

## Understanding the World at Heymann

### ELG: Past and Present

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.

Nursery	Reception
<b>Building blocks to achieve Past and Present</b> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li><li>• Children to know about different occupations</li><li>• Being able to order events</li></ul>	<b>Building blocks to achieve Past and Present</b> <ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Talk about pictures, stories, artefacts, real accounts of events that have happened in the past and identify what is similar and the differences</li><li>• Being able to order events</li><li>• Recall key vocabulary and facts identified from planning through regular, planned retrieval session</li></ul>
<b>Continuous provision:</b> <ul style="list-style-type: none"><li>• Photos of the children's family and friends</li><li>• Role play corner/ small world themes with different occupations</li><li>• Visual timetable of the day</li></ul>	<b>Continuous provision:</b> <ul style="list-style-type: none"><li>• Photos of the children's family and friends</li><li>• Role play corner/ small world themes with different roles in the community ( police, firefighters, doctors, nurses)</li><li>• Share stories, songs and pictures from things in the past and present from a range of cultures</li><li>• Visual timetable of the day and year ( add as year progresses with birthdays, celebrations, holidays</li></ul>
<b>Role of adult:</b> <ul style="list-style-type: none"><li>• Show interest in children's lives and prompt the children to talk about who the people at home are and their memories</li><li>• Adult model and encourage use of planned vocabulary related to theme/ occupation of role play eg opticians</li><li>• Refer to visual timetable using language of time and correct tense</li><li>• Reading and discussing stories and wordless books</li><li>• Sequencing a story with actions, small world and role play</li><li>• Story maps ( link to TFW)</li><li>• Singing songs and nursery rhymes</li></ul>	<b>Role of adult:</b> <ul style="list-style-type: none"><li>• Sequencing a story with actions, small world and role play</li><li>• Reading and discussing stories and wordless books</li><li>• Talking about why things happen in stories</li><li>• Show interest in children's lives and prompt the children to talk about who the people at home are and their memories by sharing own memories eg I remember when I was....</li><li>• Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. Adult model and encourage use of planned vocabulary related to theme/ occupation of role play eg opticians</li><li>• Story maps ( link to TFW)</li></ul>

**Vocabulary****Language relating to passing of time:**

before  
after  
now  
then  
today  
the present  
day  
long ago  
yesterday  
the past  
tomorrow  
the future

**Language connected to measuring of time:**

Days of the week  
Months of the year  
calendar  
seasons

**new/recent**

**lifetime**

**similar/ different parent**

**old**

**great/grandparent**

**memory**

## Vocabulary

**Language relating to passing of time:**

**before**  
**after**  
**now**  
**then**  
**today**  
**the present**  
**day**  
**long ago**  
**yesterday**  
**the past**  
**tomorrow**  
**the future**

**Language connected to measuring of time:**

**Days of the week**  
**Months of the year**  
**calendar**  
**seasons**

new/recent

lifetime

similar/ different parent

old

great/grandparent

memory