

Understanding of the world

People and communities

	22–36 months	30–50 months	40–60+ months
Talk about past and present events	<ul style="list-style-type: none"> • Imitate everyday actions and events from own family and cultural background, in pretend play. 	<ul style="list-style-type: none"> • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members.
Show sensitivity to the likes and dislikes of others	<ul style="list-style-type: none"> • Have a sense of own immediate family and relations. • Begin to have their own friends. 	<ul style="list-style-type: none"> • Show an interest in the lives of people who are familiar to them. 	<ul style="list-style-type: none"> • Know that others don't always enjoy the same things and are sensitive to this.
Know the similarities and differences between themselves and others	<ul style="list-style-type: none"> • Learn that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Show an interest in different occupations and ways of life. • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoy joining in with family customs and routines. 	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions.

Early Learning Goal

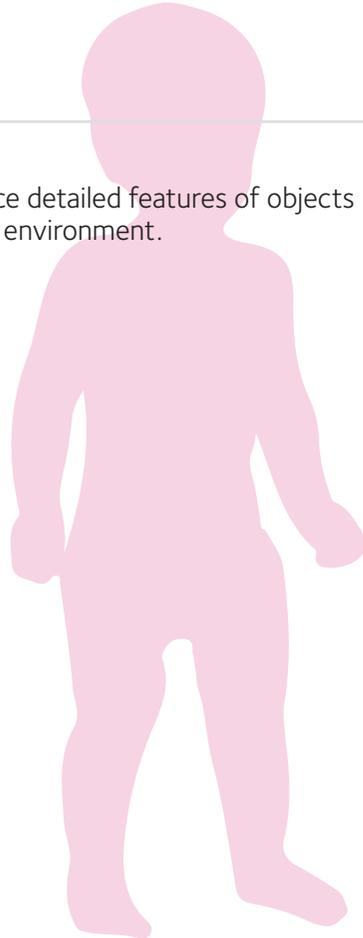
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world



22–36 months

- Enjoy playing with small-world models such as a farm, a garage or a train track.



- Notice detailed features of objects in their environment.

30–50 months

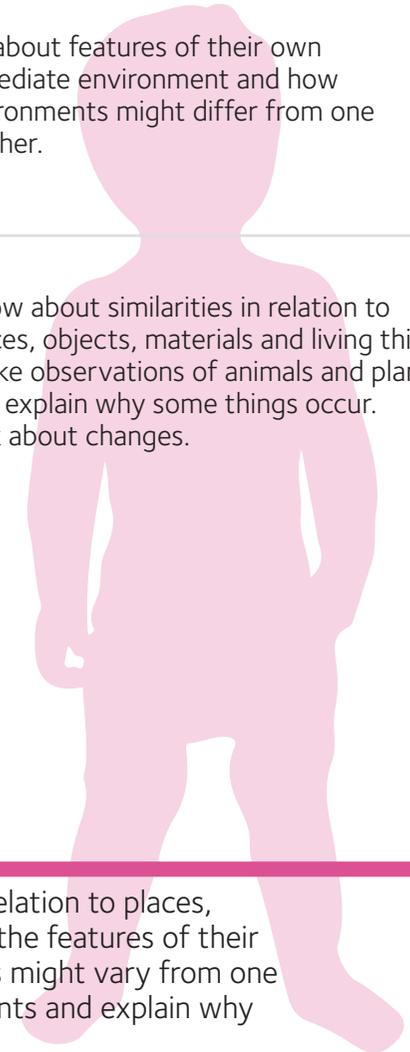
- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.



- Can talk about some of the things they have observed such as plants and animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.

40–60+ months

- Talk about features of their own immediate environment and how environments might differ from one another.



- Know about similarities in relation to places, objects, materials and living things.
- Make observations of animals and plants and explain why some things occur.
- Talk about changes.

Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

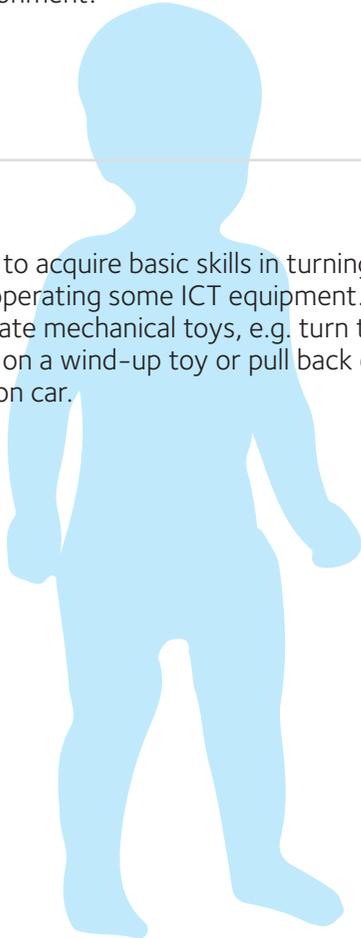
Technology

Recognise the uses of technology

Use technology for a purpose

22–36 months

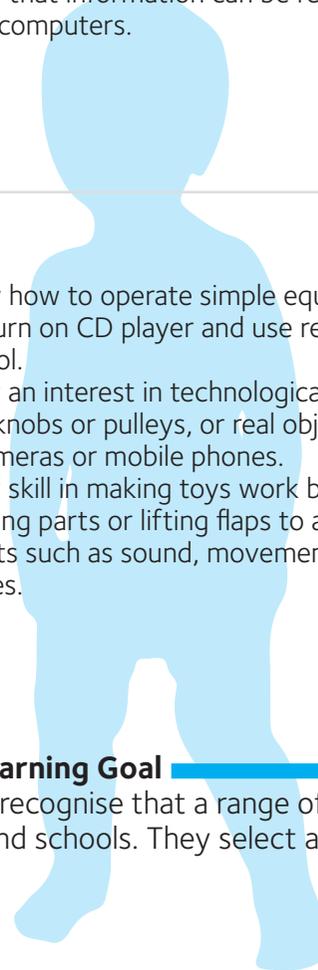
- Aware of technology in the immediate environment.



- Seek to acquire basic skills in turning on and operating some ICT equipment.
- Operate mechanical toys, e.g. turn the knob on a wind-up toy or pull back on a friction car.

30–50 months

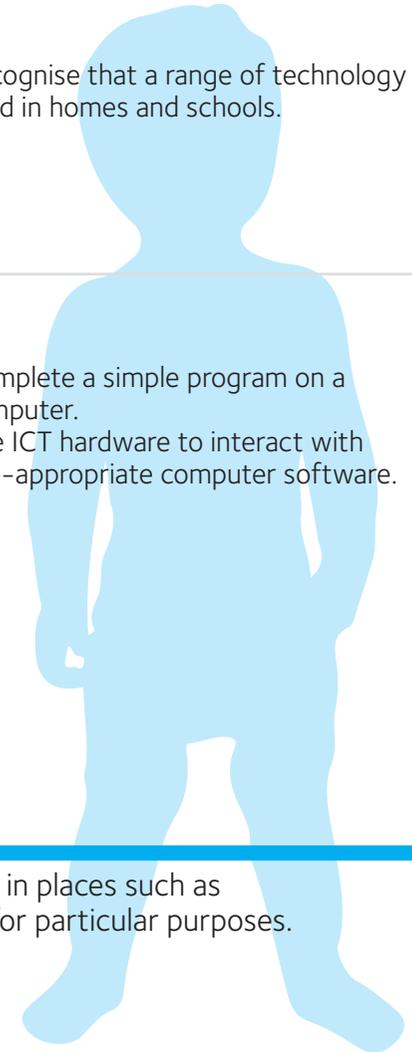
- Know that information can be retrieved from computers.



- Know how to operate simple equipment, e.g. turn on CD player and use remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

40–60+ months

- Recognise that a range of technology is used in homes and schools.



Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.