

Christ the King Catholic Primary School

EYFS progression overview

Past and Present

Early Learning Goal: Past and present

At the end of the Early Years foundation stage children at the expected level of development will:

- Talk about the lives of 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

EYFS Progression in learning-Nursery to early Key Stage One

Nursery			Reception			Moving into Key Stage 1
Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
Knows about routines of their day	Begins to know the names of some days of the week Knows and understands 'tomorrow'	Begins to identify features of different seasons.	Can talk about sequences relevant to them e.g. school day; getting ready for bed	Knows the days of the week and their order	Knows the order of the seasons	Knows that time passes in sequential order
Begins to show understanding of time words such as before and after in their daily lives.	Begins to talk about things they have done in the past.	Talks about things they have done in the past using some past tense verbs correctly eg played, saw, ran	Knows 'then' and 'now' as a concept Begins to draw on own experiences to compare what they can find out about the past with today, including from books e.g. toys, washing clothes, a family day out	Uses ordering language (some of which is from books they have read) e.g. first, next, after that Draws on own experiences to compare with what they can find out about the past, including from books	Is able to sequence stories	Has an awareness of common words and phrases relating to the passing of time Understands differences between the past and the present
Can say who they are and who they live with	Can talk about who/what is special to them e.g. nanny, dog	Can briefly talk about some members of their family	Sequences family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) Talks about some members of their family	Can describe some family memories	Notifies and celebrates things they can do now that they could not do when they started school	Has an understanding of change within living memory – people
Shows an interest in occupations they know about from their own experience e.g. doctor, shop worker	Shows an interest in different occupations e.g. firefighter, police through play and talk.	Can talk about a wide range of occupations e.g. electrician, warehouse operative, scientist	Can identify the role of the emergency services in society and know how to call for help	Can identify similarities and differences in jobs	Can talk about their aspirations for their own role in society	Understands similarities and differences between people
Shows an interest in fictional characters in stories and rhymes	Shows an interest in people in non-fiction texts	Begins to comment on people and events in books read to them/in class	Comments on people and events in books read to them/in class	Compares and contrasts settings, events or characters from the past, that they have met in books with a focus on a diverse range of significant people from the past.	Knows some similarities and differences between the past and now, drawing on their experiences and books they have shared Compares and contrasts settings, events or characters from the past, that they have met in books with a focus on a diverse range of significant people from the past.	Recognise some similarities between past and present