**Overview of Development Matters and Early Learning Goals *The Way, the Truth and the Life* Reception: Autumn Term 2 2021**

***R2 God’s Family***

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***God’s Family******The Angel came to Mary***R 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel.  | ***Communication and Language**** Understand how to listen carefully and why listening is important.
* 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.
* Connect one idea or action to another using a range of connectives.
* Describe events in some detail.
* 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.
 | *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 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel.  | ***Personal, Social and Emotional Development**** Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* Identify and moderate their own feelings socially and emotionally.
* 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.

*Building Relationships** Work and play cooperatively and take turns with others
* Form positive attachments to adults and friendships with peers;
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| R 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel.  | ***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

*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 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel.  | ***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.
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| R 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel. | ***Mathematics*** * 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 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel.  | ***Understanding the World**** Talk about members of their immediate family and community.
* Name and describe people who are familiar to them.
* Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
* Recognise that people have different beliefs and celebrate special times in different ways.
 | *Past and Present** Talk about the lives of the people around them and their roles in society;
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

*People, Culture, 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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| R 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel.  | ***Expressive Arts and Design**** (see 3-4)
* 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;
* 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.
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R 2.1 Know that the angel Gabriel came to Mary to ask her to be the mother of God’s son. Reflect on Mary’s reply to the angel.  | *Knows that the angel Gabriel asked Mary to be the mother of God.* | Ask the children to retell the account of the Annunciation (EYFS TB, Reception p. 34) |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Advent***R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | ***Communication and Language**** Learn new vocabulary
* Use it through the day
* Engage in story times
* Listen to and talk about stories
 | *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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| R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | ***Personal, Social and Emotional**** Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* 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
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| R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | ***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 |
| R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | ***Literacy**** Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
 | *Comprehension** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.

*Writing** Write simple phrases and sentences that can be read by others.
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| R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | ***Mathematics**** Count beyond ten.
 | *Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system
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| R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | ***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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| R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | ***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;

*Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R2. 2 Know that in Advent we prepare to celebrate Christmas. Think of how we can prepare. | *Can talk about how in Advent we prepare to celebrate Christmas.* | From suggestions for follow up in areas of learning: ‘In circle time, discuss what children could do to prepare for the birthday of Jesus’ (EYFS TB, Reception p. 37) |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***The Birth of Jesus***R2. 3 Know the story of the birth of Jesus. Reflect on how important it is 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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| R2. 3 Know the story of the birth of Jesus. Reflect on how important it is 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.
 | *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.

*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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| R2. 3 Know the story of the birth of Jesus. Reflect on how important it is 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;
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| R2. 3 Know the story of the birth of Jesus. Reflect on how important it is 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.

*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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| R2. 3 Know the story of the birth of Jesus. Reflect on how important it is for us. | ***Understanding the World**** Talk about members of their immediate family and community.
* Name and describe people who are familiar to them.
* Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
* Recognise that people have different beliefs and celebrate special times in different ways.
 | *Past and Present** Talk about the lives of the people around them and their roles in society;
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
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| R2. 3 Know the story of the birth of Jesus. Reflect on how important it is for us. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Return to and build on their previous learning, ]refining ideas and developing their ability to represent them.
* Create collaboratively sharing ideas, resources and skills.
* Develop storylines in their pretend play.
 | *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.
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R2. 3 Know the story of the birth of Jesus. Reflect on how important it is for us. | *Knows the story of the birth of Jesus.* | Look at the picture of the journey to Bethlehem and the birth of Jesus. Invite children to talk about each slide e.g. what can they see, what do they think is happening, what do they think will happen next, etc. Children could match captions to the pictures of the Nativity. (EYFS TB, Reception p. 41)  |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***The Shepherds visit Jesus***R2 4 Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | ***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.
* 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
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| R2 4 Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | ***Personal, Social and Emotional**** See themselves as a valuable individual.
* Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* 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

*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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| R2 4 Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | ***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;

*Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery;
* Begin to show accuracy and care when drawing.
 |
| R2 4 Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | ***Literacy**** Read individual letters by saying the sounds for them.
* 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.
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| R2 4 Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | ***Understanding the World**** Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
 | *Past and Present** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
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| R2 4 Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 | *Creating with Materials** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* 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** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
* 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** | **Assessment Opportunity** |
| R2 4 Know that the shepherds were the first to hear about the birth of Jesus. Reflect on the good news they received. | *Knows that the shepherds were the first to hear about the birth of Jesus.* | From suggestions for follow up in areas of learning ‘Make available pictures of shepherds, sheep, angels speaking to the shepherds, shepherds going to Bethlehem for children to talk about’ and Provide speech bubbles: some with a statement to match the characters in the account of the Nativity …’ (WTL TB Reception, p. 45).  |