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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS** | | | | |
| Year Group:  R | Half term: Autumn 1 | SCOPE: Ready, Steady, Go | CONTENT / INTENT:  DFE: Development Matters document. One page document for Early Learning Goals: <https://content.twinkl.co.uk/resource/b1/55/tf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf?__token__=exp=1669644088~acl=%2Fresource%2Fb1%2F55%2Ftf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf%2A~hmac=2bbf36cc7cbac60bf927b2e214eb90730af058da55bbe4b97f0a4f684fedc31c> | |
| **Prior Learning** |  | | | Future Learning |
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| **Books/Stories**  TTS – Owl Babies |  | | |
| **Vocabulary:** on, over, under, before, next, after, then, now, rules, gentle, kind, property, listen, work hard, honest, learning, excited, celebrate, ‘Never give up’, Autumn, harvest, safe, History, explore, investigate, outdoor areas, Library, Quiet Garden, Stable, Poly Tunnel, Trim Trail, Calm, peaceful, claves, Beat, Fred talk, word | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | |
| Year Group:  R | Half term: Autumn 2 | | | SCOPE: Sparkle and Shine | CONTENT / INTENT:  DFE: Development Matters document. One page document for Early Learning Goals: <https://content.twinkl.co.uk/resource/b1/55/tf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf?__token__=exp=1669644088~acl=%2Fresource%2Fb1%2F55%2Ftf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf%2A~hmac=2bbf36cc7cbac60bf927b2e214eb90730af058da55bbe4b97f0a4f684fedc31c> | |
| **Prior Learning**  Links to own celebrations – past birthdays and Christmas’s  Some experience of fireworks  Links to their past experiences |  | | | | | Future Learning |
| Know the differences between a map, plan and aerial photograph  Use locational and directional language to describe locations on a map  Understand connections between cultural history and how this affects people’s daily lives.  Know differences and similarities between ways of life  Make sense of range of religious beliefs  Understand impact of significant individual  Make connections  between religious and non-religious beliefs, concepts, practices and ideas  Identify and name variety of everyday materials  Describe simple properties  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day lengths varies. |
| **Books/Stories**  PT – What am I?  TTS – Can you Sleep Little Bear?  TTS – The Christmas Story  Texts link to celebrations –  Dipal’s Diwali, Kipper’s Birthday, Scarecrows Wedding, |
| **Vocabulary:** Celebration, Nativity, Bonfire, Fireworks, Diwali, Culture, Faith , Religion, Remembrance, Wedding, Birthday, party, invitation, thank you letters, presents, vicar, church, tradition, slide, roll, curved, straight, part, whole, | | | | | | |
| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS** | | | | | | |
| Year Group:  R | | Half term: Spring 1 | SCOPE: Mr Gumpy’s Travels | | CONTENT / INTENT:  DFE: Development Matters document. One page document for Early Learning Goals: <https://content.twinkl.co.uk/resource/b1/55/tf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf?__token__=exp=1669644088~acl=%2Fresource%2Fb1%2F55%2Ftf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf%2A~hmac=2bbf36cc7cbac60bf927b2e214eb90730af058da55bbe4b97f0a4f684fedc31c> | |
| **Prior Learning:**  Knowledge of Autumn – seasons  Understanding of local environment  Some knowledge of transport vehicles linked to own experiences | |  | | | | Future Learning |
| Know the differences between a map, plan and aerial photograph  Use locational and directional language to describe locations on a map  Understand connections between cultural history and how this affects people’s daily lives.  Know differences and similarities between ways of life  Make sense of range of religious beliefs  Understand impact of significant individual  Make connections  between religious and non-religious beliefs, concepts, practices and ideas  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day lengths varies.  Use simple fieldwork  Develop knowledge about locality  Recognise human and physical features  Name and locate 7 continents and 5 oceans  Learn about non-European country  Use images, maps, atlases  Know differences and similarities between ways of life  Compare aspects of life in different periods  Understand historical concepts of change  Identify and name variety of everyday materials  Describe simple properties |
| **Books/Stories:**  TTS – One Snowy Night  TTS - Mr Gumpy’s Motor Car  PT - I’ve got a cold  Texts linked to transport – You choose, non-fiction plus revisiting Kynsa’s favourite stories, Paddington Goes to London | |
| **Vocabulary:** push, pull, float, sink, heavy, light, full, empty, transport, winter, wind, rain, snow, Hail, Frost, Cloud, Sun, hear, hot, cold, warm, freezing, boiling, ice, melting fog, stormy, lightening, thunder, journey, ticket, train, bus, tram, boat, cruise ship, sailing boat, Scillonian, Aeroplane, airbus, land, sea, wind, sail, sailing boat, jungle, rainforest, nocturnal, space, sun, planet, meteorites, satellites, moon, homes, house, flat, apartment, canal boat, caravan, Chinese New Year, Celebration, | | | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS** | | | | |
| Year Group:  R | Half term: Spring 2 | SCOPE: Once Upon A Time | CONTENT / INTENT:  DFE: Development Matters document. One page document for Early Learning Goals: <https://content.twinkl.co.uk/resource/b1/55/tf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf?__token__=exp=1669644088~acl=%2Fresource%2Fb1%2F55%2Ftf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf%2A~hmac=2bbf36cc7cbac60bf927b2e214eb90730af058da55bbe4b97f0a4f684fedc31c> | |
| **Prior Learning**  Experience of repetitive stories  Experience of traditional tales  Experience of Nursery Rhymes  Links to seasons – chn will know what Autumn and Winter  Experience of different celebrations and cultures |  | | | Future Learning |
| Understand connections between cultural history and how this affects people’s daily lives.  Know differences and similarities between ways of life  Make sense of range of religious beliefs  Understand impact of significant individual  Make connections  between religious and non-religious beliefs, concepts, practices and ideas  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day lengths varies.  Use simple fieldwork  Develop knowledge about locality  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  understand simple life cycles. |
| **Books/Stories**  TTS – The Gingerbread Man  TTS – Three Little Pigs  Texts linked to fairy tales w/ story sacks: Little Red Riding Hood, Jack and the Beanstalk, Cat and the Town Mouse, Princess and the Pea, Cinderella, Sleeping Beauty. |
| **Vocabulary:** Traditional tale, fairy tale, Once Upon A Time, Happily Ever After, Vocab. from The Gingerbread Man – ‘You can’t catch me, I’m the gingerbread man!’ etc. Vocab. from Three Little Pigs – ‘Not by the hair of my chinny, chin chin’ and ‘I’ll huff and I’ll puff and I’ll blow your house in’ etc, Spring, Spring Time, Lifecycle, deciduous tree, evergreen tree, growing, plants, roots, stem, seeds, germinate, life, hatching, health, vitamin, farming, produce, flowers, poly tunnel, seasonal fruit, seasonal vegetable, water, sun, air (oxygen), egg, chick, chicken, habitat, birth, child, adult, elderly, Homes, bricks, sticks, straw, map, positional language (forward, backward, straight, behind, in front, next to, left, right) | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS** | | | | |
| Year Group:  R | Half term: Summer 1 | SCOPE: Kings and Queens/ Minibeasts | CONTENT / INTENT:  DFE: Development Matters document. One page document for Early Learning Goals: <https://content.twinkl.co.uk/resource/b1/55/tf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf?__token__=exp=1669644088~acl=%2Fresource%2Fb1%2F55%2Ftf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf%2A~hmac=2bbf36cc7cbac60bf927b2e214eb90730af058da55bbe4b97f0a4f684fedc31c> | |
| **Prior Learning**  Links to their past experiences - e.g. Queen’s Jubilee celebrations  Experience of animals in local environment such as sea gulls, worms, caterpillars etc |  | | | Future Learning |
| Learn about the lives of significant individuals in the past who have contributed to national and international achievements,  know where people and events fit within chronological order,  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals,  Describe and compare the structure of a variety of common animals,  Understand connections between cultural history and how this affects people’s daily lives.  Know differences and similarities between ways of life  Understand impact of significant individual  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day lengths varies.  Use simple fieldwork  Develop knowledge about locality  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  understand simple life cycles. |
| **Books/Stories**  TTS – Paddington at the Palace  PT – Pussy Cat, Pussy Cat  TTS – Cottonwool Colin  PT - Zanzibar  Texts linked within topics: Knight and Dragons Unite, I want my potty, Princess Smartypants  Hungry Caterpillar, What the Ladybird Heard, Spinderella |
| **Vocabulary:** King, Queen, Prince, Princess,Coronation, throne, castle, turret, palace, bridge, over, under, obstacle course, crown, decoration, celebration, commonwealth, prime minister, president, St Michael’s Mount, knight, dragon,  Refer back to Spring 1 vocab., caterpillars, butterflies, bee, pollination, cycle, incubation. Chrysalis, offspring, minibeast, habitat, grouping, classify, vertebrate, invertebrate, worm, spiders, moths, insects, ladybirds, body part, investigation, biologist, magnifying glass, label, diagram, | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS** | | | | |
| Year Group:  R | Half term: Summer 2 | SCOPE: Beside the Seaside | CONTENT / INTENT:  DFE: Development Matters document. One page document for Early Learning Goals: <https://content.twinkl.co.uk/resource/b1/55/tf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf?__token__=exp=1669644088~acl=%2Fresource%2Fb1%2F55%2Ftf-pa-2548620-eyfs-elg-one-page-document_ver_1.pdf%2A~hmac=2bbf36cc7cbac60bf927b2e214eb90730af058da55bbe4b97f0a4f684fedc31c> | |
| **Prior Learning**  Some experience of the beach  The sea can be seen from the classroom  Walks in the local environment  Links back to minibeast in Summer 1 and group |  | | | Future Learning |
| Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals,  Describe and compare the structure of a variety of common animals,  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day lengths varies.  Use simple fieldwork  Develop knowledge about locality  Use locational and directional language and to describe the location and features and routes on a map, use basic geographical vocabulary,  learn about human and physical geography in a small area,  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  understand simple life cycles.  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense, |
| **Books/Stories:**  TTS – Tiddler  TTS – The Rainbow Fish  PT – Oh, Oh, The Storyman  Texts linked to the seaside – Non-fiction, The Undersea Cleaning Spree, The Lighthouse Keeper, The Mousehole Cat |
| **Vocabulary:** rockpool, sea creature, crab, lobster, fish, pilchard, mackerel, hermit crab, net, bucket, spade, observation, care, environment, harbour, boats, sail, fishing boat, trawler, row boat, sea, sea water, Mousehole, beach, man-made, natural, Seal Sanctuary, rescue, seal, penguin, habitat, classify, continent, country, weather, Summer, Sun, Heat, Heatwave, sunhat, suncream, hydrate, beach safety, human geography – shop, path, road, wall, harbour, physical geography – hill, sea, coast, beach, sand, rock, rockpool, land | | | | |