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| Fairholme Primary School**EYFS – Past and Present** |
| **Children make sense of the past and present, their families and community through storytelling, books, artefacts and visits and visitors** |
| Progression in LearningNursery to ELG | Provision | Books and Vocabulary |
| **Nursery** |
| * Shows interest in the lives of people who are familiar to them
* Shows interest in different occupations and ways of life through role play, visitors and stories
* Comments on photographs, pictures in books
* Notices and comments on differences between now and then drawing on their own family experiences
 | Follow children’s interests and engage in conversations about: * special events in the children’s lives – their celebrations and the way they celebrate – what they eat, wear, where they go, what they do, songs they sing
* photos showing special events, discussed in key worker group and used to form displays drawing in friends to find out what they do
* provide visuals – photos if possible, of own family to share in setting – obvious to see the similarities and differences at this age
* role play with specific cultural dress and resources e.g. food/dress to draw upon children’s own experiences
* arrange for visitors to come to the setting - farmer, fire officers, police school liaison officer, parents cooking, children from other classes reading stories
* role play special events - home corner dressed for birthday, festivals – Chinese New Year, Christmas, arrival of baby, new pet, according to the special events in children’s lives
* role play which reflects children’s local experiences and interests – shop keeping, public services e.g. fire station, baby clinic, repair services e.g. bike, garage, computer
* Visitors from our local community - a local church to work on creatively exploring the theme of celebration, a dog groomer, a parent with a young baby
* A comparison of life in the past and present - focus at Christmas between the way of life then and now with regards to modern buildings and ways of travel
 | **It’s my birthday** Helen Oxenbury **Dear Santa** Rod Campbell **The best Diwali ever** Sonali Shah **Handa’s Surprise** Eileen Browne **Pancakes, pancakes!** Eric Carle Selection of non-fiction books related to pets and ‘people who help us’ jobs |
| **Reception** |
| * Knows about the work of familiar community workers
* Comments on pictures, stories, oral tales, artefacts, buildings from the past
* Comments on differences/similarities from the past of artefacts, buildings, people, stories within their own lives
 | Show genuine interest in children’s lives evident in conversations about events important to them, their achievements in and out of school (incidental conversations, on arrival, during activities, at end of day, circle times) Through traditional tales - look at pictures of people in the past and compare with themselves; look at buildings and transport and compare to now; compare language to what we might say in conversation now Ourselves - comparing themselves to a photo of them when they were a baby, what is the same and what is different? Constructing a pictorial timeline of their lives and development so far (born, crawl, walk, start school); self-portraits using mirrors following and accompanied by detailed discussion of their features, comparisons with each other Historical stories and events - look at historical stories linked to religious festivals (‘Rama and the Demon King’ for Diwali, ‘The Nativity’ for Christmas, ‘The Great Race’ for Chinese New Year and ‘The Easter Story’ for Easter) - how have the stories impacted on the way we live and celebrate today? How was life different then compared to now? Remembrance - finding out about the significance of poppies on Remembrance Day and creating poppies to display marking the event People who help us - find out about familiar community job roles and have visitors in to share information, children are encouraged to be curious and ask questions Dinosaurs - construct a pictorial time lines to showcase how long ago the dinosaurs lived in comparison to events more relevant to them such as when grandparents, parents and themselves were born; find out about Mary Anning and her work finding dinosaur bones | **Traditional tales –** The Elves and the Shoemaker, Goldilocks, Jack and the Beanstalk, The Princess and the Pea, The Ugly Duckling**Rama and the Demon King** Jessica Souhami **Double the Love** Bernard Ashley and Carol Thompson **Here to Help series (people who help us)** **Are the Dinosaurs Dead Dad?**Julie Middleton Selection of non-fiction books related to dinosaurs, religious festivals and stories |
| **Early Learning Goal (ELG)****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** |