

Understanding the World Progress Curriculum Model FS1 and FS2

| | Expectations within the Foundation Stage | | | | | | Skills Linked to KS1 Curriculum |
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| | Nursery | | Reception | | | | |
| History links and guidance | Able to say who they are and who they live with. . | Can talk about any pets they might have.. | Can briefly talk about some members of their family. | Can talk about past and upcoming events with their immediate family. | Can talk about members of immediate family in more detail. | Can discuss similarities and differences between people in their families. | Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time. |
| | Show an interest in different occupations (nurse, doctor, police officer, fire officer etc.) | | Talks about a wider range of occupations (plumber, shop keeper, dentist etc.) | Is able to discuss different occupations of family members. | Can identify emergency situations and knows who to call. | Can identify similarities and differences between jobs. | |
| | Sequences family members by size and name (baby, child, adult). | | Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) | | Sequence family members, explaining who they are and the key differences between what they can/can't do. | | |
| | Comments on fictional characters in stories.. | | Shares likes and dislikes with regard to what the hear and see. | Shares some similarities between characters, figures or objects. | Compare and contrast characters from stories, sharing similarities and differences. | | Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences |
| | Comments on historical figures or objects in non-fiction texts. | | | | Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences. | | |

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| | | | | | between past and present. |
| Knowledge to be taught through topic and learning through play. | Me and my family – Who am I, where do I come from, who do I live with? Celebrations – who am I, celebrations linked to timely events i.e. Remembrance day. Fairy stories – fiction, fact, stories, history, links to real life. Superheroes – jobs, roles in society, fiction, fact. Space – famous people. | | | | |
| Religious Education links and Guidance. | Comments on recent pictures of experiences in their own life; “this was me at the farm...” | Comments on recent pictures of celebrations in their own life. “this was me celebrating Diwali” | Comments on images of familiar experiences (holidays, visiting the park, going to the dentist etc). | Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas etc). | Describe memories that have happened in their own lives. |
| | Know that there are special places of worship. | | Can name different religious venues – Church, Mosque, and Gurdwara as a minimum. | Knows why religious venues are special and who goes there. | Can recognise, name and describe religious places. |
| | Knows that there are differences between what people believe. | Developing positive attitudes about differences between people. | Can articulate what others celebrate and begin to explain. | | Describes the main beliefs of a religion. Describes the main festivals of a religion. |
| Knowledge to be taught through topic | Me and my family – Who am I, where do I come from, who do I live with? Celebrations – who am I, celebrations linked to timely events i.e. Remembrance day. New Life –, Harvest, Easter, Mother’s day, Father’s day etc Around the World – differences, similarities. | | | | |

| and learning through play. | | | | | | | |
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| Geography Links and Guidance | Knows what a map is used for. | | Identifies features on a simple map (tree's, house, river, mountain) | | Can use maps to locate objects in 'real life'. | Can briefly explain the difference between human and physical features. | Use basic geographical vocabulary to refer to physical and human features. |
| | Know that we live in Trowbridge/West Ashton which is in England. | | Knows that there are different countries in the world. | Knows that 4 countries make up the UK and came name at least one other country. | | Can name the 4 countries of the UK and at least 2 other countries. | Use world maps to identify countries. Name and |
| | Knows where they live (house, flat, bungalow, trailer) | Can explain features of other homes. | | Knows that different countries have different homes. | Can identify similarities and differences between homes on our country. | Can identify similarities and differences between homes in other countries. | locate the four countries and capital cities of the UK Compare the UK with |
| | Can articulate what daily life is like in our country. | | Can explain how life may be different for other children. | | Makes comparisons between life for children in different countries. | | contrasting countries. |
| | Talk about what they see in their own environment (school/home) using a wide vocabulary. | | Talk about local environments (their road, the park, library, West Ashton/Trowbridge). | | Recognise some environments that are different to the one in which they live. | Uses pictures to compare and contrast environments around the world. | Observe the natural and humanly constructed world around them. |
| Knowledge to be taught through topic | Me and my family – Who am I, where do I come from, who do I live with? Celebrations – who am I, celebrations that are unique to me, celebrations around the world. Fairy stories – fiction, fact, stories links to real life, where are stories set. New Life –, Harvest, Easter, Mother's day, Father's day, plants, animals etc | | | | | | |

| and learning through play. | | Around the World – Earth, differences, similarities. | | | | |
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| Science Links and Guidance | Explore collections of materials. | Explore collections of materials, identifying similar and different properties. | Talks about differences between materials and changes they notice. | | Explores the natural world around them. | Explores the world around them, asking how and why questions. Decides how to sort and classify objects. |
| | Uses senses in hands-on exploration. | | Can name their 5 senses | | Explain what their 5 senses are. | |
| | Explore how things work. | | Explores and talks about forces (push and pull). | | Explores non-contact forces (gravity, magnetism). | Notifies links between cause and effect (shape, speed, direction and magnetism). |
| | Understands that the weather changes and that in different countries you have different weather. | | Can identify what you need to wear for each season and why. | Name and order the seasons. | Understand the effect of the seasons on the natural world, discussing when and how things grow. | |
| | Understands the differences between plants and animals. | Plants seeds and cares for growing plants with support. | Can explain the life cycle of a daffodil and a butterfly. | Can say what plants need to survive. | Can talk about different life cycles. | Understands the need to respect and care for the natural environment and living things. |
| Observe the natural and humanly constructed world around them. | | | | | | |

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| | Children work independently to develop basic skills. | | Start to make up their own physical games. | | Collaborate with others to devise team games and manage resources. | | Edit and refine movements and games |
| | Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, chunky chalks, whiteboard pens, wax crayons, chunky pencils, felt tip pens.. | | T-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beams, one-handed tools, scissors, knife, thick and thin paintbrushes, chalks, crayons and pencils. | | Socks, shoes, coats, buttons, laces, pedal bikes, balls, balance beams, scissors, cutlery, whisks, hole punches. | | Children are exposed to using different materials. |
| Knowledge to be taught through topic and learning through play. | New Life – , Harvest, plants, animals, minibeasts etc Around the World – Earth, differences, similarities. Space – forces, planets, the world Seasons – life cycles, weather, clothing, around the world | | | | | | |
| Computing Links and Guidance | Mark make on paint software on the interactive whiteboard. | | Select brushes, colours, and rubbers when drawing on paint software. | | Use various tools such as brush, pens, stamps, erasers and shapes with support. | | Uses various tools such as brushes, pens, eraser, stamps and shapes. |
| | Can play simple games on the interactive whiteboard by pressing buttons. | | Can play simple games on the interactive whiteboard by dragging and dropping items. | | Children can independently change games or increase levels of difficulty on games. | | |
| | Children can switch a camera on and off | Children can take photos on the camera | Children can record videos on the camera | Children can edit photos | Children can erase content and know how to charge the camera. | | |
| | Children know to ask for help if needed | | | | Children know what personal information is and know that it should not be shared online. | | Identify which things count as personal information. Asks for help when they need it. |



West Ashton Primary School

Shooting Stars Class Progressive Curriculum Map

Respect

Resourcefulness

Resilience

Justice

Trust

Generosity

Courage

Forgiveness

Friendship