

## Key Learning Linked to Past and Present Past and Present - Historical Development

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| <ul style="list-style-type: none"> <li>• <b>Communication</b> – 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.</li> <li>• <b>Observe</b> – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</li> <li>• <b>Describe</b> – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Research</b> – find out about, people, places, events, objects, ask questions, use different sources to find the answers, including books.</li> <li>• <b>Recall</b> – talk to others about what they know about a key person, character, event from the past.</li> <li>• <b>Chronology</b> – order simple experiences in relation to themselves, and others including stories, events, and experiences.</li> <li>• <b>Vocabulary</b> – 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.</li> </ul> |
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## Area of Learning and Development Understanding the World

### 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.

Past and Present ELG	People Culture and Communities ELG	The Natural World ELG
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>