**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.” |
| 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. |
| 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. |
| 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...’ |
| 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. |
| 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. | |
| 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. | |
| 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...’ | |
| 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. | |
| 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.” | |
| 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. | |
| 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...’ | |
| 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. |