**EYFS NURSERY CLASS N6 OUR CHURCH 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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| ***God’s Big Family***  N6.1 Know that we all belong to God’s family.  Reflect on what this means for us. | God  Family  Belong  Jesus | ***Communication and Language***   * + - 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.     - Develop their sense of responsibility and membership of a community.     - Play with one or more other children, extending and elaborating play ideas.     - Increasingly follow rules, understanding why they are important.     - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.     - Begin to understand how others might be feeling.   ***Understanding the World***   * + - 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.     - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.   ***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. 99-103  *You Tube*  Globe  Folder of pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N6.1 Know that we all belong to God’s family.  Reflect on what this means for us. | *Is beginning to understand that we belong to God’s family.*  Ensure the activities provide coverage of the assessment profile statement |

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| ***Our Church Family***  N6.2 Know that we all belong to God’s family.  Reflect on what this means for us. | God’s Family  Church  Christians  Jesus  Prayer | ***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.     - 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.     - Increasingly follow rules, understanding why they are important.     - 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.     - 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. 104-109  Power Points:  ‘Mrs Brown’s Children Praying’  CD *Share the Light,* B. Farrell  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N6.2 Know that we all belong to God’s family.  Reflect on what this means for us. | *Knows that we belong to our Church family.*  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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| ***Our Parish Church***  N6.3 Know that we have a parish church.  Experience a visit to the local church. | Friends  Parish  Sign of the Cross  Baptised  Genuflect  Crucifix  Altar  Lectern  Candles  Our Lady | ***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.     - 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.     - Show more confidence in new social situations.     - Increasingly follow rules, understanding why they are important.     - 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.     - Know that there are different countries in the world and talk about the differences they have seen in photos   ***Expressive Arts and Design***   * + - Use all their senses in hands-on exploration of natural materials.     - Explore collections of materials with similar and/or different properties.     - 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.111-115    Visit to the Parish Church  Power Point:  ‘Inside a Church’  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| N6.3 Know that we have a parish church.  Experience a visit to the local church. | *Knows that we have a parish church.*  Ensure the activities provide coverage of the assessment profile statement |

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| ***Sunday, a special day***  N6. 4 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | Sunday  Church | ***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.     - 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.     - Show more confidence in new social situations.     - Increasingly follow rules, understanding why they are important.     - 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.   • Know that there are different countries in the world and talk about the differences they have seen in photos.  ***Expressive Arts and Design***   * + - Use all their senses in hands-on exploration of natural materials.     - Explore collections of materials with similar and/or different properties.     - 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. 116-119  Power point:  ‘In church I can’  Folder of Pictures |

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| **LEARNING OBJECTIVE** | **ASSESSMENT PROFILE STATEMENT** |
| . N6. 4 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | *Knows that Sunday is a special day for our Church family.*  Ensure the activities provide coverage of the assessment profile statement |