discuss the story Whistle for Willie Book 'Whistle for Willie' by Ezra Jack Keats Utube story link: https://www.youtube.com/watch?v=umbWnSOi0iQ	What do you find hard?	challenge, encourage, keep trying, get better at hard, perseverance, tricky, difficult, hard, try again, keep going, be positive, learn a new skill, be brave, don't give up,
5	RKR8	I can do it!	• Develop skills in planning, reviewing applying a trial and error approach; • 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. 	Name things they enjoy at school Discuss ways to overcome challenges Discuss the story the colour monster goes to school Book- Colour monster Goes to school By Anna Llenas Utube story link: https://www.youtube.com/watch?v=BU5RoqHEYZ4	How did you overcome the challenge?	challenge, encourage, keep trying, practice team work, resilience reflections on effort, persistence, trying their best, having fun.

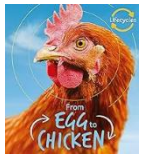
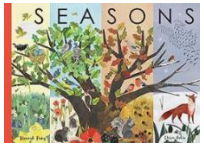
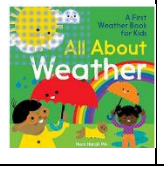
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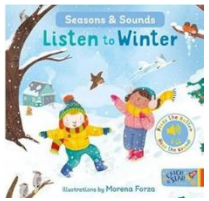
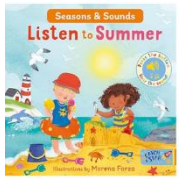
Growing and Changing

Overarching learning intentions across this unit:
Children will be able to:

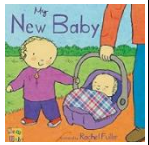
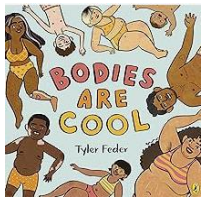
- Talk about change in the environment;
- Describe the changes in babies, young animals and plants as they grow;
- Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.

Week	DfE Statutory	Lesson title	SCARF Lesson Plan Learning Outcomes	Knowledge and Key Text	Key Questions	Key vocabulary
1	DB1	Growing and changing in nature	• Describe the life cycle of an animal. 	Know the life cycle of a chicken Book - Lifecycles: Egg to Chicken by Camilla de la Bedoyere	Can you describe the life cycle of a chicken?	different, weather, change, grow, temperature, hear, smell, see, remember, warmer, seasons Life cycle- egg, chick, chicken, change, grow, develop, baby, adult
2	DB1	Growing and changing in nature	• Describe seasonal changes; • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot;  	Know and name the different seasons Know what happens in each season Book- Seasons by Hannah Pang Book- A Stroll Through the Season By Kay Barnham	Can you name the four seasons? What happens in each season?	seasons, autumn, spring, summer, winter, change, weather
2	DB1	Growing and changing in nature	• Describe seasonal changes; • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; 	Know and name different types of weather Know what happens when we have too much rain Know what happens when we have rain and sun Describe how we feel when there is thunder and lightening Book- All about weather By Huda Harajli	What is the weather like today? Can you talk about different types of weather?	different, weather, change, grow, temperature, hear, smell, see, remember, warmer, seasons emotions, feeling, rain, flooding, rainbow, sunny, bright, cloudy, thunder, lightning, loud, bolt, scary, snow, cold, ice, fog, scared, worried, anxious, nervous, happy,

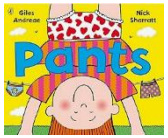
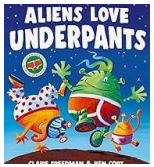
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3	DB1	Growing and changing in nature	• Describe seasonal changes; • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; 	Know and name the different seasons Know and name clothes which people wear in winter Know in winter it is cold Book- Seasons and sounds- Listen to Winter By Morena Forza	What do you wear on a cold day?	different, weather, change, grow, temperature, hear, smell, see, remember, warmer, seasons cold, snowy, rainy, windy, icy, snow, freezing, scarf, hat, gloves, coat, boots, wellies, trousers, warm socks, Winter, Autumn
3				Know and name cold countries in the world Know what animals live in cold countries	What cold countries can you name? What do people do in cold countries? What animals live in cold places?	cold countries, Iceland, Arctic, Antarctica, cold, snow, ice, igloo, temperature, husky dogs, sleigh, mountains, hiking, animals. places, penguins, polar bears,
4	DB1	Growing and changing in nature	• Describe seasonal changes; • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot; 	Know and name the different seasons Know and name clothes which people wear in summer Know in summer it is hot Book- Seasons and sounds- Listen to Summer By Morena Forza	What do you wear on a hot day?	different, weather, change, grow, temperature, hear, smell, see, remember, warmer, seasons hot, sunny, boiling, Summer, sun cream, sunglasses, sun hat, skirt, shorts, dress, t-shirt,
4				Know and name hot countries in the world Know what animals live in hot countries	What hot countries can you name? What animals live in hot places?	hot countries, world, place, far away, distance, travel, aeroplane, long, desert, sand, cactus, camels, lion, giraffe, coyote, kangaroo, safari, travel, Sahara, hot, boiling, Africa, India, Mexico,

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5	RKR10, DB1, DB2	When I was a baby	• 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. • Name private parts of the body 	Know what babies need Know how babies change in the first 12 months Book – My New Baby By Rachel Fuller SCARF Video When I was a baby (first 12 months) https://www.youtube.com/watch?v=Crk2lcfxZts	What do babies need? How do we care for babies?	change, grow, bigger, taller, special needs, testicles, penis, adoption, breastfeeding, vulva, nipples, private parts, nappy changing, bathing babies babies, milk, nappies changing, love, attention, family, bath, home, rattle, blanket, dummy
6			**Extra lesson** – Children • Talk about how babies change as they grow; • Explain what babies need and how this changes as they grow; • Begin to play inclusively with their friends, regardless of their sex (if not already doing so); 	Know what they can do now as a child Compare being a baby to a child Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like Book- Pink is for boys By Robb Pearlman	What can you do now as a child that you couldn't do as a baby? How do our grown-ups care for us? Are there ways we can care for ourselves now? How can we care for others to help them grow and learn new skills?	crawl, cry, eat, drink, got to the toilet, talk, walk, play,
6			**Extra lesson-** Human life cycle • Talk about how babies change as they grow; • Explain what babies need and how this changes as they grow; 	Know the life cycle of a human (Order pictures) Book- Bodies Are Cool: A picture book celebration of all kinds of bodies By Tyler Feder	What is the life cycle of a human?	Baby, toddler, child, teenager, adult, elderly

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7	FPC1, FPC5, RKR10, DB1, DB2	Girls, boys and families	• 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.  	Know I have private parts Know how to keep myself safe Book- Pants By Nick Sharratt Book- Aliens love underpants by Claire Freedman & Ben Cort	What are your private parts called?	private parts, make a baby, dolls and cars are for everyone, nipples, testicles, penis, vulva,