**Early Years Foundation Stage Religious Education. *The Way, the Truth and the Life* Reception: Autumn Term 2021**

***OVERVEW OF DEVELOPMENT MATTERS AND EARLY LEARNING GOALS R1 God’s World***

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***God’s World***R 1. 1 Know that God made the world. Think about all the things God has made for us. | ***Communication and Language**** Learn new vocabulary: e.g. God, world, earth, spirit, creation, names of features of the world (natural world, animals, insects, human-made things)
* Engage in story times
* Listen to and talk about [religious] stories
* Listen to rhymes and songs [about the world or creation]
* Learn rhymes, poems and songs [about the world or creation]
 | *Listening, Attention and Understanding* * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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| R 1. 1 Know that God made the world. Think about all the things God has made for us. | ***Personal, Social and Emotional Development**** Build constructive and respectful relationships [saying Thank you and when at play and working alongside others]

Show resilience and perseverance in the face of challenge [when engaged in a new activity] | *Self-Regulation** Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

*Building Relationships** Work and play cooperatively and take turns with others
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| R 1. 1 Know that God made the world. Think about all the things God has made for us. | ***Literacy**** Read simple phrases or sentences [from a bible story book or own writing]
* Write short sentences [about religious events or stories]
 | *Comprehension** Demonstrate understanding of what has been read by retelling stories using their own words and recently introduced vocabulary
* Anticipate –where appropriate – key events in stories
* Use and understand recently introduced vocabulary about stories, non-fiction, rhymes and poems and during role-play

*Word Reading** Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.

*Writing** Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.
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| R 1. 1 Know that God made the world. Think about all the things God has made for us. | ***Physical Development**** Progress towards a more fluent style of moving, with developing control and grace.
* Combine different movements with ease and fluency.
 | *Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others;
* Demonstrate strength, balance and coordination when playing: move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

*Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing. |
| R 1. 1 Know that God made the world. Think about all the things God has made for us. | ***Mathematics*** * (see 3-4)
* Count objects, actions and sounds.
 | *Number** Have a deep understanding of number to 10, including the composition of each number;
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| R 1. 1 Know that God made the world. Think about all the things God has made for us. | ***Understanding the World**** Explore the natural world around them.
* Describe what they see, hear and feel whilst outside.
 | *The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants
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| R 1. 1 Know that God made the world. Think about all the things God has made for us. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Create collaboratively sharing ideas, resources and skills.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Develop storylines in their pretend play.
* Explore and engage in music making and dance, performing solo or in groups.
 | *Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
* Share their creations, explaining the process they have used;

*Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher;
* Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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| **Learning Objective** | **Assessment Profile Statement** | **Evidence** |
| R 1. 1 Know that God made the world. Think about all the things God has made for us. | *Can talk about the things God made for us.* | The WTL Teacher’s Book suggests the following: Take the children to the RE Display and invite them to talk about the things in it. Or use the class book made in *Literacy* for stimulating conversation about this subject (TB, p. 13)However, this is only a suggestion, whatever you plan, ensure that the activities provide coverage of the assessment statement.  |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Caring for God’s World***R1. 2 Know that God has asked us to care for the world. Think of ways in which we can help to do this.  | ***Communication and Language**** Learn new vocabulary
* Use it through the day
* Engage in story times
* Listen to and talk about [religious] stories
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
 | *Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
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| R1. 2 Know that God has asked us to care for the world. Think of ways in which we can help to do this. | ***Personal, Social and Emotional**** Express their feelings and consider the feelings of others.
* Show resilience and perseverance in the face of challenge.
* Think about the perspectives of others.
 | *Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Managing Self*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge |
| R1. 2 Know that God has asked us to care for the world. Think of ways in which we can help to do this. | ***Physical Development***Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | *Fine Motor Skills*Use a range of small tools, including scissors, paint brushes and cutlery |
| R1. 2 Know that God has asked us to care for the world. Think of ways in which we can help to do this. | ***Literacy**** Read simple phrases and sentences made up of words with known letter–sound correspondence and where necessary, a few exception words.
* Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
 | *Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Anticipate – where appropriate – key events in stories;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.

*Word Reading** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

*Writing** Write simple phrases and sentences that can be read by others.
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| R1. 2 Know that God has asked us to care for the world. Think of ways in which we can help to do this. | ***Understanding the World**** Understand that some places are special to members of their community.
* Recognise that people have different beliefs and celebrate special times in different ways.
* Explore the natural world around them.
* Describe what they see, hear and feel whilst outside.
 | *People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

*The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants
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| R1. 2 Know that God has asked us to care for the world. Think of ways in which we can help to do this. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Create collaboratively sharing ideas, resources and skills.
 | *Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
* Share their creations, explaining the process they have used;
* Make use of props and materials when role playing characters in narratives and stories.

*Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher
* Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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| **Learning Objective** | **Assessment Profile Statement** | **Evidence** |
| R1. 2 Know that God has asked us to care for the world. Think of ways in which we can help to do this. | *Can suggest ways in which we can care for God’s world.* | The WTL Teacher’s Book suggests the following: Afterwards talk about what was seen. For example, God made everything good that we have seen on the walk from the smallest to the biggest. He wants us to help Him to look after our beautiful world. What can we do to help? He wants us to grow up to be kind and loving to each other. What can we do to help Him? (TB, p. 19)However, this is only a suggestion, whatever you plan, ensure that the activities provide coverage of the assessment statement. |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***God Loves Us***R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us.  | ***Communication and Language**** Learn new vocabulary.
* Use new vocabulary through the day.
* Ask questions to find out more and to check they understand what has been said to them.
* Articulate their ideas and thoughts in well- formed sentences.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* Use new vocabulary in different contexts.
* Learn rhymes, poems and songs.
 | *Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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| R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us. | ***Personal, Social and Emotional**** See themselves as a valuable individual.
* Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* Show resilience and perseverance in the face of challenge.
 | *Self-Regulation** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

*Building Relationships** Work and play cooperatively and take turns with others;
* Form positive attachments to adults and friendships with peers;
* Show sensitivity to their own and to others’ needs.
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| R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us. | ***Physical Development**** Progress towards a more fluent style of moving, with developing control and grace.
* Combine different movements with ease and fluency.
 | *Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others;
* Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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| R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us. | ***Literacy**** Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.* Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
 | *Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Anticipate – where appropriate – key events in stories;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.
* Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Anticipate – where appropriate – key events in stories;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.

*Reading** Read words consistent with their phonic knowledge by sound-blending;
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

*Writing* * Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.
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| R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us. | ***Mathematics**** Count objects, actions and sounds.
 | *Number** Have a deep understanding of number to 10, including the composition of each number;

*Numerical Patterns* * Verbally count beyond 20, recognising the pattern of the counting system;
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| R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us. | ***Understanding the World**** Recognise some environments that are different to the one in which they live.
* Understand the effect of changing seasons on the natural world around them.
 | *The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants;
* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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| R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Develop storylines in their pretend play.
* Explore and engage in music making and dance, performing solo or in groups.
 | *Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
* Share their creations, explaining the process they have used;
* Make use of props and materials when role playing characters in narratives and stories.

*Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher;
* Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
 |
| **Learning Objective** | **Assessment Profile Statement** | **Evidence** |
| R1. 3 Know that God loves and cares for each of us. Reflect on what this means for us. | *Knows that God loves and cares for each one of us.* | The WTL Teacher’s Book suggests the following: Take children to the display in the RE area and talk through some of thePhotos / pictures with them. Listen to and note the comments they make. (TB, p. 24) However, this is only a suggestion, whatever you plan, ensure that the activities provide coverage of the assessment statement. |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***God Made Us Special*** R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | ***Communication and Language**** Ask questions to find out more and to check they understand what has been said to them.
* Articulate their ideas and thoughts in well- formed sentences.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* Listen carefully to rhymes and songs, paying attention to how they sound.
* Learn rhymes, poems and songs.
 | *Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
 |
| R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | ***Personal, Social and Emotional**** See themselves as a valuable individual.
* Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
 | *Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

*Building Relationships** Work and play cooperatively and take turns with others;
* Form positive attachments to adults and friendships with peers;
* Show sensitivity to their own and to others’ needs.
 |
| R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | ***Physical Development**** Revise and refine the fundamental movement skill they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
* Progress towards a more fluent style of moving, with developing control and grace.
* Combine different movements with ease and fluency.
 | *Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others;
* Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

*Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery;
* Begin to show accuracy and care when drawing.
 |
| R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | ***Literacy**** (see 3-4)
* Read individual letters by saying the sounds for them.
* Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
* Read some letter groups that each represent one sound and say sounds for them.
 | *Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.

*Word Reading** Read words consistent with their phonic knowledge by sound-blending

*Writing** Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.
 |
| R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | ***Mathematics**** Count objects, actions and sounds.
 | *Numerical Patterns** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
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| R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | ***Understanding the World**** Understand that some places are special to members of their community.
* Recognise that people have different beliefs and celebrate special times in different ways.
 | *People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
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| R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 | *Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
 |
| **Learning Objective** | **Assessment Profile Statement** | **Evidence** |
| R1. 4 Know that God made each one of us different and special. Reflect on how we can thank God for everything. | *Knows that God made each one of us different and special* | The WTL Teacher’s Book suggests the following: Observe children working in different areas. While talking about themselves and others, listen to the descriptive language they use (WTL TB, p. 29). However, this is only a suggestion, whatever you plan, ensure that the activities provide coverage of the assessment statement. |