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| **Pendeen RE (WITHIN UNDERSTANDING THE WORLD) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Autumn 1 | SCOPE: Special People | CONTENT / INTENT:   * Children talk about past and present events in their own lives and in the lives of family members. * Children know that other children don’t always enjoy the same things, and are sensitive to this. * Children know about similarities and differences between themselves and others, and among families, communities and traditions | | | | |
| **Prior Learning**  Have an understanding that people around the world worship God.  Talk about people they love.  Explain why people are special to them. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Recognise who is special to child at home.  Talk about why those people are special to them. | **Knowledge:**  Recognise who is special to the child at school.  Talk about reasons why that person or people are special to them. | **Knowledge:**  Understand what a role model is and be able to talk about child’s own role model. | **Knowledge:**  Understand who Jesus is and why he is special to some people.  Identify some of the miracles performed by Jesus after listening to religious stories. | **Knowledge:**  Understand that for Christians, Jesus is a role model.  Know some ways that Jesus helped others. | **Knowledge:**  Understand that Moses is a special person for people who follow the Jewish religion.  Remember some rules from Moses commandments. | Use the basic knowledge of Christianity to respect Christians and their beliefs.  Use the basic knowledge of Judaism to respect Jewish people and their beliefs.  Be able to respect other cultures and religions and have some understanding of a range of religions. |
| **Books/Stories** | **Success Criteria** Children will talk about special people in their families. Children will understand what makes those people special to them and verbalise to others. | **Success Criteria**  Children will identify and talk about special people at school.  Children will know and explain what makes those people special to them. | **Success Criteria**  Recognise that a role model is someone to look up to.  Recognise that a role model does positive things.  Talk about child’s own role model. | **Success Criteria**  Understand that Christians believe Jesus is the son of God.  Listen to a story and remember one good deed of Jesus. | **Success Criteria**  Understand that Jesus is a role model for Christians and know that Christians are following the good that Jesus did.  Talk about how Jesus helped others. | **Success Criteria**  Understand that Moses is special to Jewish people.  Remember some of the commandments made by Moses.  Know why it is important to follow rules. |
| **Vocabulary:** family, mum, dad, grandparents, special people, love, caring, admire, worship, believe, beliefs, Christianity, Christians, Jesus, God, Judaism, Jewish people, Moses, special stories, helping others, good deeds, positivity, helping others, rules, commandments, following | | | | | | | |

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| **Pendeen RE (WITHIN UNDERSTANDING THE WORLD) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Autumn 2 | SCOPE: What is Christmas? | CONTENT / INTENT:   * Children talk about past and present events in their own lives and in the lives of family members. * They know that children don’t always enjoy the same things, and are sensitive to this. * They know about similarities and differences between themselves and others, and among families, communities and traditions | | | | |
| **Prior Learning**  Understand that Jesus is the son of God.  Know that Christians celebrate Christmas.  Have some understanding of the Christmas Nativity story.  Be respectful of different views and religions. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Recognise that Christmas is a time to give to others.  Understand why people give to others at Christmas.  Talk about own likes and dislikes / preferences. | **Knowledge:**  Enjoys joining in with family customs and routines.  Understand the importance of saying thank you for a gift. | **Knowledge:**  Identify who the Nativity story is about.  Understand why Christians celebrate the Christmas story.  Know that Jesus is a very special part of Christmas. | **Knowledge:**  Understand that the Shepherds brought good news about the birth of baby Jesus to others.  Be able to talk about good news the child has received. | **Knowledge:**  Understand the Wise Men brought baby Jesus gifts.  Know that people give gifts on Christmas day to remember Jesus being born. | **Knowledge:**  Celebrate a Christian religious event – Christmas.  Understand why Christians celebrate Christmas, remembering Jesus being born. | Children will understand the religious meaning behind Christmas in order to remember why it is celebrated each year.  Children will be thankful for gifts received and remember why people are sharing gifts.  Children will use their knowledge of Christianity to celebrate a widely celebrated religion in the UK and be respectful of other religions. |
| **Books/Stories** | **Success Criteria** Children will understand and be able to explain why people give gifts at Christmas.  Children will talk about their own interests. | **Success Criteria**  Children will join in and celebrate a religious event, showing respect whether they are religious or not.  Children recognise the importance of saying thank you. | **Success Criteria**  Recognise and retell the Christmas story to others.  Children will know Christmas is celebrated by Christians. | **Success Criteria**  Children will talk about good news they have received and be able to talk about it to others confidently. | **Success Criteria**  Children will know the reason people give gifts to each other on Christmas Day and will be mindful that not everyone celebrates Christmas. | **Success Criteria**  Children will remember that Christians celebrate Christmas and know that they are celebrating the birth of Jesus. |
| **Vocabulary:** likes, dislikes, preference, interests, want, need, gifts, thankful, grateful, respect, mindful, nativity, Mary, Joseph, shepherds, Wise Men, innkeeper, Angel Gabriel, donkey, sheep, stable, manger, bible, Christians, Christianity, Christmas | | | | | | | |

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| **Pendeen RE (WITHIN UNDERSTANDING THE WORLD) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Spring 1 | SCOPE: How Do People Celebrate? | CONTENT / INTENT:   * Children talk about past and present events in their own lives and in the lives of family members. * They know that children don’t always enjoy the same things, and are sensitive to this. * They know about similarities and differences between themselves and others, and among families, communities and traditions | | | | |
| **Prior Learning**  Have an understanding that there are different religions.  Children will have an understanding that different cultures celebrate events in different ways.  Children will show respect of other cultures and religions. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Recognise that different cultures celebrate the New Year in different ways.  Talk about a personal goal or wish for the New Year. | **Knowledge:**  Talk about ways Chinese New Year is celebrated.  Understand that in Chinese New Year a different animal is celebrated for the year. | **Knowledge:**  Understand that Chinese New Year is celebrated among families.  Know that Chinese families ‘sweep out the bad luck’  Recognise how own family celebrates a special occasion. | **Knowledge:**  Understand and explain how the Persian New Year is celebrated.  Recognise that different cultures celebrate the arrival of Spring.  Identify ways we know Spring is on the way. | **Knowledge:**  Understand that Persian New Year celebrates with a dance.  Show respect of another culture by learning a Persian dance routine. | **Knowledge:**  Understand and talk about Hindu’s celebrating the festival of colour called Holi.  Know that Hindu is a religion.  Understand why Rangoli patterns are used by Hindus. | Children will be open minded about other cultures and religions and will talk about other celebrations with respect and positivity.  Children will be sensitive of other religious and cultural views.  Children will have first hand experience of a range of cultures and religious events to talk about in future. |
| **Books/Stories** | **Success Criteria**  Children are able to talk about how they celebrated New Year.  Children are able to set a goal for the new year. | **Success Criteria**  Know that China celebrates New Year in Jan/Feb depending on the Moon. Know which animal is being celebrated this year. | **Success Criteria**  Talk about how Chinese families Spring clean to get rid of bad luck.  Talk about how their family celebrates a special occasion. | **Success Criteria**  Understand that Spring follows Winter.  Recognise that different cultures celebrate differently.  Talk about Persian New Year. | **Success Criteria**  Know that Persian New Year celebrates with a musical dance.  Learn a dance to be respectful of another culture. | **Success Criteria**  Understand that Hindu is a different religion to Christianity and Judiasm.  Talk about key features of Holi.  Create a Rangoli pattern. |
| **Vocabulary:**  Chinese New Year, celebrations, fireworks, red, gold, dragons, animals, year of the …, Persian New Year, dancing, music, culture, religion, Spring, Hindu, Holi, colour, bright, Rangoli, patterns | | | | | | | |

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| **Pendeen RE (WITHIN UNDERSTANDING THE WORLD) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Spring 2 | SCOPE: Welcoming Spring / What is Easter? | CONTENT / INTENT:   * 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. * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | |
| **Prior Learning**  Know that we experience different seasons throughout the year.  Understand and talk about some of the different types of weather we experience.  Know that Easter is celebrated in a religious way and is not just about receiving chocolate eggs. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Name the 4 seasons: Spring, Summer, Autumn, Winter  Identify features of the 4 seasons | **Knowledge:**  Identify which animals Spring is important to eg lambs being born, caterpillars changing into butterflies.  Understand that more animals are born in Spring due to lighter and warmer days. | **Knowledge:**  Understand that Easter is a special religious event.  Know that Easter is special to Christians because of the death of Jesus and his return to life. | **Knowledge:**  Talk about how Jesus would have felt after he had been betrayed.  Know that we have consequences for unkind behaviour – talk about the consequences of unkind behaviour at school. | **Knowledge:**  Understand that Easter has sad memories because Jesus was killed but also happy memories because Jesus came back to life.  Understand that Easter eggs represent new life or a new beginning. | **Knowledge:**  Be able to retell the story of Easter. | Build on the story of Easter by learning more about how Jesus was betrayed by others.  Remember there are reasons behind the material things children are celebrating at Easter (eg the chocolate Easter eggs)  Build on the knowledge of life cycles to learn more about animals. |
| **Books/Stories** | **Success Criteria**  Be able to name the four seasons and identify features within each season. | **Success Criteria**  Understand and talk about the life cycle of an animal.  Identify which animals change in Spring (tadpoles to frogs and caterpillars to butterflies) | **Success Criteria**  Talk about the Easter story, knowing that Easter also has a sad meaning to it. | **Success Criteria**  Talk about what it feels like to be betrayed and recognise how Jesus would have felt.  Talk about consequences for unkind behaviour at school. | **Success Criteria**  Understand that Easter eggs represent new life or a new beginning and link the chocolate eggs to bird eggs where new life is made. | **Success Criteria** Talk about how Jesus was betrayed by friends.  Know that Jesus prayed for help.  Talk about how Jesus was killed and then rose from the dead. |
| **Vocabulary:** spring, summer, autumn, winter, seasons, rain, snow, fog, cold, hot, warm, sunny, cloudy, flowers, growth, babies, life cycle, rules, responsibility, kind, unkind, betray, trust, friendship, consequences, Easter, ‘rose’ (as in rose from the dead), resurrection, new life, new beginning | | | | | | | |

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| **Pendeen RE (WITHIN UNDERSTANDING THE WORLD) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Summer 1 | SCOPE: What Can We Learn From Religious Stories? | CONTENT / INTENT:   * 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. | | | | |
| **Prior Learning**  Children will have learnt about the basics of some cultures from around the world and will recognise some key features of familiar religions: Christianity and Judaism in particular. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Learn to retell stories from a range of cultures and religions  Recognise what it means to be honest and know why we need to tell the truth | **Knowledge:**  Learn to retell stories from a range of cultures and religions.  Recognise what it means to be treated fairly and explain the meaning of ‘equal’ | **Knowledge:**  Learn to retell stories from a range of cultures and religions.  Know some similarities and differences between religious stories | **Knowledge:**  Learn to retell stories from a range of cultures and religions.  Recognise own responsibilities and show kindness towards others | **Knowledge:**  Learn to retell stories from a range of cultures and religions  Explain the similarities and differences between familiar religions | **Knowledge:**  Learn to retell stories from a range of cultures and religions  Identify self as a valuable person  Recognise ways to show kindness to others | Children will be open minded about cultures and religions  Children will use first hand experiences to recognise the similarities and differences between known religions and cultures  Children will be better communicators, able to remember and retell stories from a range of cultures |
| **Books/Stories** | **Success Criteria**  Retell the story of The Boy Who Cried Wolf.  Explain that ‘honesty’ means telling the truth. | **Success Criteria**  Retell some of the key events in the story The Crocodile and The Priest.  Recognise this is a story from the Sikh religion. | **Success Criteria**  Retell the key parts of the story Bilal and The Butterfly.  Share ideas of what is wonderful in child’s own life. | **Success Criteria**  Retell The Gold Giving Serpent  Talk about kind things you do for other people | **Success Criteria**  Retell the story Best Friends  Understand that people can be friends from all different cultures and religions | **Success Criteria**  Retell the story The Lost Sheep  Explain ways to be caring and thoughtful towards others |
| **Vocabulary:** honesty, truth, lie, false, equal, fair, unfair, same, not the same, rules, treat (as in to treat others), behaviour, wonderful, good, positive, kind, caring, loving, helpful, friendship, culture, religion, friendship, similar, same, different, not the same, thoughtful, include | | | | | | | |

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| **Pendeen RE (WITHIN UNDERSTANDING THE WORLD) SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | | |
| Year Group:  R | Half term: Summer 2 | SCOPE: What Makes Places Special? | CONTENT / INTENT:  Know some similarities and differences between different religious and cultural communities in this country and other countries, drawing on their experiences and what has been read in class. | | | | |
| **Prior Learning**  Children will have learnt who Christians, Muslims and Jewish people are and who they worship  Children will have some understanding of each religion | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | **Knowledge:**  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. | **Knowledge:**  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. | **Knowledge:**  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 | **Knowledge:**  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 | **Knowledge:**  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 | Children will learn about Christianity, Judaism and Islam in more detail having learnt the foundations of each religion.  Children will have learnt to be inclusive of other religions  Children will know some similarities and differences between the religions we have learnt about |
| **Books/Stories** | **Success Criteria** Talk about own house with others  Identify and name a range of houses  Build a range of houses using construction | **Success Criteria**  Know and share own likes and dislikes  Talk about similarities and differences between rooms around the world | **Success Criteria**  Talk about special places child visits  Understand that people have different special places with different reasons for them being special | **Success Criteria**  Identify a church  Explain why a church is special to Christians | **Success Criteria**  Identify a Mosque  Explain why a Mosque is special to Muslims | **Success Criteria**  Identify a Synagogue  Explain why a Synagogue is special to Jewish people |
| **Vocabulary:** special, important, houses, home, community, world, places, church, Christians, Christianity, Mosque, Muslims, Islam, Synagogue, Jewish, Judaism, worship, prayer, God, Allah | | | | | | | |