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| **EYFS Curriculum Goals**  | **Entry Profile****Children can:** | **First Milestone****Children can:** | **Second Milestone****Children can:** | **Third Milestone****Children can:** | **ELG** | **Links to other areas of learning** | **Year 1** |
| **Understanding of the World: Past and Present** | **Opportunities to explore characters and events from the past.** | Identify some members of their immediate family. | Talk about their family and home life.Discuss different family set ups (The Great Big Book of Families).Listen to others talk about theirs. | Talk about their class and school community and their roles.Ask questions and make comments. | Talk about members of their local community and their roles.Make comparisons and identify similarities and differences including understanding different types of families. | Children at the expected level of development will:Talk about the lives of the people around them and their roles in society. |  |  |
| Identify some familiar past experiences important to them. | Make comparisons and identify similarities between the past experiences of themselves and others. | Talk about images, text, and artefacts from familiar situations from the past.Listen to and begin to discuss similarities and differences explained by an adult.Place images in chronological order. | Identify some similarities and differences with support.Identify events that happened before they were born. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. |  |  |
| Listen to stories about familiar events and characters from the past relevant to their life and age. | Begin to develop an understanding of past events through frequently listening to shared texts fictional and non-fiction based.Hear about characters from the past through texts and storytelling. | Continue to develop understanding of past events and cultures within their own play, including puppets, role-play, songs, and poems.Identify and discuss key facts about characters from the past with support. | Compare and contract common themes about the past such bravery, kindness and talk about their own experiences linked to these themes.To compare and contrast characters from the past with support. | Understand the past through settings, characters and events encountered in books read in class and storytelling. |  |  |

