



Understanding the World: Educational Programme

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.

Understanding the World- Past and Present

ELG- Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG’s)	Year 1 National Curriculum
I am beginning to make sense of my own life story.	I can remember and talk about significant events in my own life in some detail.	I can comment on stories I have heard and images of people and familiar situations in the past.	I know some similarities and difference between things in the past and now, drawing on my experiences and what I have read in class.	I have developed an awareness of the past, using common words and phrases relating to the passing of time (HISTORY). I can identify similarities and differences between ways of life in different periods (HISTORY).
I can listen to stories which include figures from the past.	I can talk about characters from stories, including figures from the past.	I can compare and contrast characters from stories, including figures from the past.	I understand the past through settings, characters and events encountered in books read in class and storytelling.	I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand different historical events (HISTORY).
I can talk about people who are familiar to me.	I can talk about different occupations in society.	I can begin to talk about people around me and why they are important to society.	I can talk about the lives of people around me and their roles in society.	I know about significant events, people and places in my locality (HISTORY).