***OVERVEW OF DEVELOPMENT MATTERS AND EARLY LEARNING GOALS The Way, the Truth and the Life RE programme***

**Nursery: Spring Term 1 2022 *N3 The Holy Family***

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| **Learning Objective** | **Development Matters 3-4 Years** |
| ***The Holy Family***  N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | ***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. |
| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | ***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. |
| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | ***Literacy***   * + - Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.     - 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 or all of their name.     - Write some letters accurately. |
| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | ***Physical Development***   * + - Skip, hop, stand on one leg and hold a pose for a game like musical statues.     - 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. |
| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | ***Mathematics***   * + - Describe a familiar route. Discuss routes and locations, using   words like ‘in front of’ and ‘behind’.   * + - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.     - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | ***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. |
| N3. 1 Know that Mary and Joseph took Jesus to the Temple.  Reflect on what happened. | ***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. |

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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| 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* | Some suggestions for follow up in areas of learning on pages 43-44 of the Nursery Teacher’s Book can be used as a focus for children showing that they know about the visit to the Temple. |

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| **Learning Objective** | **Development Matters 3-4 Years** |
| ***Loss and Finding of Jesus***  N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | ***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. |
| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | ***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. |
| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | ***Literacy***   * + - Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.     - 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 or all of their name.     - Write some letters accurately. |
| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | ***Physical Development***   * + - 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. |
| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | ***Mathematics***   * + - Describe a familiar route. Discuss routes and locations, using   words like ‘in front of’ and ‘behind’.   * + - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | ***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. |
| N3. 2 Know about the loss and finding of Jesus.  Reflect on the feelings of Mary and Joseph. | ***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. |

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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| 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.* | Some suggestions for follow up in areas of learning on pages 48-49 of the Nursery Teacher’s Book can be used as a focus for children talking about the loss and finding of Jesus in the Temple. |

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| **Learning Objective** | **Development Matters 3-4 Years** |
| ***Jesus loves children***  N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | ***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. |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | ***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. |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | ***Literacy***   * + - Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.     - 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 or all of their name.     - Write some letters accurately. |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | ***Physical Development***   * + - 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. |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | ***Mathematics***   * + - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | ***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. |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | ***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. |

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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| N3. 3 Know that Jesus loves little children.  Think of ways to be kind and helpful to others. | *Knows that Jesus loves little children.* | Some suggestions for follow up in areas of learning on page 52 of the Nursery Teacher’s Book can be used as a focus for children knowing that Jesus loves little children. |

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| **Learning Objective** | **Development Matters 3-4 Years** |
| ***Love one another***  N3. 4 Know about the parable of the Good Samaritan.  Try to be a Good Samaritan to others. | ***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. |
| N3. 4 Know about the parable of the Good Samaritan.  Try to be a Good Samaritan to others. | ***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. |
| N3. 4 Know about the parable of the Good Samaritan.  Try to be a Good Samaritan to others. | ***Literacy***   * + - Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.     - 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 or all of their name.     - Write some letters accurately. |
| N3. 4 Know about the parable of the Good Samaritan.  Try to be a Good Samaritan to others. | ***Physical Development***   * + - 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. |
| N3. 4 Know about the parable of the Good Samaritan.  Try to be a Good Samaritan to others. | ***Mathematics***   * + - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| N3. 4 Know about the parable of the Good Samaritan.  Try to be a Good Samaritan to others. | ***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. |
| N3. 4 Know about the parable of the Good Samaritan.  Try to be a Good Samaritan to others. | ***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. |

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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| 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.* | Some suggestions for follow up in areas of learning on page 56 of the Nursery Teacher’s Book can be used as a focus for children talking about the parable of the Good Samaritan. |