

# FEATHERSTONE ACADEMY

	Little Learners	Nursery	Reception
Prime Area C & L	<ul style="list-style-type: none"> <li>✚ Children have a story read to them on a daily basis.</li> <li>✚ Every child will be spoken to and have a conversation with an adult.</li> <li>✚ Makaton signs are used alongside daily language.</li> <li>✚ Adults are language radiators.</li> <li>✚ Adults model speaking in full sentences and repeat back grammatically/extending the phrases e.g. 'apple' 'It is an apple'.</li> <li>✚ Children will be encouraged to take part in self registration, discuss the weather and days of the week.</li> <li>✚ Children participate in daily activities where communication is always encouraged</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children have story time daily and talk about the story</li> <li>✚ Makaton signs are used alongside daily language.</li> <li>✚ Adults model speaking in full sentences</li> <li>✚ Children learn and practise nursery rhymes on a daily basis</li> <li>✚ Children have the opportunity to share news and views at the end of each day.</li> <li>✚ Children</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children have daily phonics – RWI</li> <li>✚ Children are exposed to new vocabulary with definitions for focus sessions</li> <li>✚ Adults model speaking in full sentences and repeat back grammatically correct sentences</li> <li>✚ Children are encouraged to discuss, make comments and ask questions throughout the day.</li> <li>✚ Children to continue singing nursery rhymes</li> <li>✚ Children to have access to child initiated activities and they are encouraged to further develop their communication skills.</li> <li>✚ High quality texts for daily story time.</li> </ul>
	<p style="text-align: center;"><b><u>Little Learner's Goal</u></b></p> <ul style="list-style-type: none"> <li>✚ Can focus on an activity for a short amount of time with an activity of their own choice.</li> <li>✚ Can successfully pronounce multisyllabic words such as 'banana' or 'computer'.</li> <li>✚ Can understand and follow simple instructions such as 'give that to me' or 'sit down' etc.</li> <li>✚ Can communicate and be understood by using simple phrases e.g. 'my juice', 'all gone' etc.</li> </ul>	<p style="text-align: center;"><b><u>Nursery Learning Goals</u></b></p> <ul style="list-style-type: none"> <li>✚ Able to speak in sentences of 4 to 6 or more words.</li> <li>✚ Able to use some future and past tenses correctly e.g. I went to the shop. I am going on holiday.</li> <li>✚ Can understand and respond appropriately to a 'why' question.</li> <li>✚ Able to sit for short, carpet time teaching (like listening to a story)</li> <li>✚ Able to communicate with their peers whilst they play, making relevant comments to the conversation / activity.</li> <li>✚ Enjoys listening to stories and talking about the pictures and what happened in the story with an adult.</li> </ul>	<p style="text-align: center;"><b><u>Reception Early Learning Goals</u></b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>✚ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>✚ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>✚ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>✚ Listen attentively and respond to what they hear with relevant</li> <li>✚ questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul>



			<ul style="list-style-type: none"> <li>✚ Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>✚ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>
<p>PD Prime Area</p>	<ul style="list-style-type: none"> <li>✚ Children will have access to a variety of fine motor tools during child initiated activities.</li> <li>✚ Children will use a tool for writing on a daily basis</li> <li>✚ Children have the correct static tripod grip modelled and this will be practised daily.</li> <li>✚ Children will more confident and precise in the following movements and begin to combine them with ease and fluency: -</li> </ul> <p><b>Walking</b> – travelling confidently in different directions including backwards</p> <p><b>Running</b> – showing an understanding of how to increase speed and slow speed down</p> <p><b>Crawling</b> – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl</p> <p><b>Jumping</b> - showing control when landing on two feet. Beginning to swing arms to jump further</p> <p><b>Skipping</b> – showing coordination to move with increasing speed</p> <p><b>Climbing</b> – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall</p> <ul style="list-style-type: none"> <li>✚ Children will use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>	<ul style="list-style-type: none"> <li>✚ Climb on the tyres and climb stairs with alternative feet.</li> <li>✚ Wave flags and streamers</li> <li>✚ Change direction on trike</li> <li>✚ Demonstrate control on a balance bike using alternate feet and be able to change direction</li> <li>✚ Hold a position (balance) during games such as on one leg</li> <li>✚ Travel by hopping</li> <li>✚ Travel by skipping</li> <li>✚ Start taking part in physical group activities</li> <li>✚ Show control over the body to quickly stop and start movements such as walking, crawling and running</li> <li>✚ Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc) Copy the adult</li> <li>✚ Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam</li> <li>✚ Choose the right resources to carry out their own plan (e.g. choose a spade to enlarge a small hole)</li> <li>✚ Work with others to move objects safely such as wooden plank</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children have free access to a variety of fine motor tools during child initiated activity time, such as scissors, pencils, crayons, felts etc</li> <li>✚ They use a tool for writing on a daily basis with support and guidance from an adult.</li> <li>✚ Children have the correct, static tripod grip modelled and this will be practised daily.</li> <li>✚ Daily access to our outdoor area to practice climbing, balancing, walking up steps and negotiating space.</li> <li>✚ Children have daily access to tools for eating, if having a hot dinner, such as knife, fork and spoon and encouraged to use them independently and successfully.</li> <li>✚ Discussions / reminders in regards to using the toilet and washing hands, becoming independent with caring for their own personal needs.</li> </ul>



	Little Learners Learning Goals	Nursery Learning Goals	Reception Early Learning Goal
	<ul style="list-style-type: none"> <li>✚ Children will use a palmer supinate grasp to make marks using things like chunky crayons / felts.</li> <li>✚ Children can walk independently</li> <li>✚ Children can use a spoon independently and feed themselves with 'finger foods'.</li> <li>✚ Able to kick a ball, with some awareness of the 'target'.</li> <li>✚ Children are able to jump with both feet leaving the ground.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Able to make marks on paper confidently using four finger grasp.</li> <li>✚ Able to use scissors confidently and safely to make snips in paper.</li> <li>✚ Able to catch a large ball</li> <li>✚ Able to climb using the outside apparatus (steps)</li> <li>✚ Able to walk and run with increased confidence, without falling over.</li> <li>✚ Able to use the Nursery bikes and scooters without needing adult support.</li> </ul>	<p><b>Reception Early Learning Goal</b></p> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>✚ Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>✚ Demonstrate strength, balance and coordination when playing.</li> <li>✚ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> <li>✚ Hold a pencil effectively in preparation for fluent writing –using the tripod grip.</li> <li>✚ Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>✚ Begin to show accuracy and care when drawing.</li> </ul>
<b>PSED Prime Area</b>	<ul style="list-style-type: none"> <li>✚ Children are encouraged to be kind to others and share their toys.</li> <li>✚ Children have the chance to sit together as a group throughout the session.</li> <li>✚ Children are encouraged to talk about their feelings.</li> <li>✚ During circle time, children are encouraged to discuss their emotions and linking them to stories.</li> <li>✚ Children are given a choice on what baskets they access, and we follow the children's interests during their play.</li> </ul>	<ul style="list-style-type: none"> <li>✚ You Can Do It!</li> <li>✚ Children are encouraged to talk and describe their feelings and explain why they are feeling like this.</li> <li>✚ Positive relationships are promoted through daily 'tidy up time' where the benefits of team work are celebrated</li> <li>✚ Resources are limited to promote 'good sharing' and children are supported to share them fairly</li> <li>✚ Daily reflection time encourages children to talk about and understand their feelings</li> </ul>	<ul style="list-style-type: none"> <li>✚ You Can Do It!</li> <li>✚ Children are encouraged to work as a team and be a 'good partner'</li> <li>✚ Children are given opportunities to respond to an instruction given by an adult</li> <li>✚ Resilience is actively encouraged through discussions and</li> <li>✚ modelling of behaviour from the adults.</li> </ul>

	<p><b>Little Learners Learning Goals</b></p> <ul style="list-style-type: none"> <li>✚ Able to tell an adult when they need to use the toilet and are beginning to become more independent.</li> <li>✚ Able to wait for their turn, sometimes with an adult to support.</li> <li>✚ Able to communicate their own feelings to others.</li> <li>✚ Children have developed their own friendships with other children.</li> <li>✚ Children understand how to use 'kind hands' with support from an adult.</li> </ul>	<p><b>Nursery Learning Goals</b></p> <ul style="list-style-type: none"> <li>✚ Able to play alongside other children in the setting independently.</li> <li>✚ Able to understand and follow the class and school rules.</li> <li>✚ Have at least one good friend who they share experiences with.</li> <li>✚ Beginning to understand how others are feeling and show empathy if a child is sad or upset.</li> <li>✚ Able to share resources, sometimes needing support from an adult.</li> <li>✚ Able to move from activity to activity independently during child initiated time, sometimes with support from an adult.</li> <li>✚ Able to manage their own personal hygiene (dry most days, communicate when they need the toilet, pull up and down their own clothes, wash hands)</li> </ul>	<p><b>Reception Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>✚ Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>✚ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>✚ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>✚ Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>✚ Explain the reasons for rules know right from wrong and try to behave accordingly.</li> <li>✚ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>✚ Work and play cooperatively and take turns with others.</li> <li>✚ Form positive attachments to adults and friendships with peers.</li> <li>✚ Show sensitivity to their own and to others' needs.</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>✚ Children have a story read to them / shared with them every day.</li> <li>✚ Children have access to a variety of mark making / writing materials within continuous provision.</li> <li>✚ Children have access to a range of age appropriate books within continuous provision.</li> <li>✚ Children have a music and movement exercise at the start of every session and encouraged to join in and sing along.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children have a story read to them / shared with them every day.</li> <li>✚ Children have access to a variety of mark making / writing materials within continuous provision.</li> <li>✚ Children have access to a range of age appropriate books within continuous provision.</li> <li>✚ Children experience practising oral blending with an adult throughout the day e.g. 'Go and</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children receive a daily phonics lesson and will practise recognising sounds, reading red words, segmenting, blending and writing words and then sentences.</li> <li>✚ Children have words orally segmented to them so they practice their oral blending skills.</li> <li>✚ Children have daily access to a writing and or reading activity</li> <li>✚ during child initiated activity both indoors and</li> </ul>

	<ul style="list-style-type: none"> <li>+ Children have access to the whiteboard and pens to mark make freely.</li> <li>+ Children are encouraged to hold the mark making tools correctly for their age.</li> <li>+ During self-registration children are supported to select their picture and name to stick on a board to encourage name recognition.</li> </ul>	<ul style="list-style-type: none"> <li>+ get on your c-oa-t....coat.</li> <li>+ Children practise a Nursery Rhyme</li> <li>+ Children are encouraged to find their own name card during registration.</li> <li>+ Children learn a high quality text during 'talk for writing' sessions and this is referred to each session.</li> <li>+ Adults model writing on a whiteboard and other surfaces throughout the session and emphasise pencil grip.</li> <li>+ Adults plays games such as 'I spy' to develop awareness of initial sound</li> </ul>	<ul style="list-style-type: none"> <li>+ outdoors.</li> <li>+ Children have access to a fine motor activity on a daily basis through child-initiated activities.</li> <li>+ Children have high quality texts read to them to further encourage use of aspirational vocabulary.</li> <li>+ Children practise writing their name on a daily basis using a writing over frame or a name label.</li> <li>+ Pencil grip is corrected</li> <li>+ Children have access to a variety of mark making / writing materials within continuous provision.</li> </ul>
	<p><b>Little Learners Learning Goals</b></p> <ul style="list-style-type: none"> <li>+ Able to repeat words and phrases from a familiar story.</li> <li>+ Make marks and give meaning to the marks</li> <li>+ Enjoy sharing a book with an adult.</li> <li>+ Able to identify sounds in the environment e.g. birds in the trees or a car beeping.</li> </ul>	<p><b>Nursery Learning Goals</b></p> <ul style="list-style-type: none"> <li>+ Able to write the majority of their first name.</li> <li>+ Recognise their own name on a name card from a small choice of 5.</li> <li>+ Beginning to understand oral blending from an adult e.g.</li> <li>+ Look Nursery I have on my head a h-a-t.....hat!</li> <li>+ Able to identify the initial sound in words.</li> <li>+ Able to talk about a familiar story with an adult.</li> <li>+ Able to hear and identify initial sounds in words that are said orally.</li> </ul>	<p><b>Reception Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>+ Children have a story read to them / shared with them every day.</li> <li>+ Children have access to a variety of mark making / writing materials within continuous provision.</li> <li>+ Children have access to a range of age appropriate books within continuous provision.</li> <li>+ Children have a music and movement exercise at the start of every session and encouraged to join in and sing along.</li> <li>+ Children have access to the whiteboard and pens to mark make freely.</li> <li>+ Children are encouraged to hold the mark making tools correctly for their age.</li> <li>+ During self-registration children are supported to select their picture and name to stick on a board to encourage name recognition.</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>+ Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision.</li> <li>+ Children count orally through everyday scenarios and routines e.g., how many children are here today? Let us count them.</li> <li>+ Children are encouraged to count daily when</li> </ul>	<ul style="list-style-type: none"> <li>+ Children have free access to a variety of maths equipment to Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision.</li> <li>+ Children talk about the day and orally count through the daily calendar.</li> <li>+ Children count orally throughout the day,</li> </ul>	<ul style="list-style-type: none"> <li>+ Children have daily discussions in regards to pattern, one more, days of the week and month using the daily calendar.</li> <li>+ Children are encouraged to count verbally up to a give number using actions</li> <li>+ Children receive a daily power maths lesson to further support knowledge and skills.</li> </ul>



	<ul style="list-style-type: none"> <li>✚ playing and building with resources.</li> <li>✚ Jigsaws are available for children to play with.</li> <li>✚ Number rhymes are sung daily during circle time.</li> <li>✚ Shapes and numbers are available in our everyday resources.</li> </ul>	<ul style="list-style-type: none"> <li>✚ such as registration and lining up time.</li> <li>✚ Children sing maths songs</li> <li>✚ Ten town characters are used to support number knowledge and are encouraged to access from home</li> <li>✚ Children practise subitising daily during registration and</li> <li>✚ incidental number challenges</li> <li>✚ Adults model key vocabulary such as long, short, tall, full</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts</li> <li>✚ through continuous provision.</li> <li>✚ Children sing maths songs.</li> <li>✚ Children are encouraged to count throughout the day such</li> <li>✚ as; how many children are in today, how many are having</li> <li>✚ dinners, counting the line etc.</li> <li>✚ Children have a maths focus lesson weekly where work is recorded.</li> </ul>
	<p><b>Little Learners Learning Goals</b></p> <ul style="list-style-type: none"> <li>✚ Engage in number songs and rhymes with an adult.</li> <li>✚ Able to use gestures or simple phrases to compare objects e.g. small, big, heavy, little.</li> <li>✚ Able to count orally within everyday contexts</li> <li>✚ Able to count to 3 items.</li> <li>✚ Can complete 'inset' puzzles.</li> </ul>	<p><b>Nursery Learning Goals</b></p> <ul style="list-style-type: none"> <li>✚ Able to subitise to 3 (using numicon or dice)</li> <li>✚ Have a deep understanding of numbers to 5 (to include counting using a 5 frame, recognising the numerals, talking about more and less)</li> <li>✚ Able to verbally count up to 10 (and possibly beyond to 20) confidently by rote</li> <li>✚ Able to use words like long, short, tall and short and understand their meaning.</li> <li>✚ Able to touch count accurately up to 5</li> <li>✚ Can create and continue ABAB patterns.</li> <li>✚ Able to name and recognise some 2D shapes</li> </ul>	<p><b>Reception Early Learning Goal</b></p> <p><u>Number</u></p> <ul style="list-style-type: none"> <li>✚ Have a deep understanding of number to 10, including the composition of each number.</li> <li>✚ Subitise (recognise quantities without counting) up to 5.</li> <li>✚ Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>✚ Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>✚ Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.</li> <li>✚ Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>EAD</b></p>	<ul style="list-style-type: none"> <li>✚ Children sing a variety of nursery rhymes daily.</li> <li>✚ Children start their session to a Music and movement exercise.</li> <li>✚ Painting, sticking and messy play activities are set up during</li> <li>✚ the session.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children listen to a range of music throughout the session and have the opportunity to make up their own dances.</li> <li>✚ Children sing and practise a nursery rhyme daily.</li> <li>✚ Children are introduced to the artistic</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children have free access to a range of musical instruments through continuous provision, including tuned and un tuned percussion instruments.</li> <li>✚ Children have free access to a range of artistic</li> </ul>

	<ul style="list-style-type: none"> <li>✚ The water tray or sand tray is made available with a variety</li> <li>✚ of different colours and textures.</li> <li>✚ Resources are used to make simple models to express the children's ideas during play.</li> </ul>	<p>methods of key artists over the year and have opportunities to incorporate them during child initiated learning.</p> <ul style="list-style-type: none"> <li>✚ Children learn to name colours and are encouraged to explore what happens when they are mixed during continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>✚ resources, such as glue, collage, felts, pencil crayons etc... through continuous provision.</li> <li>✚ Children have at least one EAD child initiated activity.</li> <li>✚ Children learn about a few, key artists across the year and develop their skills in this area using a variety of methods.</li> <li>✚ Children are taught EAD skills throughout the year with an adult.</li> <li>✚ Children listen to various music every day during child initiated learning and given the opportunity to dance along, if they wish to do so.</li> <li>✚ Children have direct access to a variety of construction resources, such as wooden building blocks, natural resources, small bricks and Lego to design and build their own models and structures.</li> </ul>
	<p><b>Little Learners Learning Goals</b></p> <ul style="list-style-type: none"> <li>✚ Knows and sings familiar Nursery Rhymes with support from an adult.</li> <li>✚ Create drawings and are able to say what it is.</li> <li>✚ Take part in imaginative play with support from an adult (pretending to make a cup of tea, bake a cake etc...)</li> <li>✚ Use materials to create different models.</li> <li>✚ Able to successfully name most primary and secondary colours.</li> </ul>	<p><b>Nursery Learning Goals</b></p> <ul style="list-style-type: none"> <li>✚ Knows and sings familiar Nursery Rhymes.</li> <li>✚ Able to safely use tools like scissors and tweezers</li> <li>✚ Able to draw with increasing detail, like including eyes and a mouth on a face.</li> <li>✚ Take part in imaginative play, taking on roles.</li> <li>✚ Explore musical instruments and enjoy making different sounds.</li> <li>✚ Explore mixing colours.</li> <li>✚ Experiments with creating models using different materials, talking about what they are going to make before or during the process.</li> </ul>	<p><b>Reception Early Learning Goal</b></p> <p><b><u>Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>✚ Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>✚ Sing a range of well-known nursery rhymes and songs.</li> <li>✚ Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul> <p><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>✚ Safely use and explore a variety of materials, tools and techniques experimenting with colour design, texture, form and function.</li> </ul>
UW	<ul style="list-style-type: none"> <li>✚ The self-portraits and our family photos are on show for the children to make connections between their families and other children's families.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children complete a daily weatherboard and are supported to discuss their observations of the world during circle time.</li> <li>✚ Children have access to some multi-cultural resources within continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children are reminded of their immediate family through a</li> <li>✚ family display that they have continuous access to in their classroom.</li> <li>✚ Children have access to the outdoor area on a</li> </ul>

	<ul style="list-style-type: none"> <li>✚ The children use a weatherboard daily during circle time and discuss the weather.</li> <li>✚ Children have access to natural materials both indoors and outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>✚ Children have free access to the outdoor area and are encouraged to explore the natural world daily.</li> <li>✚ Adults support children’s observations with a range of provocations and leading questions.</li> <li>✚ Children are encouraged to make links between the environments they encounter through carefully chosen high quality texts and those they have experienced themselves.</li> </ul>	<p>daily basis and are encouraged to explore the natural world.</p> <ul style="list-style-type: none"> <li>✚ Adults support conversations and observations of the natural world by making comments and asking leading questions.</li> <li>✚ Children use the calendar on a daily basis, and revisit the seasons through this with pattern.</li> <li>✚ Children are taught key skills and knowledge with an adult every other week with a UW focus.</li> </ul>
	<p style="text-align: center;"><b><u>Little Learners Learning Goals</u></b></p> <ul style="list-style-type: none"> <li>✚ Know they live at home and are able to talk about it.</li> <li>✚ Enjoy exploring natural materials both indoors and outdoors.</li> <li>✚ Notice and talk about changes, such as the weather (rain, sun etc...)</li> <li>✚ Make comments about their own families, using photos to support.</li> <li>✚ Notice differences between people.</li> </ul>	<p style="text-align: center;"><b><u>Nursery Learning Goals</u></b></p> <ul style="list-style-type: none"> <li>✚ Talk about things that have happened in the past, such as birthdays or celebrations.</li> <li>✚ Able to talk about different environments such as mountains, deserts, forests and the ocean.</li> <li>✚ Understand where they live and their street.</li> <li>✚ Enjoy exploring and talking about changes they see, such as the seasons.</li> <li>✚ Show an interest in different local occupations and wider ones.</li> <li>✚ Know and enjoy celebrating a wide range of religious celebrations.</li> </ul>	<p style="text-align: center;"><b><u>Reception Early Learning Goal</u></b></p> <p><u>Past and Present</u></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 experience and what has been read in class.</li> <li>✚ Understand the past through settings, characters and events encountered in books read in class.</li> </ul> <p><u>People, Culture and Communities</u></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 religious and cultural communities in this country, drawing on their experiences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> <li>✚ Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>





			<ul style="list-style-type: none"><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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