**EYFS NURSERY CLASS N3 THE HOLY FAMILY DATE**

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| **LEARNING OBJECTIVES** | **KEY WORDS** | **DEVELOPMENT MATTERS**  (See Development Matters Overview for more links) | **KEY QUESTIONS**  **TEACHING** | **PUPIL ACTIVITIES** | **RESOURCES** |
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| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | Mary  Joseph  Jesus  Holy Family  Temple | ***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?”     - Use a wider range of vocabulary.     - 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.”     - Be able to express a   point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  ***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.     - Develop their sense of responsibility and membership of a community.     - 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.  ***Understanding the World***   * + - Explore how things work.     - Talk about what they see, using a wide vocabulary.     - Begin to make sense of their own life-story and   family’s history.   * + - Show interest in different occupations.     - Continue to develop   positive attitudes about the  differences between people.  ***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.     - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.     - Explore different materials freely, in order to develop their ideas about how to use them and what to make.     - 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.     - Respond to what they have heard, expressing their thoughts and feelings.     - Remember and sing entire songs. |  |  | *Teacher’s Book* pp. 39-44  Family photographs  Power Points:  Sam and Yolanda visit a farm  Jesus as a little boy  Video on WTL CD ROM ‘When Jesus was a little boy’  Folder of pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | *Knows that Mary and Joseph took Jesus to the Temple*  Ensure the activities provide coverage of the assessment profile statement |

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| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | Mary  Joseph  Jesus  Temple  Lost  Found | ***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?”     - Use a wider range of vocabulary.     - 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.”     - Be able to express a   point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  ***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.     - Develop their sense of responsibility and membership of a community.     - 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.  ***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.  ***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.     - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.     - Explore different materials freely, in order to develop their ideas about how to use them and what to make.     - Develop their own ideas and then decide which materials to use to express them.     - 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.     - Respond to what they have heard, expressing their thoughts and feelings.     - Remember and sing entire songs. |  |  | *Teacher’s Book* pp. 45-49  Power Points:  Let’s look for Hootie the Owl  *Where’s Spot?*  Eric Hill  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | *Can talk about the loss and finding of Jesus in the Temple.*  Ensure the activities provide coverage of the assessment profile statement |

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| **LEARNING OBJECTIVES** | **KEY WORDS** | **DEVELOPMENT MATTERS**  (See Development Matters Overview for more links) | **KEY QUESTIONS**  **TEACHING** | **PUPIL ACTIVITIES** | **RESOURCES** |
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| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | Jesus  Children  Loves  Kind  Helpful | ***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?”     - Use a wider range of vocabulary.     - 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.”     - Be able to express a   point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  ***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.     - Develop their sense of responsibility and membership of a community.     - 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.  ***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.  ***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.     - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.     - Explore different materials freely, in order to develop their ideas about how to use them and what to make.     - Develop their own ideas and then decide which materials to use to express them.     - 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.     - Respond to what they have heard, expressing their thoughts and feelings.     - Remember and sing entire songs. |  |  | *Teacher’s Book* pp. 50-52  Power Points:  Jesus Loves Children  You Tube  CD Stories and Songs of Jesus  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | *Knows that Jesus loves little children*  Ensure the activities provide coverage of the assessment profile statement |

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| N3. 4 Know about the parable of the Good Samaritan  Try to be a Good Samaritan to others. | Parable  Samaritan  Neighbour | ***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?”     - Use a wider range of vocabulary.     - 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.”     - Be able to express a   point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  ***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.     - Develop their sense of responsibility and membership of a community.     - 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.  ***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.  ***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.     - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.     - Explore different materials freely, in order to develop their ideas about how to use them and what to make.     - Develop their own ideas and then decide which materials to use to express them.     - 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.     - Respond to what they have heard, expressing their thoughts and feelings.     - Remember and sing entire songs. |  |  | *Teacher’s Book* pp. 50-52  Power Points:  Jesus Loves Children  You Tube  CD Stories and Songs of Jesus  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N3. 4 Know about the parable of the Good Samaritan  Try to be a Good Samaritan to others. | *Can talk about the parable of the Good Samaritan*  Ensure the activities provide coverage of the assessment profile statement |