**EYFS NURSERY CLASS N5 NEW LIFE 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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| ***New Life***  N5.1 Begin to understand that we celebrate Easter because Jesus rose from the dead.  Be aware that at Easter we celebrate Jesus is with us. | Jesus  Easter  Sunday  Alive  Good News | ***Communication and Language***   * + - Enjoy listening to longer stories and can remember much of what happens.     - Understand ‘why’ questions     - 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     - 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.     - 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***   * + - Plant seeds and care for growing plants.     - Understand the key features of the life cycle of a plant and an animal.     - Begin to understand the need to respect and care for the natural environment and all living things   ***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.     - 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. 79-84  *CD Stories and Songs of Jesus*  Power points:  ‘The Resurrection’  Materials for Easter gardens  Seeds to plant  Small world figures  *Share the Light* CD B. Farrell  Folder of pictures  Incubator/eggs |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N5.1 Begin to understand that we celebrate Easter because Jesus rose from the dead.  Be aware that at Easter we celebrate Jesus is with us. | *Knows that at Easter we celebrate because Jesus rose from the dead.*  Ensure the activities provide coverage of the assessment profile statement |

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| ***Jesus is Alive***  N5.2 Begin to understand that Jesus gives a special gift of joy and peace.  Think of how we can give this peace and joy to others. | Good News  Peace  Joy  Jesus  Appears  Friends | ***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     - 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.     - 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.     - 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.     - 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. 85-89  Power Points:  ‘Jesus appears to Thomas’  CD *Share the Light,* B. Farrell  Folder of Pictures  Percussion instruments |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N5.2 Begin to understand that Jesus gives a special gift of joy and peace.  Think of how we can give this peace and joy to others. | *Is beginning to understand that Jesus give us a special gift of joy and peace.*  Ensure the activities provide coverage of the assessment profile statement |

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| ***Jesus is alive forever***  N5.3 Begin to understand that Jesus is alive and will always be with us.  Be aware that we can always speak to Jesus. | Spring  New Life  Alive  Forever | ***Communication and Language***   * + - 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.     - 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.     - 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.     - Use all their senses in hands-on exploration of natural materials.     - Plant seeds and care for growing plants.     - Understand the key features of the life cycle of a plant and an animal.   ***Expressive Arts and Design***   * + - 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.     - Respond to what they have heard, expressing their thoughts and feelings. |  |  | *Teacher’s Book* pp.90-93  Power Points:  ‘The Seasons’  Flowers  Outside walk  Pooters/magnifying glasses  CD Stories and Songs of Jesus  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N5.3 Begin to understand that Jesus is alive and will always be with us.  Be aware that we can always speak to Jesus. | *Is beginning to understand that Jesus is always with us.*  Ensure the activities provide coverage of the assessment profile statement |

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| ***Mary our Mother***  N5. 4 Know that Mary is the Mother of Jesus and our Mother.  Think of ways to show our love for Mary. | Mary  Mother  Jesus  May | ***Communication and Language***   * + - Enjoy listening to longer stories and can remember much of what happens.     - Understand ‘why’ questions     - 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.   ***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.   ***Understanding the World***   * + - Talk about what they see, using a wide vocabulary.     - Know that there different countries in the world and talk about the differences they have seen in photos   ***Expressive Arts and Design***   * + - 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.     - Respond to what they have heard, expressing their thoughts and feelings.     - Remember and sing entire songs. |  |  | *Teacher’s Book* pp. 94-98  Pictures / Statues of Mary from school / church / from different cultures  Flowers  Craft materials  Power point:  ‘Flowers for Mary’  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| . N5. 4 Know that Mary is the Mother of Jesus and our Mother.  Think of ways to show our love for Mary. | *Knows that Mary is the mother of Jesus and our mother.*  Ensure the activities provide coverage of the assessment profile statement |