**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. | MaryJosephJesusHoly FamilyTemple | ***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. 39-44Family photographsPower Points: Sam and Yolanda visit a farmJesus as a little boyVideo 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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| **LEARNING OBJECTIVES** | **KEY WORDS** | **DEVELOPMENT MATTERS**(See Development Matters Overview for more links) | **KEY QUESTIONS****TEACHING** | **PUPIL ACTIVITIES** | **RESOURCES** |
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| N3. 2 Know about the loss and finding of Jesus.Reflect on the feelings of Mary and Joseph. | MaryJosephJesusTempleLost 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. 45-49Power Points: Let’s look for Hootie the Owl*Where’s Spot?*Eric HillFolder 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. | JesusChildrenLovesKindHelpful | ***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. 50-52Power Points: Jesus Loves ChildrenYou TubeCD Stories and Songs of JesusFolder 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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| **LEARNING OBJECTIVES** | **KEY WORDS** | **DEVELOPMENT MATTERS**(See Development Matters Overview for more links) | **KEY QUESTIONS****TEACHING** | **PUPIL ACTIVITIES** | **RESOURCES** |
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| N3. 4 Know about the parable of the Good SamaritanTry to be a Good Samaritan to others.  | ParableSamaritanNeighbour | ***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. 50-52Power Points: Jesus Loves ChildrenYou TubeCD Stories and Songs of JesusFolder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N3. 4 Know about the parable of the Good SamaritanTry 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 |