**Overview of Development Matters and Early Learning Goals *The Way, the Truth and the Life* Reception: SUMMER TERM 1 2022**

***R5 NEW LIFE***

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***New Life***R5. 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. | ***Communication and Language**** Understand how to listen carefully and why listening is important.
* Learn new vocabulary.
* Use new vocabulary through the day.
* Describe events in some detail.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* 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.
* Can start a conversation with an adult or a friend and continue it for many turns.
 | *Listening, Attention and Understanding* * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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| R5. 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. | ***Personal, Social and Emotional Development**** See themselves as a valuable individual.
* Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* Show resilience and perseverance in the face of challenge.
* Identify and moderate their own feelings socially and emotionally.
* Think about the perspectives of others.
* Manage their own needs.
 | *Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
* Explain the reasons for rules, know right from wrong and try to behave accordingly;

*Building Relationships** Work and play cooperatively and take turns with others
* Show sensitivity to their own and to others’ needs.
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| R5. 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. | ***Physical Development***Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | *Fine Motor Skills** Progress towards a more fluent style of moving, with developing control and grace.
* Combine different movements with ease and fluency.
* Use a range of small tools, including scissors, paint brushes and cutlery
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| R5. 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. | ***Literacy**** Read simple phrases or sentences [from a bible story book or own writing]
* Write short sentences [about religious events or stories]
 | *Comprehension** Demonstrate understanding of what has been read by retelling stories using their own words and recently introduced vocabulary
* Anticipate –where appropriate – key events in stories
* Use and understand recently introduced vocabulary about stories, non-fiction, rhymes and poems and during role-play

*Writing** Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.
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| R5. 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. | ***Understanding the World**** Compare and contrast characters from stories, including figures from the past.
* Draw information from a simple map.
* Understand that some places are special to members of their community.
* Recognise that people have different beliefs and celebrate special times in different ways.
 | *Past and Present** Understand the past through settings, characters and events encountered in books read in class and storytelling.

*People. Culture and Communities** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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| R5. 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. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Watch and talk about dance and performance art, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Develop storylines in their pretend play.
* Explore and engage in music making and dance, performing solo or in groups.
 | *Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
* Share their creations, explaining the process they have used;
* Make use of props and materials when role playing characters in narratives and stories.

*Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher;
* Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R5. 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. | See Assessment Opportunity page 95. There are suggestions that could be used as assessment opportunities in the ‘Suggestions for follow up areas of learning’ (TB, p. 94) |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Jesus is Alive***R5. 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. | ***Communication and Language**** Understand how to listen carefully and why listening is important.
* Learn new vocabulary.
* Use new vocabulary through the day.
* Describe events in some detail.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* 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.
* Can start a conversation with an adult or a friend and continue it for many turns.
 | *Listening, Attention and Understanding* * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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| R5. 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. | ***Personal, Social and Emotional**** Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* Think about the perspectives of others.
 | *Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Managing Self** Explain the reasons for rules, know right from wrong and try to behave accordingly;

*Building Relationships** Work and play cooperatively and take turns with others

Show sensitivity to their own and to others’ needs. |
| R5. 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. | ***Physical Development**** Progress towards a more fluent style of moving, with developing control and grace.
* Combine different movements with ease and fluency.
 | *Gross Motor Skills** Demonstrate strength, balance and co-ordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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| R5. 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. | ***Literacy**** Read simple phrases or sentences [from a bible story book or own writing]
* Write short sentences [about religious events or stories]
 | *Comprehension** Demonstrate understanding of what has been read by retelling stories using their own words and recently introduced vocabulary
* Anticipate –where appropriate – key events in stories
* Use and understand recently introduced vocabulary about stories, non-fiction, rhymes and poems and during role-play

*Writing** Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.
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| R5. 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. | ***Understanding the World**** Explore the natural world around them.
* Describe what they see, hear and feel whilst outside.
 | *The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants;
* Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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| R5. 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. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
* Sing in a group or on their own, increasingly matching the pitch and following the melody.
* Develop storylines in their pretend play.
 | *Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
* Make use of props and materials when role playing characters in narratives and stories.

*Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher
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| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R5. 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 gives us a special gift of joy and peace.* | See Assessment Opportunity on page 102 of TB. There are various suggestions for follow up in areas of learning that could be used to meet the profile statement, see pages 101-02 of TB.  |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Jesus goes back to Heaven***R5. 3 Know the story of Jesus going back to His Father in heaven.Be aware that Jesus is still with us.  | ***Communication and Language**** Use new vocabulary through the day.
* Ask questions to find out more and to check they understand what has been said to them.
* Articulate their ideas and thoughts in well- formed sentences.
* Describe events in some detail.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* Use new vocabulary in different contexts.
 | *Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
* Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
* Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
 |
| R5. 3 Know the story of Jesus going back to His Father in heaven.Be aware that Jesus is still with us. | ***Personal, Social and Emotional**** Build constructive and respectful relationships.
* Express their feelings and consider the feelings of others.
* Identify and moderate their own feelings socially and emotionally.
* Think about the perspectives of others.
 | *Self-Regulation** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

*Building Relationships** Work and play cooperatively and take turns with others;
* Form positive attachments to adults and friendships with peers;
* Show sensitivity to their own and to others’ needs.
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| R5. 3 Know the story of Jesus going back to His Father in heaven.Be aware that Jesus is still with us. | ***Physical Development**** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 | *Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery;
* Begin to show accuracy and care when drawing.
 |
| R5. 3 Know the story of Jesus going back to His Father in heaven.Be aware that Jesus is still with us. | ***Literacy**** Read simple phrases or sentences [from a bible story book or own writing]
* Write short sentences [about religious events or stories]
 | *Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Anticipate – where appropriate – key events in stories;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.

*Reading** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

*Writing* * Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.
 |
| R5. 3 Know the story of Jesus going back to His Father in heaven.Be aware that Jesus is still with us. | ***Understanding the World**** Compare and contrast characters from stories, including figures from the past.
 | *Past and Present** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
* Understand the past through settings, characters and events encountered in books read in class and storytelling.
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| R5. 3 Know the story of Jesus going back to His Father in heaven.Be aware that Jesus is still with us. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Return to and build on their previous learning, refining ideas and developing their ability to represent them.
* Create collaboratively sharing ideas, resources and skills.
* Develop storylines in their pretend play.
 | *Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
* Share their creations, explaining the process they have used;
* Make use of props and materials when role playing characters in narratives and stories.

*Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher;
 |
| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R5. 3 Know the story of Jesus going back to His Father in heaven.Be aware that Jesus is still with us. | *Can talk about Jesus going back to heaven.* | See Assessment Opportunity on page 108 of TB. There are various suggestions for follow up in areas of learning that could be used to meet the profile statement, see page 107 of TB.  |

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| **Learning****Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Mary our Mother***R5. 4 Know that Mary is the Mother of Jesus and our Mother. Think of ways to show our love for Mary. | ***Communication and Language**** Ask questions to find out more and to check they understand what has been said to them.
* Articulate their ideas and thoughts in well- formed sentences.
* Engage in story times.
* Listen to and talk about stories to build familiarity and understanding.
* Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
 | *Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
* Make comments about what they have heard and ask questions to clarify their understanding;
* Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
 |
| R5. 4 Know that Mary is the Mother of Jesus and our Mother. Think of ways to show our love for Mary. | ***Personal, Social and Emotional**** Express their feelings and consider the feelings of others.
* Think about the perspectives of others.
 | *Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

*Building Relationships** Work and play cooperatively and take turns with others;
* Show sensitivity to their own and to others’ needs.
 |
| R5. 4 Know that Mary is the Mother of Jesus and our Mother. Think of ways to show our love for Mary. | ***Physical Development**** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 | *Fine Motor Skills** Use a range of small tools, including scissors, paint brushes and cutlery;
* Begin to show accuracy and care when drawing.
 |
| R5. 4 Know that Mary is the Mother of Jesus and our Mother. Think of ways to show our love for Mary. | ***Literacy**** Read individual letters by saying the sounds for them.
* Read some letter groups that each represent one sound and say sounds for them.
* Spell words by identifying the sounds and then writing the sound with letter/s.
* Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
* Re-read what they have written to check that it makes sense.
 | *Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.

*Word Reading** Read words consistent with their phonic knowledge by sound-blending

*Writing** Write recognisable letters, most of which are correctly formed;
* Spell words by identifying sounds in them and representing the sounds with a letter or letters;
* Write simple phrases and sentences that can be read by others.
 |
| R5. 4 Know that Mary is the Mother of Jesus and our Mother. Think of ways to show our love for Mary. | ***Understanding the World**** Comment on images of familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.
* Understand that some places are special to members of their community.
* Recognise that people have different beliefs and celebrate special times in different ways.
 | *Past and Present** Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

*People, Culture and Communities** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
 |
| R5. 4 Know that Mary is the Mother of Jesus and our Mother. Think of ways to show our love for Mary. | ***Expressive Arts and Design**** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Listen attentively, move to and talk about music, expressing their feelings and responses.
 | *Creating with Materials** Explore, use and refine a variety of artistic effects to express their ideas and feelings.
* Share their creations, explaining the process they have used;
* Make use of props and materials when role playing characters in narratives and stories.

*Being Imaginative and Expressive** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
* Invent, adapt and recount narratives and stories with peers and their teacher;
 |
| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R5. 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.* | Some suggestions in the follow up areas of learning could be used as an assessment opportunity (TB, p. 112-113).  |