



Wearing my SCARF: End of Unit Assessments – Year 1

Child's name _____

Unit	Key Themes	Just Below	On Track	Above	Teacher and child's record of progress (Date)
Me and My Relationships	Feelings	I can name some different feelings. I can think of a way of dealing with 'not so good' feelings.	I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.	I can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.	
	Getting help	I know that I can ask for help.	I know when I need help and who to go to for help.	I know the signs of needing help and can identify a range of adults that I can turn to, when needed.	
	Classroom rules	I can tell you a classroom rule.	I can tell you some different classroom rules.	I can tell you a range of classroom rules and explain why we have them.	
Valuing Difference	Recognising, valuing and celebrating difference	I can say how people are different.	I can say ways in which people are similar as well as different.	I can give examples of differences that are something to be valued and celebrated.	
	Developing tolerance	I can say what is fair or unfair.	I can say why things sometimes seem unfair, even if they are not.	I can explain why sometimes things seem unfair to other people.	
Keeping Myself Safe	How our feelings can keep us safe	I can say different feelings that I have and how my body behaves when I have them.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).	I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.	
	Keeping healthy	I can tell you what my body needs to keep healthy.	I can give examples of how I keep myself healthy.	I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).	

	Medicine safety	I can tell you how medicines can help a person.	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	I can explain why medicines need to be kept out of reach and sight of children.	
Rights and Responsibilities	Looking after things	I can explain something that I can do to look after myself. I can also say something that I can do to look after my environment.	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.	
Being my Best	Growth Mindset	I can name something I can do to help myself when I find something difficult.	I can name a few different ideas of what I can do if I find something difficult.	I can give examples of how these ideas have helped me when I have found something difficult.	
	Keeping healthy	I can name some healthy foods.	I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can explain about different food groups and why we need to choose and eat food from these different groups.	
Growing and Changing	Getting help	I can identify an adult who I can talk to, either at home or at school, if I need help.	I can identify an adult I can talk to at both home and school. If I need help.	I can identify a range of adults in my life that I can trust and ask for help.	
	Becoming independent	I can tell you some things that I can do now that I couldn't do when I was a baby.	I can tell you some things I can do now that I couldn't do when I was a toddler.	I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.	
	Body parts	I can name some body parts which are inside my body and some which are outside.	I can tell you what some of my body parts do.	I can tell you which body parts girls and boys have that are the same and which body parts are different.	
Road Safety	Staying safe when crossing the road	With support, I can hold a grown-ups hand when crossing a road. With support, I can look and listen before crossing the road with an adult.	I can hold a grown-ups hand when crossing a road. I can look and listen before crossing the road with an adult.	I can explain why I must be accompanied by an adult when out near roads. I can explain the importance of stopping before crossing the road. I can demonstrate how to walk straight across the road.	

		With support, I can cross a road holding hands, walking and not running	I can cross a road holding hands, walking and not running	I can explain the procedure for crossing a road with a uniformed person.	
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