



## Understanding the World

Pre-Nursery Goals	Nursery Goals	Reception Goals (ELG)
<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Can notice differences between their own family and others.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Notice differences between people.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore and respond to phenomena in their worlds.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Starting to talk about their own world: parents, grandparents etc.</li> <li>- Notice changes in how they have changed – baby to child.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of different cultures and communities.</li> <li>- Knowing that people have lots of differences that make them unique.</li> </ul> <p><b>Natural World</b></p> <ul style="list-style-type: none"> <li>- Showing an awareness of changes in nature</li> <li>- Showing an awareness of how to care for living things such as animals and plants.</li> <li>-</li> </ul>	<p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>

		<b>The Natural World</b> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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**Above are the Pre-Nursery, Nursery and Reception end of year goals. These are what we assess the children on at the end of the academic year. The Reception goals are referred to as The Early Learning Goals and these are the only end of year assessments that are statutory. The goals outlined above are a small snapshot into the development and learning the children will experience.**

**Below we have also outlined a wider progression of skills that we will support the children to achieve during their time in our Early Years Class.**

Pre-nursery	Autumn	Spring	Summer	Autumn	Spring	Summer
Make connections between the features of their family and other families.	Begin to make sense of their own story.  Show interest in the occupations of family members.	Begin to make sense of where they live.  Show interest in occupations of other adults in their community and town.	Begin to make sense of their place in the world.  Show interest in occupations of people they don't know – become aware of occupations they may not have known before.	Talk about members of their close family.  Name and describe people who are familiar to them in their family.	Talk about members of their community.  Name and describe people who are familiar to them in their community.	Talk about members of their community and wider family.  Name and describe people who are familiar to them in a wider context – characters, athletes, actors, singers.
Make connections between the features of their family and other families.	Begin to make sense of their own story.	Begin to make sense of where they live.	Begin to make sense of their place in the world.	Comment on images of familiar situations in the past – regarding themselves and family.	Comment on images of familiar situations in the past – regarding their town and where they live.	Comment on images of familiar situations in the past – regarding their country and their world.

Make connections between characters and people they know.	Talk about their favourite characters from books.	Say why they like certain characters or dislike others.	Discuss their favourite characters with a partner.	Compare and contrast characters from stories, including figures from the past – involving families.	Compare and contrast characters from stories, including figures from the past – involving different places to live	Compare and contrast characters from stories, including figures from the past – involving different countries.
Build narratives into their games.	Use marks on paper within play.	Use maps that have been modelled in their role play.	Make their own simple maps in role play.	Draw information from a simple map of their home and neighbourhood.	Draw information from a simple map from their town.	Draw information from a simple map of their country and then the world.
Notice differences between people.	Develop positive attitudes about the different people that they know – people in their class, family etc.	Develop positive attitudes about the different people they may come across in their communities.	Develop positive attitudes about the different people that exist all over the world.	Understand and talk about special places to them and their families.  Talk about how they and their families celebrate special times.	Talk about special places in their community.  Talk about how people in their community celebrate special times.	Talk about special places for other people in the world and where they might be.  Talk about how people in different countries and cultures may celebrate special times.
Make connections between the features of their family and other families and where they live.	Talk about the countries they have visited.	Talk about their own country.	Talk about the different countries lots of people have visited.	Talk about aspects of their life in their family and town.	Talk about aspects of life in their country.	Talk about aspects of life in other countries.
Explore and respond to different phenomena in their setting and on trips.	Explore collections of materials found in their homes and school.	Explore collections of materials from their town and country.	Explore collections of materials from the world. Using real life and pictures.	Explore the natural world around them – at home, school etc.	Explore the natural world around them and learn about what other places in the country look like.	Explore the natural world around them – looking at the rest of the world.

Make connections between the features of their family and other families and where they live.	Talk about the countries they have visited.	Talk about their own country.	Talk about the different countries lots of people have visited.	Discuss the environment that they live in. `	Discuss different environment within their country.	Discuss different environments across the world.
Explore and respond to different phenomena in their setting and on trips.	Plants seeds and care for plants.	Understand the life cycles of animals and plants	Understand the need to care for natural things in the environment.	Understand the effect of changing seasons Summer - Autumn - Winter	Understand the effect of changing seasons Winter-Spring	Understand the effect of changing seasons Spring – Summer.  Learn what that looks like in other countries.
Explore and respond to different phenomena in their setting and on trips.	Explore floating and sinking.	Explore magnets, materials they can stretch.	Talk about different forces they can feel.	Use the language they used last year to build on their scientific knowledge.	As questions and explore ideas.	As questions, explore and test ideas