



Foundation Stage Progression document by
Subject

Big Wide World Cycle 2 Summer Term
Sally Jordan Lisa Beveridge

Topic: Big Wide World

This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.

Vocabulary

habitat, environment, mountain, ocean, forest, grassland, rainforest, desert, river, lake, sea, island, globe, map, community, diversity, heritage, conservation, habitat, Lion, Emperor Penguin, Koala bear, giant Panda, Sydney Opera House Australia, Taj Mahal India, Eiffel Tower France, Empire State Building USA , Pyramids of Giza Egypt, Houses of Parliament United Kingdom, Angkor Wat Cambodia, Colosseum Italy, Burj Khalifa United Arab Emirates, Blue Mosque Turkey, United Kingdom, Jamaica, USA, Russia, China, Japan, Brazil, Ghana, circle, rectangle, square, star, triangle, Google Earth, Climate, Ollerton.

Communication and Language

Foundation 1 knowledge

Listening, attention and understanding; Speaking

Know how to engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.

Know how to express their ideas and feelings using sentences, containing four to six words.

Know how to answer 'why' questions and variety of two-part questions and instructions.

Know how to use talk to organise themselves and their play.

Know how to take part in pretend play and begin to develop stories using props and small world equipment.

Foundation 2 Knowledge

Listening, attention and understanding; Speaking

Know and talk about books from around the world and explain why they have chosen the book.

Know during small group or one to one discussions, ask questions to find out more and understand what has been said to them.

Know to 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;

Know to make comments about what they have heard and ask questions to clarify their understanding;

Know to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Knows how to listen to a longer story

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

	<p>Know about various places/landscapes such as deserts, polar play, roads, bridges and tunnels, oceans.</p> <p>Know and offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Know and 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.</p>
Personal, Social and Emotional	
Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Know how to talk about their own interests, needs and opinions.</p> <p>Know people have different needs, feelings, interests and opinions.</p>	<p>Know it is important to share resources and take turns in order to get on with others.</p> <p>Know how to play games with others in class called <i>Mulinello Quadrupio</i> this is a game played by children in Italy.</p> <p>Know there are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.</p> <p>Know about the importance of road safety explaining the reasons why we need rules.</p>
Physical Development	
Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Know how to join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Know how to travel with confidence and skill around, under, over and through equipment and different terrains, such as climbing steps, stairs and apparatus using alternate feet.</p>	<p>Know that different types of art include painting, drawing, collage, textiles, sculpture and printing</p> <p>Know materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Know that Papers and fabrics can be used to create art, including tearing, cutting and sticking.</p> <p>Know that a painting of a place is called a landscape</p> <p>Know different types of line include thick, thin, straight, zigzag, curvy and dotted.</p>
Literacy	

Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Know how to Blend and Count or clap syllables in a word.</p> <p>Know how to engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p> <p>Know how to Identify and suggest rhymes and join in with rhyming games.</p> <p>Know how to join in with extended conversations about stories and, with support, make links to other familiar stories.</p> <p>Know how to handle books and identify the title and how a book should be read.</p> <p>Know how to join in with rhyme, rhythm and alliteration activities.</p> <p>Know how to talk about the pictures in story books.</p> <p>.</p>	<p>Comprehension; Word reading; Writing</p> <p>Know that Gambia is a country in West Africa.</p> <p>Know a habitat is the natural home or environment of a living thing. Habitats include oceans, woodlands, ponds and gardens</p> <p>know how to write recognisable letters, most of which are correctly formed.</p> <p>know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>know how to write simple phrases and sentences that can be read by others.</p> <p>know how to demonstrate understanding of what has been read to me by retelling stories and narratives using own words and recently introduced vocabulary.</p> <p>know how to anticipate (where appropriate) key events in stories.</p> <p>know how to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>know how to say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>know how to read words consistent with my phonic knowledge by sound-blending.</p> <p>know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>
Understanding the World	
Foundation 1 Knowledge	Foundation 2 Knowledge

Know they have a sense of responsibility and membership of a community. Develop positive attitudes about the differences between people.

Specific knowledge Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations. Some families define their heritage primarily as their ethnic, cultural, or national identity.

Know explores and talks about the ways that the weather, *Materials, forces*, plants and animals of places can be different through pictures and stories.

Know how to care for living things and the environment.

Know we should care for the environment. For example, rubbish needs to be put in the bin.

Know how to talk about places that they have been to or seen in photographs.

Know the world has lots of different places.

Specific knowledge A globe is a 3-D model of the Earth.

Maps show 2-D images of places.

Know how to describe a familiar route and use maps as part of role play.

Know and can name a variety of domestic and wild animals.

Know Animals are living things. There are lots of different types of animals. Pets are animals.

Know the place they live on a map or globe.

Know that there are different countries in the world.

Know how to talk about the differences between places they have experienced or seen in photographs

Know how to show care for living things and the environment.

Know It is everybody's responsibility to look after the environment.

Know that Heritage is a person's unique, inherited sense of
Knows Charles Darwin was an expert in studying nature, plants, animals, rocks and fossils

Know we should care for the environment. For example, rubbish needs to be put in the bin.

Litter has a harmful effect on the areas where we live, work and play.

Know objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties.

Know that David Attenborough is a famous naturalist

Knows heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations.

Knows some families define their heritage primarily as their ethnic, cultural or national identity.

Knows that Fieldwork includes going on walks and visits to collect information about the environment

Know a place can be important because of its location, use buildings or landscape

Know Smartphones, tablets, laptops, computers and floor robots are all types of computing hardware

Know human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship

Know people use digital devices for many reasons, including playing games, communicating, finding information and watching videos.

Know software is the programs we use on computers and mobile devices.

	Knows maps and photographs can be used to show key features of the local environment
Expressive Arts and Design	
Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Know how to develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests.</p> <p>Know how to explore, build and play with a range of resources and construction kits with wheels.</p> <p>Know Vehicles and ride-on toys have wheels to help them move.</p> <p>Know how to create pictures of places from imagination or experience.</p> <p>Know how to explore natural materials and loose parts to make patterns and images.</p> <p>Know Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures.</p> <p>Know the different sounds that instruments and their voices can make to create simple compositions.</p> <p>Know how to use a range of media, tools and techniques to create images, express ideas and show different emotions.</p> <p>Know Instruments can be played in a variety of ways to create different sounds. They can be played quickly, slowly, loudly or softly.</p> <p>Know how to join in with simple repeated rhythms.</p> <p>Know The same sound can be played repeatedly, which will make a pattern.</p>	<p>Construct simple structures and models using a range of materials.</p> <p>Know the primary colours are red, yellow and blue.</p> <p>Different materials have different properties and can be used for different purposes.</p> <p>Know Different types of art include painting, drawing, collage, textiles, sculpture and printing</p> <p>Know Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire</p> <p>Know that logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms.</p> <p>Know and recognise that it is possible to change and alter their designs and ideas as they are making them.</p> <p>Know Papers and fabrics can be used to create art, including tearing, cutting and sticking</p> <p>Know painting of a place is called a landscape.</p> <p>Know vehicles and machines have wheels and axles to help them move</p> <p>Knows music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.</p> <p>Knows different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking.</p> <p>Knows different types of line include thick, thin, straight,</p>

<p>Know how to use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment</p>	<p>zigzag, curvy and dotted. Knows that the primary colours are red, yellow and blue.</p>
Mathematics	
Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Know how to discuss routes and locations and use and understand some positional language.</p> <p>Know Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind and in front of. Positional language includes in, under, inside, behind, and on top.</p> <p>Know how to extend and create ABAB patterns using a variety of objects and notice and correct an error in a repeating pattern. Know how to identify patterns in the environment.</p> <p>Know how to explore shapes in the environment and use informal mathematical vocabulary to talk about the shape of everyday objects, such as round and tall.</p> <p>Know Shapes have different properties. They can be straight, long, curvy or short. Shapes are all around us in the environment.</p>	<p>Know a recipe is set of instructions for preparing a dish and includes a list of the ingredients required.</p> <p>Know 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes.</p> <p>Know positional language includes under, over, next to, behind, in front, above and through.</p> <p>know numbers to 10 and have a deep understanding, including the composition of each number;</p> <p>know how to Subitise (recognise quantities without counting) up to 5.</p> <p>know number bonds up to 5 by automatic recall (without reference to rhymes, counting or other aids), including subtraction facts and some number bonds to 10, including double facts.</p> <p>know how to verbally count beyond 20, recognising the pattern of the counting system;</p> <p>know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Know patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Know timers and counting can be used to record data in physical activities.</p>