**Overview of Birth To 5 Matters and Early Learning Goals *The Way, the Truth and the Life* Reception: SUMMER TERM 1**

***R5 NEW LIFE***

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| **Learning**  **Objective** | **Birth To 5**  **(Ranges 5 and 6)** | **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***   * Show variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. * Extends vocabulary, exploring the meaning and sound so new words. * Uses language to imagine and recreate roles and experiences in play situations. * Describe events in some detail. * Able to follow a story without pictures or prompts. * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * Introduces a storyline or narrative into their play. | *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. 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***   * Develop particular friendships with other children, which help them to understand different points of view and to challenge their own thinking. * Understands their own and other people’s feelings, offering empathy and comfort. * Shows confidence in choosing resources and perseverance in carrying out a chosen activity. * Expresses a wide range of feelings in their interactions with others and through their play, including excitement and anxiety, guilt and self-doubt. | *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. |
| 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***  Handles tools, objects, construction and malleable materials safely and with increasing control and intention. | *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 |
| 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***   * Engages with books and other reading material at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret a text [from a bible story book or own writing] * Use their developing phonic knowledge to write things such as captions and labels later progressing into simple 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. |
| 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***   * Knows about similarities and differences between themselves and others, and among families, communicates, cultures and traditions. * Shows interest in different ways of life. | *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. |
| 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***   * Express and communicates working theories, feelings and understandings using a range of art forms, e.g movement, dance, drama, music and the visual arts. * Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. * Begins to build a collection of songs and dances. * Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. * Makes music in a range of ways. | *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** |
| 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***   * Show variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. * Extends vocabulary, exploring the meaning and sound so new words. * Uses language to imagine and recreate roles and experiences in play situations. * Describe events in some detail. * Able to follow a story without pictures or prompts. * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * Introduces a storyline or narrative into their play. | *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. 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 Development***   * Develop particular friendships with other children, which help them to understand different points of view and to challenge their own thinking. * Understands their own and other people’s feelings, offering empathy and comfort. * Shows confidence in choosing resources and perseverance in carrying out a chosen activity. * Expresses a wide range of feelings in their interactions with others and through their play, including excitement and anxiety, guilt and self-doubt. | *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***   * Travels with confidence and kill around, under, over and through balancing and climbing equipment. * Negotiates space effectively * Chooses to move in a range of ways, moving freely with confidence and making changes to body shape, position and pace of movement. | *Gross Motor Skills*   * Demonstrate strength, balance and co-ordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| 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***   * Engages with books and other reading material at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret a text [from a bible story book or own writing] * Use their developing phonic knowledge to write things such as captions and labels later progressing into simple 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. |
| 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***   * Looks closely at similarities, differences, patterns and change in the natural world. * Talks about the features of their own immediate environment and how environments might vary from one another. | *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. |
| 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***   * Express and communicates working theories, feelings and understandings using a range of art forms, e.g movement, dance, drama, music and the visual arts. * Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. * Begins to build a collection of songs and dances. * Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. * Makes music in a range of ways | *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** |
| 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***   * Extends vocabulary, exploring the meaning and sound so new words * Understands questions such as who; why; when; where and how. * Uses talk to explain what is happening and anticipate what might happen next. * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * Able to follow a story without pictures or props. * Shows variability in listening behaviour. * Introduces a storyline or narrative into their play. | *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***  - Develop particular friendships with other children, which help them to understand different points of view and to challenge their own thinking.  - Understands their own and other people’s feelings, offering empathy and comfort.  - Expresses a wide range of feelings in their interactions with others and through their play, including excitement and anxiety, guilt and self-doubt. | *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. |
| R5. 3 Know the story of Jesus going back to His Father in heaven.  Be aware that Jesus is still with us. | ***Physical Development***   * Handles tools, objects, construction and malleable materials safely and with increasing control and intention. | *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***   * Engages with books and other reading material at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret a text [from a bible story book or own writing] * Use their developing phonic knowledge to write things such as captions and labels later progressing into simple 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***   * Know similarities and differences between themselves and others and among families, communities, cultures and traditions. | *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. |
| 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***   * Express and communicates working theories, feelings and understandings using a range of art forms, e.g movement, dance, drama, music and the visual arts. * Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. * Introduces a storyline or narrative into their 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***   * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * understands questions such as why; why; when; where and how * Uses language to imagine and recreate roles and experiences in play situations. * Describe events in some detail. * Able to follow a story without pictures or prompts. * Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. * Introduces a storyline or narrative into their play. | *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***  - Understands their own and other people’s feelings, offering empathy and comfort.  - Expresses a wide range of feelings in their interactions with others and through their play, including excitement and anxiety, guilt and self-doubt. | *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***   * Handles tools, objects, construction and malleable materials safely and with increasing control and intention. | *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***  - Engages with books and other reading material at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret a text [from a bible story book or own writing]  - Use their developing phonic knowledge to write things such as captions and labels later progressing into simple sentences [about religious events or stories].  - begins to read some high frequency words and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple 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.   *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***   * Know similarities and differences between themselves and others and among families, communities, cultures and traditions. * Shows interest in different ways of life. | *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***   * Express and communicates working theories, feelings and understandings using a range of art forms, e.g movement, dance, drama, music and the visual arts. * Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. | *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). |