**EYFS NURSERY CLASS N4 GOOD FRIENDS 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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| N4. 1 Know that Jesus chose friends to help him.  Be aware that Jesus wants us to be good friends. | Jesus  Friends  Fishermen  Follow Me | ***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.     - 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.     - 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. 58-63  *The Rainbow Fish*, Marcus Pfistur  Play dough  Small world  Folder of pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N4. 1 Know that Jesus chose friends to help him.  Be aware that Jesus wants us to be good friends. | *Is aware that Jesus chose friends to help him.*  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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| N4. 2 Know how Jesus helped people and gives us people to help us.  Reflect on ways we can help others. | Jesus  People  Help  Friends  Blind  Bartimaeus | ***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***   * + - Use all their senses in hands-on exploration of natural materials.     - Explore collections of materials with similar and/or different properties.     - 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.     - Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.     - 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. 64-68  Power Points:  Good Friends at School  Toby and Jack  *Little Beaver and the Echo*  Amy McDonald  CD Stories and Songs of Jesus  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N4. 2 Know how Jesus helped people and gives us people to help us.  Reflect on ways we can help others. | *Knows that Jesus gives us people to help us.*  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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| N4.3 Know that Jesus teaches us forgiveness and love.  Be aware that Jesus will help us to forgive and to say sorry. | Jesus  Forgive  Sorry  Love | ***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.     - 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. 69-73  Power Points:  Joe and his Mum  Sam forgives Fabio  *I’m Sorry*, Sam McBratney  CD Stories and Songs of Jesus  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N4.3 Know that Jesus teaches us forgiveness and love.  Be aware that Jesus will help us to forgive and to say sorry. | *Knows that Jesus will help us to forgive people who hurt us and to say sorry if we hurt others.*  Ensure the activities provide coverage of the assessment profile statement |

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| N4.4 Know that Jesus died on Good Friday but that was not the end.  Experience Easter as a happy time. | Jesus  Died  Good Friday  Sad  Happy  Easter | ***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.     - 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     - 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.     - 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. 74-78  ‘Bobby the Bear’ in *Value Stories* by Ann Gribbin Murphy  CD Share the Light  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N4.4 Know that Jesus died on Good Friday but that was not the end.  Experience Easter as a happy time.  . | *Knows that Jesus died on Good Friday but that was not the end.*  Ensure the activities provide coverage of the assessment profile statement |