

Understanding the World

Past and Present

ELG Children at the expected level of development will:

- 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;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;



Development matters statements (Reception)

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Band 6 (Reception)

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members

ELGs	Talk about the lives of people around them, and their roles in society	Know some similarities and differences between things in the past and now, drawing on experiences of what's been read in class;	Understand the past through settings, characters and events encountered in books read in class and storytelling;
Baseline	<ul style="list-style-type: none"> • Show interest in different occupations. (DM 3-4) • Shows interest in the lives of people who are familiar to them (Bto5 - Band 5) • Enjoys joining in with family customs and routines (Bto5 - Band 5) • Recognises and describes special times or events for family or friends (Bto5 - Band 5) • Shows interest in different occupations and ways of life indoors and outdoors (Bto5 - Band 5) • Can name some members of my family and talk about them. 	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. (DM 3-4) • Remembers and talks about significant events in their own experience (Bto5 - Band 5) • Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London". 	

<p>Autumn</p>	<ul style="list-style-type: none"> • Talk about immediate and wider family in good detail, where they fit in/their role, interests or news about them. • Discuss family roles – e.g. who cooks, cleans, what they do for work • Recognises and describes special times or events for family or friends. • Remembers and talks about significant events in their own experience. • To know about different jobs within the school community. • Can talk about the different jobs people do 	<ul style="list-style-type: none"> • Know the concept of the past and present - understand that the past is the time “before now”. • Can name things that have already happened up in the recent past. • Discuss past and upcoming events within their own family, e.g. “When I was a baby, I had a Christening” or “At my third birthday, I had a dinosaur cake” • Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) • Can describe similarities and differences of their history – e.g. from birth to now • Shares some similarities between characters, figures or objects 	<ul style="list-style-type: none"> • Can name some characters from history, based on books read. • Can talk about what I can see in pictures of the past
<p>Spring</p>	<ul style="list-style-type: none"> • Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. • Know and be able to discuss different important members of society such as local community leaders, familiar people in the local community (police, doctors, nurses etc), faith leaders. • To know these important people’s role in the local community and how they fit in to society. • Can talk about some of the things that make them unique • Talks about similarities and differences between themselves and others and among families and communities or stories that they have heard. 	<ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members. (Birth to 5 – Band 6) • Can talk about changes that have happened within my family’s lifetimes e.g. talking to grandparents about holidays etc. • Is becoming more aware of the past linked to myself and my family and how it has changed • Sequence family members, explaining who they are and the key differences between what they can/can’t do • Can describe similarities and differences of their family history • Discuss and talks about what they have seen in images/stories of the past and contrast them in discussion, e.g. “<i>They are travelling</i> 	<ul style="list-style-type: none"> • Can comment on images of familiar situations from the past. • Describe the life of historical character, based on what has been read • Can begin to compare their life to a character in a historical text • Can listen to, respond and ask questions about fiction & non-fiction books about characters from the past.

		<i>on a horse and cart because there were no cars like we have then”.</i>	
Summer	<ul style="list-style-type: none"> • Be able to explain how they could help local people and their local community • Talk with confidence about the lives of the immediate people around them, different occupations and their roles in the wider community. • Can identify similarities and differences between jobs. • Can talk about their own aspirations for future jobs. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, sharing similarities and differences • Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences <p>Know some similarities and differences between things in the past and now, drawing on experiences of what’s been read in class;</p>	<ul style="list-style-type: none"> • Uses appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community. • Can independently talk about the past and can draw comparisons of things in the past and now, using evidence from books they have read, real life experiences and their own inferences.