**Overview of Development Matters and Early Learning Goals *The Way, the Truth and the Life* Reception: SUMMER TERM 2 2022**

***R6 Our Church Family***

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| **Learning**  **Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Our Church Family***  R6. 1 Know that we belong to our Church family.  Be aware that we can all belong to this family. | ***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 * Can start a conversation with an adult or a friend and continue it for many turns. * Learn rhymes, poems and songs. | *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. |
| R6. 1 1 Know that we belong to our Church family.  Be aware that we can all belong to this family. | ***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. | *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. |
| R6. 1 1 Know that we belong to our Church family.  Be aware that we can all belong to this family. | ***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 * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| R6. 1 1 Know that we belong to our Church family.  Be aware that we can all belong to this family. | ***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. |
| R6. 1 1 Know that we belong to our Church family.  Be aware that we can all belong to this family. | ***Understanding the World***   * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * Compare and contrast characters from stories, including figures from the past. * Recognise that people have different beliefs and celebrate special times in different ways. | *Past and Present*   * Talk about the lives of the people around them and their roles in society;   *People. Culture and Communities*   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; * 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; |
| R6. 1 1 Know that we belong to our Church family.  Be aware that we can all belong to this family. | ***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; * 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. |
| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R6. 1 1 Know that we belong to our Church family.  Be aware that we can all belong to this family. | Is aware that we belong to our Church family. | There are suggestions that could be used as assessment opportunities in the ‘Suggestions for follow up areas of learning’ (TB, pp. 119-120) |

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| **Learning**  **Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Visit to a Church***  R6. 2 Know that the members of the Church are called Christians.  Be aware that we are all welcome in the Church. | ***Communication and Language***   * Understand how to listen carefully and why listening is important. * Learn new vocabulary. * Use new vocabulary through the day. * Ask questions to find out more and to check they understand what has been said to them. * 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; * 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. |
| R6. 2 Know that the members of the Church are called Christians.  Be aware that we are all welcome in the Church. | ***Personal, Social and Emotional***   * Build constructive and respectful relationships. * Show resilience and perseverance in the face of challenge. * 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; * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;   *Building Relationships*   * Work and play cooperatively and take turns with others * Show sensitivity to their own and to others’ needs. |
| R6. 2 Know that the members of the Church are called Christians.  Be aware that we are all welcome in the Church. | ***Physical Development***   * Progress towards a more fluent style of moving, with developing control and grace. |  |
| R6. 2 Know that the members of the Church are called Christians.  Be aware that we are all welcome in the Church. | ***Literacy***   * Write short sentences [about religious events or stories] | *Comprehension*   * 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. |
| R6. 2 Know that the members of the Church are called Christians.  Be aware that we are all welcome in the Church. | ***Understanding the World***   * Understand that some places are special to members of their community. * Describe what they see, hear and feel whilst outside. | *People, Culture and Communities*   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; |
| R6. 2 Know that the members of the Church are called Christians.  Be aware that we are all welcome in the Church. | ***Expressive Arts and Design***   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * 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; * 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** |
| R6. 2 Know that the members of the Church are called Christians.  Be aware that we are all welcome in the Church. | Knows that the members of the Church are called Christians. | See Assessment Opportunity on page 126 of TB. There are various suggestions for follow up in areas of learning that could be used to meet the profile statement, see pages 125-26 of TB. |

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| **Learning**  **Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Sunday, a special day***  R6. 3 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | ***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. * 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; * 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. |
| R6. 3 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | ***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*   * 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. |
| R6. 3 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | ***Literacy***   * Read simple phrases or sentences * Write short sentences | *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.   *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. |
| R6. 3 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | ***Understanding the World***   * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * 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*   * Talk about the lives of the people around them and their roles in society;   *People, Culture and Communities*   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; * 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; |
| R6. 3 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | ***Expressive Arts and Design***   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * 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   *Being Imaginative and Expressive*   * Invent, adapt and recount narratives and stories with peers and their teacher; |
| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R6. 3 Know why Sunday is a special day for the Church family.  Reflect on ways we can pray when we go to church. | Knows why Sunday is a special day for our Church family. | See Assessment Opportunity on page 132 of TB. There are various suggestions for follow up in areas of learning that could be used to meet the profile statement, see pp. 131-32 of TB. |

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| **Learning**  **Objective** | **Development Matters** | **Links to Early Learning Goals** |
| ***Sacrament of Baptism***  R6. 4 Know about the Sacrament of Baptism.  Be aware that we are all special friends of Jesus. | ***Communication and Language***   * Understand how to listen carefully and why listening is important. * Learn new vocabulary. * 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. * Learn rhymes, poems and songs. | *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 * 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. |
| R6. 4 Know about the Sacrament of Baptism.  Be aware that we are all special friends of Jesus. | ***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. |
| R6. 4 Know about the Sacrament of Baptism.  Be aware that we are all special friends of Jesus. | ***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. |
| R6. 4 Know about the Sacrament of Baptism.  Be aware that we are all special friends of Jesus. | ***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. |
| R6. 4 Know about the Sacrament of Baptism.  Be aware that we are all special friends of Jesus. | ***Understanding the World***   * Name and describe people who are familiar to them. * 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*   * Talk about the lives of the people around them and their roles in society;   *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; |
| R6. 4 Know about the Sacrament of Baptism.  Be aware that we are all special friends of Jesus. | ***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*   * 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; * 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. |
| **Learning Objective** | **Assessment Profile Statement** | **Assessment Opportunity** |
| R6. 4 Know about the Sacrament of Baptism.  Be aware that we are all special friends of Jesus. | Knows about the Sacrament of Baptism and is aware that we are all special friends of Jesus. | See Assessment Opportunity on page 137 of TB. Some suggestions in the follow up areas of learning could be used as an assessment opportunity (TB, p. 137). |