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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS (Science)** | | | | | | | |
| Year Group:  R | Half term: Autumn 1 | SCOPE: The Natural World – explore the natural world | CONTENT / INTENT:   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | | | | |
| **Prior Learning**  Use all their senses in hands-on exploration of natural materials.  Talk about what they see, using a wide vocabulary.  Begin to understand the need to respect and care for the natural environment and all living things. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Be able to recognise and talk about observations made in the environment through a nature walk. Draw a picture of an animal and plant they have seen.  “I can see a tall brown tree”  “I can hear a crow squawking”  “I can feel the spikey edges of a leaf” | **Knowledge:**  Understand what a habitat is, recognise which animals can be found in the local environment and be able to locate and talk about the key features of at least one habitat in our local environment for example a cobweb of a spider in a tree. | **Knowledge:**  Recognise a variety of minibeasts (spider, woodlouse, beetle, butterfly, ladybird)  Talk about what is similar and what is different in relation to the features of the minibeasts | **Knowledge:**  Explore and understand the similarities and differences of a contrasting environment to our school grounds e.g. green woodlands, a rockpool at the beach or finding birds nests in the village | **Knowledge:**  Understand the need to respect and care for the natural environment and living things.  Understand why looking after the natural environment is important for living things. | **Knowledge:**  Understand the key features of a habitat for minibeasts  Be able to share ideas about how to make a habitat for a minibeast – know important features e.g. shelter, shade, hiding places etc | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores. |
| **Books/Stories**  Who’s Hiding in the Woods? – National Trust.  The Wild Woods – Simon James.  What The Ladybird Heard – Julia Donaldson | **Success Criteria** Explore the natural world around them, making observations and drawing pictures of the animals and plants they can see. | **Success Criteria** Recognise habitats in the local environment and talk about key features. | **Success Criteria**  Recognise a variety of minibeasts (spider, woodlouse, beetle, butterfly, ladybird) and use knowledge of previous lesson to locate one of the above minibeasts. | **Success Criteria**  Recognise and talk about the similarities and differences between environments visited.  Talk about a different habitat to a minibeast – e.g. that of a bird. | **Success Criteria**  Be able to talk about why it is important to look after the environment.  Share ideas for ways to keep the environment safe and clean for living things. | **Success Criteria**  Use existing observations and knowledge to create a habitat for minibeasts in the local environment |
| **Vocabulary:** indoor/outdoor, habitat, home, woods/woodland, trees, bushes, branches, leaves, walls, grass, mud, earth, cobweb, man made, natural, environment, bugs, insects, minibeasts (and some names of), birds, mammal, fish, water, pond, sea, sky, land, ground | | | | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS (History)** | | | | | | | |
| Year Group:  R | Half term: Autumn 2 | SCOPE: Past & Present – ‘Then and Now’ | CONTENT / INTENT:   * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | | | | |
| **Prior Learning**  Show interest in different occupations.  Continue developing positive attitudes about the differences between people.  Begin to make sense of their own life-story and family’s history. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Name and describe different roles in society – police, fire, doctor, ambulance etc | **Knowledge:**  Recognise the different vehicles used for a purpose in society – train, aeroplane, bicycle, car etc  Compare transportation from the past to present vehicles | **Knowledge:**  Recognise and name different people in their immediate family – parents, grandparents, siblings, aunts/uncles  Talk about the lives of people around them | **Knowledge:**  Understand that holidays now are different to holidays people took in the past.  Explore and name similarities and differences between a seaside holiday in the past and present. | **Knowledge:**  Understand that the children’s parents and grandparents had different toys – recognise and talk about some similarities and differences using photographs from families  Link to Christmas | **Knowledge:**  Understand why toys were different in the past – e.g. that technology has changed.  Describe differences between old toys by exploring in person with visits from families.  Think about the future of toys. | Identify changes within living memory.  Talk about events beyond living memory that are significant nationally or globally.  Recognise the lives of significant individuals in the past who have contributed to national and international achievements.  Identify significant historical events, people and places in their own locality. |
| **Books/Stories**  The Koala Who Could – Rachel Bright  Incredible You – Nathan Reed  When I Grow Up – Jon Hales | **Success Criteria** Understand that people around them have different roles in society and be able to talk about the important work they do for the community. | **Success Criteria**  Explain which vehicles are from the past and which are used today.  Describe similarities and differences between vehicles. | **Success Criteria**  Talk about the lives of people in their family.  Draw a picture of the important people in their life. | **Success Criteria**  Recognise differences in seaside holidays.  Draw / write a postcard for someone special. | **Success Criteria**  Explore toys from the past and present and be able to describe the similarities and differences | **Success Criteria**  Design a toy for the future – draw a picture and label |
| **Vocabulary:** people, jobs, work, important, lifesaving, doctor, police, fire people / station, police, 999, emergency, vehicles, transportation, family members, holidays, seaside, swimsuit, deckchair, postcard, memory, toys, presents, technology, past, present, future | | | | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS (RE)** | | | | | | | |
| Year Group:  R | Half term: Spring 1 | SCOPE: People, Culture and Communities – Celebrations Around The World | 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. * 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. | | | | |
| **Prior Learning**  Continue developing 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. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Know there is a place called ‘China’ where Chinese New Year is celebrated.  Describe some ways Chinese New Year is celebrated – red for good luck, dumplings made / eaten, Dragon lantern parade and ‘year of the…’ | **Knowledge:**  Understand that people around the world live in different types of homes – caravan, house, bungalow, canal boat, windmill etc.  Recognise similarities and differences between others and our home. | **Knowledge:**  Understand that people around the world live in different places – Antarctica is very cold / Africa is very hot.  Be able to talk about what it is like to live in Cornwall / England. Recognise similarities and differences with other places. | **Knowledge:**  Understand that the structure of families looks different in different cultures around the world.  Learn about and discuss different ways of family life around the UK and around the world. | **Knowledge:**  Understand that people get married in different ways depending on culture and religion.  Describe and compare 2 different weddings in 2 different cultures / religions – e.g. Christian and Hindu | **Knowledge:**  Understand that Valentines Day stems from Saint Valentine, a priest in Rome.  Know that Saint Valentine helped people get married and a letter was found signed “Your Valentine” which is why people send cards. | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  INSERT KS1 RE OBJECTIVES |
| **Books/Stories**  All Are Welcome – Alexandra Penfold | **Success Criteria**  Recognise how China celebrates the New Year and describe similarities and differences to how the children celebrated bringing in the New Year. | **Success Criteria**  Name different types of houses people live in in the UK.  Talk about own home and compare to another type of home. | **Success Criteria**  Identify features of life in England – weather, school, local community features.  Begin to compare to life in another country. | **Success Criteria**  Identify features of own family life.  Compare own family life to a different culture. | **Success Criteria**  Talk about similarities and differences between weddings from different religions.  Make Henna decorations to celebrate. | **Success Criteria**  Understand why Valentines Day is celebrated in different cultures, including our own.  Make a Valentines card for someone special. |
| **Vocabulary:** celebrations, event, Chinese new year, luck, food, family, year of the…, dragon, lantern, parade, house/home, caravan, house, bungalow, canal boat, windmill, Cornwall, Antarctica, Africa, hot, cold, weather, community, local, country, family, mum/dad/brother/sister/grandparents/aunt/uncle/cousins, wedding, marriage, Christian, Hindu, Islam, Sikh, Valentine, love, priest, Rome | | | | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS (Science)** | | | | | | | |
| Year Group:  R | Half term: Spring 2 | SCOPE: The Natural World – Change is Coming | CONTENT / INTENT:   * 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. | | | | |
| **Prior Learning**  Children observe and recognise different habitats.  Children can name different types of minibeasts.  Children understand some ways to look after the environment and living things. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Know that plants, flowers and vegetables grow well in Spring in the UK.  Identify what plants need to grow. | **Knowledge:**  Identify how to eat healthily by talking about the different food we eat.  Recognise and identify commonly eaten fruits and vegetables (carrot, broccoli, runner beans, peas, tomato, banana, apples, oranges) | **Knowledge:**  Know that there are 4 seasons: Spring, Summer, Autumn, Winter  Make observations and talk about differences between the seasons | **Knowledge:**  Understand that birds lay eggs.  Understand where the eggs we eat come from.  Observe and look after chicken eggs incubating and hatching into chicks.  Talk about the change. | **Knowledge:**  Understand the changes that have taken place from seed to plant – seed>root> stem>plant>vegetable to harvest  Know how some vegetables are grown e.g. carrots below ground, kale above ground, peas in a pod | **Knowledge:**  Observe changes in a caterpillar when changing into a butterfly.  Understand the important changes a caterpillar makes to turn into a butterfly.  Talk about the changes observed. | Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) |
| **Books/Stories**  The Very Hungry Caterpillar – Eric Carle  Oliver’s Vegetables – Alison Bartlett  Oliver’s Fruit Salad – Alison Bartlett | **Success Criteria**  Recognise and name different plants and vegetables we can grow in the UK in Spring: Daffodils, carrots, kale, chard etc.  Grow our own Daffodils.  Plant vegetable seeds to later harvest. | **Success Criteria**  Recognise own likes and dislikes of different foods.  Talk about foods we eat to be healthy.  Name different fruit and vegetables. | **Success Criteria**  Understand the key differences between the 4 seasons in the UK  Explore rainfall by measuring rain.  Understand the sun creates shadows by making artwork outside from the shadow. | **Success Criteria**  Look after and observe the changes made from egg to chicken.  Monitor over time, make verbal observations, draw pictures and use ICT to capture images. | **Success Criteria**  Harvest successfully grown vegetables and use to make a healthy snack for the children to taste.  Share likes and dislikes.  Understand the process and changes the food has made. | **Success Criteria** Grow and observe caterpillars changing into butterflies.  Talk about the changes observed over time.  Draw a picture and use ICT to capture changes.  Release butterflies into school garden. |
| **Vocabulary:** common vegetable / fruit names, healthy, unhealthy, Spring, Summer, Autumn, Winter, weather, rain, wind, snow, sun, daffodils, life cycle, eggs, chicken, hatch, incubator, warmth, food, water, caterpillar, chrysalis, butterfly, wings, change, seed, root, stem, plant, flower, vegetable, harvest | | | | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS (PSHE)** | | | | | | | |
| Year Group:  R | Half term: Summer 1 | SCOPE: Past & Present – Look How We’ve Grown | CONTENT / INTENT:   * 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 | | | | |
| **Prior Learning**  Children recognise the difference between past and present.  Children understand elements of their parents lives were different to theirs today.  Children know they have changed and grown over time. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Understand that all children have parents and grandparents and this makes up a family tree.  Understand and talk about who is in their immediate family. | **Knowledge:**  Understand the basic needs humans need for survival – food, water, warmth, oxygen.  Understand that all humans start as babies.  Explain some ways to look after a baby. | **Knowledge:**  Understand how babies become toddlers, children, teenagers, adults and elderly – human growth.  Recognise key features of different age groups “babies have small bodies and crawl” | **Knowledge:**  Recognise each other as babies from photographs.  Identify and compare similarities and differences in parents baby photos to own photo. | **Knowledge:**  Compare photos of the children over the year – recognise and identify changes in their faces and body.  Understand what is similar and different about the way the children look in the past and now. | **Knowledge:**  Share photos of achievements from each child’s learning journey and the progression photos on the classroom display-  Understand some reasons why the events in the past were successful – working hard, patience, determination etc | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  INSERT PSHE OBJECTIVES FOR Y1 |
| **Books/Stories**  The Growing Story – Ruth Krass  Everywhere Babies – Susan Meyers  There’s Only One You – Katheryn Heiling | **Success Criteria**  Recognise people from own family using photographs.  Talk about the roles people have in their own family.  Begin to make a small family tree – child>parents>  grandparents | **Success Criteria**  Talk about the basic things humans need to survive.  Know that like animals humans have a life cycle.  Through role play, show ways of looking after babies. | **Success Criteria**  Be able to sort photos of different age groups from baby to elderly.  Be able to talk about visual differences between age groups. | **Success Criteria**  Be able to identify self and others based on similarities from baby photos to children now – eg hair colour, eye colour, key features of face. | **Success Criteria**  Be able to describe ways each other has changed over the year.  Celebrate change, growth and successes with families. | **Success Criteria**  Think about past achievements and talk about why they feel proud of them.  Think about the future and set a goal / target – use as part of transition into Year 1. |
| **Vocabulary:** family, parents, grandparents, baby, toddler, child, teenager, adult, elderly, old, young, life cycle, human, food, water, warmth, oxygen, air, breathe, feeding, nappy change, sleep, cuddles, love, similar, different, same, me, you, hair colour, eye colour, shape, face, change, grow, proud | | | | | | | |

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| **Pendeen UNDERSTANDING THE WORLD SCOPE, CONTENT and SEQUENCING EYFS (Geography)** | | | | | | | |
| Year Group:  R | Half term: Summer 2 | SCOPE: People, Culture and Community – Changes in the World | 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.  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. | | | | |
| **Prior Learning**  Children understand different cultures and religions celebrate different things.  Children can describe some ways different religions or cultures celebrate particular events.  Children are respectful of other religions and culture. | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| **Knowledge:**  Observe and identify features of our own environment – the school, home and an area of the local community using photographs and walks in the area.  Be able to talk about features they observe using prior knowledge. | **Knowledge:**  Identify areas within the local environment e.g. school, church, café, shop, car park etc and can choose from a selection of places, those appropriate / relevant to Pendeen. | **Knowledge:**  Explore and understand the similarities between different religions in the UK.  Explain there are different religions in the UK and name some of them: Christianity, Judaism, Sikhism, Muslim, Hindu. | **Knowledge:**  Understand that people of different religions worship in different places.  Name some different places of worship – mosque, church, synagogue, temple  Learn about religious places of worship through visitors – first hand experience | **Knowledge:**  Understand that life is different in different countries, drawing on experience from previous lessons.  Recognise that life in the UK and life in Africa has similarities and differences.  Use story Eileen Browne and photographs of real life in Africa to compare. | **Knowledge:**  Use existing knowledge to celebrate a range of cultures and religions.  Share learning through role play and by planning and attending a ‘world’ party inviting families and sharing learning through food, dance, music and artwork. | Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  INSERT KS1 RE OBJECTIVES |
| **Books/Stories**  The Man Engine Remembers – Will Coleman  Percy Pengelly and the Wibble Wobble – Jenny Steele  Handa’s Surprise – Eileen Browne | **Success Criteria** Children are able to observe and talk about things they see in their local environment.  Children use ICT to photograph particular features of the environment. | **Success Criteria** Identify features of Pendeen by identifying in photographs “that’s the shop near our school” “we’ve been to that Church”.  Choose relevant places from a selection of photographs (some not relevant to Pendeen). | **Success Criteria**  Name some of the different religions in the UK.  Be able to talk about the similarities and differences between 2 religions using key facts. | **Success Criteria**  Talk respectfully about other religions  Name different places of worship and recognise they are important places for religious people | **Success Criteria**  Children can respectfully talk about other cultures.  Children are able to make comparisons to find similarities and differences between cultures using stories, text, images and experience. | **Success Criteria**  Use existing knowledge to plan and attend a party that shares learning through food, dance, music and art. |
| **Vocabulary:** environment, area, community, places, shop, church, school, café, restaurant, woods, field, park, roads, religion, worship, God, belief, Hindu, Sikh, Muslim, Christian, Jewish, Mosque, Church, Synagogue, Temple, places of worship, United Kingdom, England, Africa, culture, similar, different, same | | | | | | | |