



It's Good To Be Me!

Reception Topic – Autumn 1

What does History look like in Reception?

Autumn – It's Good to be Me



In the Early Years Foundation Stage, children do not learn history as a discreet subject, it is done through the **Understanding the World** strand. This is split into 3 strands, one of which, **People and Communities** is the history strand. children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills. Children will look at their own lives in order to demonstrate and understand change and the passage of time.

As children learn about the world around them they find out about the past through talking to parents, grandparents and friends and they develop an interest in their own story as well as the stories in their family – this is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

Many children within the EYFS will have younger and/or older siblings, who they will see being involved in activities at a different level. This can be used to extend the children's learning and understanding of themselves and the world around them. By the time children are in Reception, they will be increasingly aware of the changes in routines during different times of the day and seasons of the year. These changes in time have an impact on what activities they can do (sleep, eat, play, home, holidays, etc.), as well as what they wear and what they celebrate.

Understanding the world is not taught as a discreet carpet session but is taught to children through play, discussion and the use of quality texts that are shared. Weekly Newsround sessions take place to allow quality discussions about areas of the curriculum not taught discreetly allowing children to develop knowledge alongside oralcy skills.





In Reception children learn:

- To talk about members of their immediate family and community.
- To name and describe people who are familiar to them
- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories, including figures from the past.
- 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.

Children used a range of mediums and resources to make family pictures.



W.C 25.09.23

Name: YU+I

AI/FA

L.O- To share facts about myself.

Step to Success-

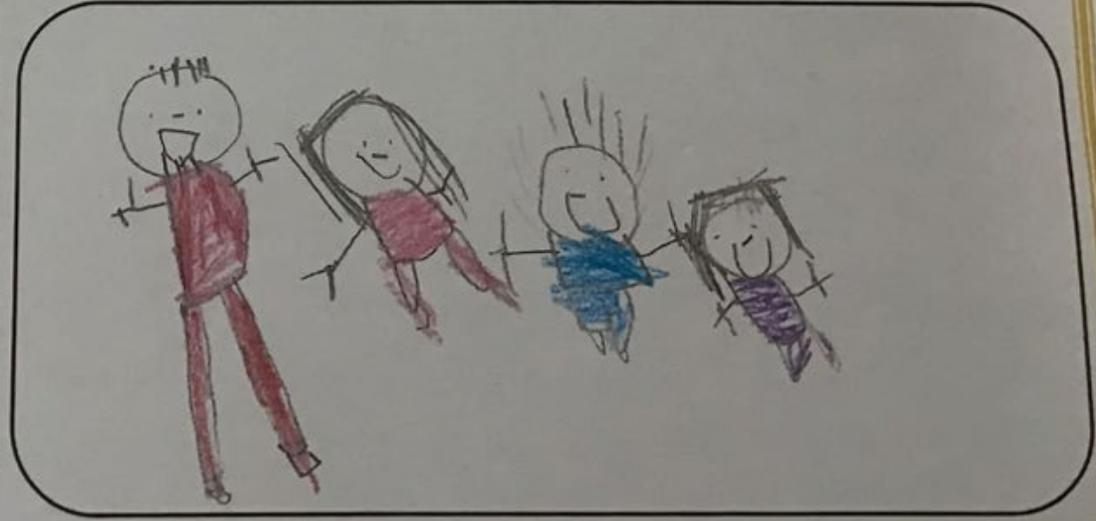
- I can hold a pencil using a tripod grip.
- I can control my pencil to create the marks.
- I can share facts about myself.

My name is YU+I

I am 4 years old.



This is my family



This is marvellous me.

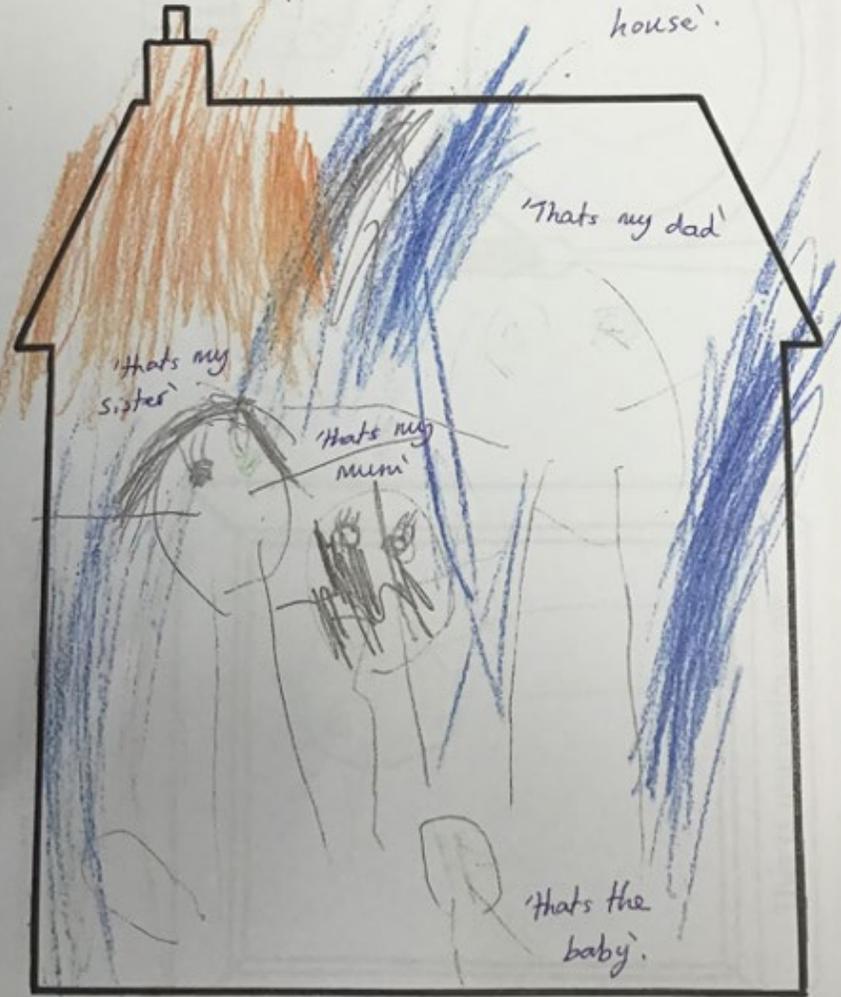


L.O- To share my family and share who I live with.
Step to Success-

- I can hold a pencil using a tripod grip.
- I can control my pencil to create the marks.
- I can share information about myself.

my sister likes to
play with me and
I have lots of
pictures in my
house'.

This is my family!



Children learning through provision



Children learning through provision



A few of the carefully selected texts we use to support our historical learning in reading and writing lessons

