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

***OVERVEW OF DEVELOPMENT MATTERS AND EARLY LEARNING GOALS N1 God’s Wonderful World***

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| **Learning Objective** | **Development Matters 3-4 Years** |
| ***God’s Wonderful World***N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | ***Communication and Language**** + - Enjoy listening to longer stories and can remember much of what happens.
		- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
		- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
		- Sing a large repertoire of songs.
		- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
		- Use longer sentences of four to six words.
		- Can start a conversation with an adult or a friend and continue it for many turns.
		- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
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| N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | ***Personal, Social and Emotional Development**** + - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
		- Play with one or more other children, extending and elaborating play ideas.
		- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
		- Begin to understand how others might be feeling.
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| N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | ***Literacy**** + - Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
		- Engage in extended conversations about stories, learning new vocabulary.
		- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
		- Write some letters accurately.
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| N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | ***Physical Development**** + - Use large-muscle movements to wave flags and streamers, paint and make marks.
		- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
		- Use one-handed tools and equipment, for example, making snips in paper with scissors.
		- Use a comfortable grip with good control when holding pens and pencils.
 |
| N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | ***Mathematics**** + - Make comparisons between objects relating to size, length, weight and capacity.
		- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
		- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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| N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | ***Understanding the World**** + - Use all their senses in hands-on exploration of natural materials.
		- Talk about what they see, using a wide vocabulary.
		- Plant seeds and care for growing plants.
		- Understand the key features of the life cycle of a plant and an animal.
		- Begin to understand the need to respect and care for the natural environment and all living things.
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| N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | ***Expressive Arts and Design**** + - Take part in simple pretend play, using an object to represent something else even though they are not similar.
		- Develop their own ideas and then decide which materials to use to express them.
		- Join different materials and explore different textures.
		- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
		- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
		- Listen with increased attention to sounds.
		- Respond to what they have heard, expressing their thoughts and feelings.
		- Remember and sing entire songs.
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| N1.1. Learn about plants and fruits in God’s world.Reflect on what God made for us. | *Can talk about the things God made for us.* | Suggestions for follow up in areas of learning on page 11 of the Nursery Teacher’s Book can be used as a focus for children talking about the different plants, vegetables and fruit they have explored.  |
| **Learning Objective** | **Development Matters 3-4 Years** |
| ***God’s Wonderful World***N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | ***Communication and Language**** + - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
		- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
		- Sing a large repertoire of songs.
		- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
		- Use longer sentences of four to six words.
		- Can start a conversation with an adult or a friend and continue it for many turns.
		- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 |
| N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | ***Personal, Social and Emotional Development**** + - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
		- Play with one or more other children, extending and elaborating play ideas.
		- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
		- Begin to understand how others might be feeling.
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| N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | ***Literacy**** + - Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
		- Engage in extended conversations about stories, learning new vocabulary.
		- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
		- Write some letters accurately.
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| N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | ***Physical Development**** + - Skip, hop, stand on one leg and hold a pose for a game like musical statues.
		- Use large-muscle movements to wave flags and streamers, paint and make marks.
		- Start taking part in some group activities which they make up for themselves, or in teams.
		- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
		- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
		- Use one-handed tools and equipment, for example, making snips in paper with scissors.
		- Use a comfortable grip with good control when holding pens and pencils.
 |
| N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | ***Mathematics**** + - Make comparisons between objects relating to size, length, weight and capacity.
		- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
		- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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| N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | ***Understanding the World**** + - Use all their senses in hands-on exploration of natural materials.
		- Talk about what they see, using a wide vocabulary.
		- Understand the key features of the life cycle of a plant and an animal.
		- Begin to understand the need to respect and care for the natural environment and all living things.
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| N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | ***Expressive Arts and Design**** + - Take part in simple pretend play, using an object to represent something else even though they are not similar.
		- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
		- Develop their own ideas and then decide which materials to use to express them.
		- Join different materials and explore different textures.
		- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
		- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
		- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
		- Listen with increased attention to sounds.
		- Respond to what they have heard, expressing their thoughts and feelings.
		- Remember and sing entire songs.
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| N1.2. Learn about animals in God’s world.Reflect on the animals God made for us | *Knows the names of some animals in God’s world* | Suggestions for follow up in areas of learning on page 13 of the Nursery Teacher’s Book can be used as a focus for children talking about the names of some animals |
| **Learning Objective** | **Development Matters 3-4 Years** |
| ***God’s Wonderful World***N1.3. Know that God made us.Be aware that we are unique. | ***Communication and Language**** + - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
		- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
		- Sing a large repertoire of songs.
		- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
		- Use longer sentences of four to six words.
		- Can start a conversation with an adult or a friend and continue it for many turns.
		- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
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| N1.3. Know that God made us.Be aware that we are unique. | ***Personal, Social and Emotional Development**** + - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
		- Play with one or more other children, extending and elaborating play ideas.
		- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
		- Begin to understand how others might be feeling.
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| N1.3. Know that God made us.Be aware that we are unique. | ***Literacy**** + - Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
		- Engage in extended conversations about stories, learning new vocabulary.
		- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
		- Write some letters accurately.
 |
| N1.3. Know that God made us.Be aware that we are unique. | ***Physical Development**** + - Skip, hop, stand on one leg and hold a pose for a game like musical statues.
		- Go up steps and stairs, or climb up apparatus, using alternate feet.
		- Use large-muscle movements to wave flags and streamers, paint and make marks.
		- Start taking part in some group activities which they make up for themselves, or in teams.
		- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
		- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
		- Use one-handed tools and equipment, for example, making snips in paper with scissors.
		- Use a comfortable grip with good control when holding pens and pencils.
 |
| N1.3. Know that God made us.Be aware that we are unique. | ***Mathematics**** + - Make comparisons between objects relating to size, length, weight and capacity.
		- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
		- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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| N1.3. Know that God made us.Be aware that we are unique. | ***Understanding the World**** + - Talk about what they see, using a wide vocabulary.
		- Begin to make sense of their own life-story and family’s history.
		- Continue to develop positive attitudes about the differences between people.
		- Begin to understand the need to respect and care for the natural environment and all living things.
 |
| N1.3. Know that God made us.Be aware that we are unique. | ***Expressive Arts and Design**** + - Take part in simple pretend play, using an object to represent something else even though they are not similar.
		- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
		- Develop their own ideas and then decide which materials to use to express them.
		- Join different materials and explore different textures.
		- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
		- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
		- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
		- Listen with increased attention to sounds.
		- Respond to what they have heard, expressing their thoughts and feelings.
		- Remember and sing entire songs.
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| N1.3. Know that God made us. Be aware that we are unique. | *Knows the names of some animals in God’s world* | Suggestions for follow up in areas of learning on page 17 of the Nursery Teacher’s Book can be used as a focus for children talking about themselves and what they can do. |
| **Learning Objective** | **Development Matters 3-4 Years** |
| ***God’s Wonderful World***N1.4. Understand that God loves each one of us always.Become aware that God never stops loving us. | ***Communication and Language**** + - Enjoy listening to longer stories and can rremember much of what happens.
		- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
		- Sing a large repertoire of songs.
		- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
		- Use longer sentences of four to six words.
		- Can start a conversation with an adult or a friend and continue it for many turns.
		- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 |
| N1.4. Understand that God loves each one of us always.Become aware that God never stops loving us. | ***Personal, Social and Emotional Development**** + - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
		- Play with one or more other children, extending and elaborating play ideas.
		- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
		- Begin to understand how others might be feeling.
 |
| N1.4. Understand that God loves each one of us always.Become aware that God never stops loving us. | ***Literacy**** + - Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
		- Engage in extended conversations about stories, learning new vocabulary.
		- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
		- Write some letters accurately.
 |
| N1.4. Understand that God loves each one of us always.Become aware that God never stops loving us. | ***Physical Development**** + - Use large-muscle movements to wave flags and streamers, paint and make marks.
		- Start taking part in some group activities which they make up for themselves, or in teams.
		- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
		- Use one-handed tools and equipment, for example, making snips in paper with scissors.
		- Use a comfortable grip with good control when holding pens and pencils.
 |
| N1.4. Understand that God loves each one of us always.Become aware that God never stops loving us. | ***Mathematics**** + - Make comparisons between objects relating to size, length, weight and capacity.
		- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
 |
| N1.4. Understand that God loves each one of us always.Become aware that God never stops loving us. | ***Understanding the World**** + - Use all their senses in hands-on exploration of natural materials.
		- Talk about what they see, using a wide vocabulary.
		- Begin to make sense of their own life-story and family’s history.
		- Continue to develop positive attitudes about the differences between people.
		- Plant seeds and care for growing plants.
		- Understand the key features of the life cycle of a plant and an animal.
		- Begin to understand the need to respect and care for the natural environment and all living things.
 |
| N1.4. Understand that God loves each one of us always.Become aware that God never stops loving us. | ***Expressive Arts and Design**** + - Take part in simple pretend play, using an object to represent something else even though they are not similar.
		- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
		- Develop their own ideas and then decide which materials to use to express them.
		- Join different materials and explore different textures.
		- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
		- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
		- Listen with increased attention to sounds.
		- Respond to what they have heard, expressing their thoughts and feelings.
		- Remember and sing entire songs.
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| N1.4. Understand that God loves each one of us always. Become aware that God never stops loving us. | *Knows that God loves each one of us.* | Suggestions for follow up in areas of learning on pages 20-21 of the Nursery Teacher’s Book can be used as a focus for children talking about things that show God’s love for them.  |