

Early Years Foundation Stage
Area of Learning and Development: Understanding The World - Past and Present

Educational Programme for Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Development Matters Non-Statutory	Early Learning Goal – Past and Present Statutory
<p>Children in Reception will be learning to:</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Planning for Learning (LPDS)
Skills, Knowledge, Concepts – what children can do, know and understand.

Key Learning linked to Past and Present – Historical Development

Communication

Talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.

Observe

Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. **Describe** Features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different

Research

Find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.

Recall

Talk to others about what they know about a key person, character, event from the past. **Chronology**

Order simple experiences in relation to themselves, and others including stories, events, and experiences.

Vocabulary

Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Key Vocabulary

Today, yesterday, tomorrow, morning, afternoon, evening, week, month, year, old, new, then, now, past present, future, before, after, birthday, next, long ago, last, hour, olden days, historic, history, traditional, old-fashioned, ancient, antiques, well used, worn, mended, shabby, dirty, latest, modern, fresh, sparkly, modern, recent, change, famous.