

# End of Year Expectations for Nursery



Loving, laughing  
learning  
together!



## End of Year Expectations in Nursery

This booklet provides information for parents and carers about the end of year expectations for children in our school. The objectives summarise the knowledge, skills and understanding that our children should have gained by the end of the Nursery year in order to meet age related expectations.

All the objectives will be worked on throughout the year and will be the focus of teaching and learning in class through lots of learning experiences in both our indoor and outdoor learning environment. These are not intended as a tick list but are there just to guide you through your child's learning journey in Reception. We recognise that every child is unique and that they are all at different stages in this journey too.

Your help and support in helping your children to reach these goals is, as always, not only crucial but greatly appreciated by the Foundation Team. We would love to see children's work sent to us via ClassDojo so that we can share and celebrate it as a class.

Should you have any queries or want support in knowing how best to help your child, please do not hesitate contact us again through ClassDojo or via the school email address.

There are seven areas of learning and development that influence our curriculum in early years settings. All areas of learning and development are important and inter-connected. The first three areas known as the PRIME AREAS are fundamental for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The other four are SPECIFIC through which the PRIME areas are strengthened and applied.

The Foundation Team

## Communication and language

Children in nursery will be learning to:

- + Enjoy listening to longer stories and can remember much of what happens.
- + Can find it difficult to pay attention to more than one thing at a time.
- + Use a wider range of vocabulary.
- + Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- + Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- + Sing a large repertoire of songs.
- + Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- + Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- + May have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- + Use longer sentences of four to six words.
- + Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- + Can start a conversation with an adult or a friend and continue it for many turns.
- + Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

## How you can help at home to develop this area of learning

- ✚ Model correct language
- ✚ Use different words that meant the same.
- ✚ Use who what where when why how questions
- ✚ Sing nursery rhymes
- ✚ Read stories
- ✚ Talk about their day
- ✚ Play games involved in listening



## Personal, Social and Emotional Development

Children in nursery will be learning to:

- ✚ Become more outgoing with unfamiliar people, in the safe context of their setting.
- ✚ Show more confidence in new social situations
- ✚ Play with one or more other children, extending and elaborating play ideas.
- ✚ Help to find solutions to conflicts and rivalries.
- ✚ Increasingly follow rules, understanding why they are important.
- ✚ Do not always need an adult to remind them of a rule.
- ✚ Develop appropriate ways of being assertive.
- ✚ Talk with others to solve conflicts.
- ✚ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- ✚ Begin to understand how others might be feeling.

## How you can help at home to develop this area of learning:

- ✚ Remind the children about our Golden Rules in school and talk about what they mean:
- ✓ We are honest
- ✓ We work hard
- ✓ We listen
- ✓ We are kind and helpful
- ✓ We look after property
- ✓ We are gentle.



- ✚ Discuss how you and your child feels and talk about those emotions.
- ✚ Play games that include taking turns and sharing.

## Physical development

- ✚ Children in nursery will be learning to::
- ✚ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- ✚ Go up steps and stairs, or climb up apparatus, using alternate feet.
- ✚ Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- ✚ Use large-muscle movements to wave flags and streamers, paint and make marks.
- ✚ Start taking part in some group activities which they make up for themselves, or in teams.
- ✚ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- ✚ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- ✚ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- ✚ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- ✚ Use one-handed tools and equipment, for example, making snips in paper with scissors.
- ✚ Use a comfortable grip with good control when holding pens and pencils.
- ✚ Start to eat independently and learning how to use a knife and fork.
- ✚ Show a preference for a dominant hand.
- ✚ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- ✚ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- ✚ Make healthy choices about food, drink, activity and tooth brushing.



## How you can help at home to develop this area of development

- ✚ Take them to the park and use climbing equipment
- ✚ Riding a bike
- ✚ Engage in creative activities such as playdough, painting, and using scissors.
- ✚ Provide a play environment that encourages lots of time and space for energetic and noisy play.
- ✚ Stretch out body parts. Stretch and gently wiggle your toes, feet, legs, arms, and fingers. Gently stretch your neck by looking side to side and up and down
- ✚ Set aside family time for a hike, walk, or visit to a nearby park. Play games that involve running, hopping, throwing and catching together
- ✚ When playing ball, ask the child to use alternate feet for kicking or alternate hands for batting. Make sure the ball is large enough to promote success, yet small enough to present a challenge.
- ✚ Discourage inactivity by limiting TV viewing and video/computer game playing to less than two hours a day
- ✚ Try rolling games. How many different ways can we roll? Slow and fast rolls, arms at side, or one arm up and one arm down
- ✚ Encourage children how to use a knife and fork correctly.
- ✚ Show children how to dress themselves, put on coats.
- ✚ Let children independently remove bags, coats and water bottles when they come to school.





## Literacy

- ✚ Children in nursery will be learning to:
  - ✚ Understand the five key concepts about print:
    - ✓ print has meaning
    - ✓ the names of the different parts of a book
    - ✓ print can have different purposes
    - ✓ page sequencing
    - ✓ we read English text from left to right and from top to bottom
  - ✚ Develop their phonological awareness, so that they can:
    - ✓ spot and suggest rhymes
    - ✓ count or clap syllables in a word
    - ✓ recognise words with the same initial sound, such as money and mother
  - ✚ Engage in extended conversations about stories, learning new vocabulary.
  - ✚ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
  - ✚ Write some or all of their name.
  - ✚ Write some letters accurately.

## How you can support your child in this area of development at home

### Phonics

- ✚ Make it fun—Play hide and seek with objects or hunt for letters when out & about
- ✚ Write sounds while in the bath
- ✚ Make sounds from sticks, stone or paint them with water
- ✚ Make sure you pronounce them correctly!

### Early Reading

- ✚ Create a love of books—enjoy reading make it a happy time
- ✚ Let your child use the pictures to tell you a story
- ✚ Enjoy it when children memorise the story and can 'tell' you the words on the page
- ✚ Read everything—books, cereal packets, signs, number plates, posters—whatever takes their fancy!
- ✚ Show children their name frequently.

### Early Writing

- ✚ Start writing on a big scale—outdoors with a paint brush or chalk
- ✚ Check and encourage your child to grip the tool correctly, using a pincer grip
- ✚ Draw and copy patterns—these will develop the writing motions of up and down strokes or rounds and diagonals
- ✚ Encourage children to write their name.



## Mathematics

Children in nursery will be learning to:

- ✚ Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- ✚ Recite numbers past 5.
- ✚ Say one number for each item in order: 1, 2, 3, 4, 5.
- ✚ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- ✚ Show 'finger numbers' up to 5.
- ✚ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- ✚ Experiment with their own symbols and marks as well as numerals.
- ✚ Solve real world mathematical problems with numbers up to 5.
- ✚ Compare quantities using language: 'more than', 'fewer than'.
- ✚ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- ✚ Understand position through words alone -for example, "The bag is under the table," -with no pointing.
- ✚ Describe a familiar route.
- ✚ Discuss routes and locations, using words like 'in front of' and 'behind'.
- ✚ Make comparisons between objects relating to size, length, weight and capacity.
- ✚ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- ✚ Combine shapes to make new ones -an arch, a bigger triangle etc.
- ✚ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- ✚ Extend and create ABAB patterns -stick, leaf, stick, leaf.
- ✚ Notice and correct an error in a repeating pattern.
- ✚ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

## How you as a parent/carer can help/support your child in this area

### Number

- ✚ Choose a number for the week, e.g. 3. Encourage your child to look out for this number all the time.
- ✚ Can your child see the number 3 anywhere? at home -in the kitchen or on pages in a book in the street -on doors, on car number plates or on buses while out shopping - on the shop till, on shelves, in shop windows. Can they make the number using objects?
- ✚ Patterns and Games with numbers Find apples, toys, spoons, straws, sweets, etc. Make patterns, such as apple, pear, apple, pear.
- ✚ Practise writing the number 2.
- ✚ Play a Dice game Use a 'dotted' dice and write the numbers 1 to 6 on a sheet of paper (or use the numbered animals). Throw the dice. Can your child guess how many dots there are? Check by counting. Ask your child which number on the paper matches the dots on the dice. What would 1 less or 1 more than that number be?

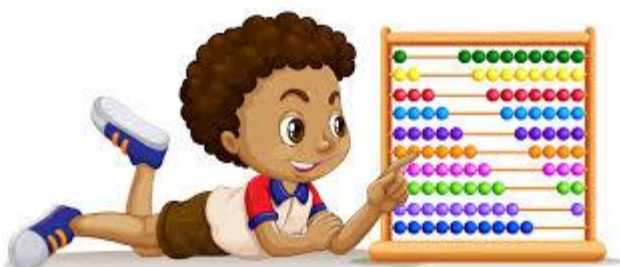
### Counting

- ✚ Practise counting. Start at 1, and count on from there to 10. Start at 10, count back from there to zero. Choose a different starting number each time.
- ✚ Baking and cooking activities

### Shape, Space and Measure

- ✚ Looking at shapes in the environment-talking about the properties of the shape - corners, sides
- ✚ Find objects in the environment such as sticks, leaves, stones and shells

2  
two



## Understanding the World

Children in nursery will be learning to:

- ✚ Use all their senses in hands-on exploration of natural materials.
- ✚ Explore collections of materials with similar and/or different properties.
- ✚ Talk about what they see, using a wide vocabulary.
- ✚ Begin to make sense of their own life-story and family's history.
- ✚ Show interest in different occupations.
- ✚ Explore how things work.
- ✚ Plant seeds and care for growing plants.
- ✚ Understand the key features of the life cycle of a plant and an animal.
- ✚ Begin to understand the need to respect and care for the natural environment and all living things.
- ✚ Explore and talk about different forces they can feel.
- ✚ Talk about the differences between materials and changes they notice.
- ✚ Continue to develop positive attitudes about the differences between people.
- ✚ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

## How you can support this area of learning at home

- ✚ When out and about discuss the surroundings. Talk about their senses: What they can see, hear, smell, taste, and touch.
- ✚ Visits to different places, farms, holidays, seaside, the woods
- ✚ Look at maps, books and the internet to find out about different countries
- ✚ Talk about people that are in their family and past events that are significant to them
- ✚ Visits to church or a place of worship
- ✚ Go into the garden and plant seeds or flowers.
- ✚ Talk about jobs people do -police, NHS, shop keepers etc.



### Five senses



## Expressive Arts and Design

Children in nursery will be learning to:

- ✚ Take part in simple pretend play, using an object to represent something else even though they are not similar.
- ✚ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses
- ✚ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- ✚ Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- ✚ Develop their own ideas and then decide which materials to use to express them.
- ✚ Join different materials and explore different textures.
- ✚ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- ✚ Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- ✚ Use drawing to represent ideas like movement or loud noises.
- ✚ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- ✚ Explore colour and colour-mixing.
- ✚ Listen with increased attention to sounds.
- ✚ Respond to what they have heard, expressing their thoughts and feelings.
- ✚ Remember and sing entire songs.
- ✚ Sing the pitch of a tone sung by another person ('pitch match').
- ✚ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- ✚ Create their own songs, or improvise a song around one they know.
- ✚ Play instruments with increasing control to express their feelings and ideas.



### How you can help to support this area of learning

- ✚ Let children play and make stories with toys, action figures, real life play sets such as farms, dinosaurs and play mobile or happy land.
- ✚ Build with blocks, Lego, Duplo.
- ✚ Allow children to have opportunities to make models using cut and stick materials, use cardboard or cereal boxes, egg boxes or empty plastic containers that you have ready for recycling.
- ✚ Painting activities
- ✚ Puppet making to retell stories - wooden spoons are a wonderful handy resource for this
- ✚ Sing nursery rhymes
- ✚ Listen to music
- ✚ Enjoy making music even if it is with pots and pans!



## Parent partnerships

We view parents and carers as a child's first and most enduring educators and therefore place great importance upon establishing a successful partnership between teaching staff and the families in our community. We aim to facilitate this by ensuring a two-way flow of information, knowledge and expertise between home and school.

Please send us any photographs of home wow moments and achievements through Class Dojo. This not only feeds into our assessment process but gives us an opportunity to celebrate these moments with your child and share them with their friends.

Should you need any support or help with your child's learning please Dojo us.

Many thanks for your support.

The Foundation Team.

**Who is this?**



**Fred frog is missing you!**

**He'd like you to play some of his Fred talking games to cheer him up.**

**Ask a grown up to play.**

### **Fred Games**

Speaking like Fred helps children to understand that words are made up of sounds. In foundation we use Fred Talk in games and throughout the day to help children practise blending sounds together.

### **Parents/Carers, please note -**

When playing the Fred talk games, if your child is not yet able to blend the sounds to make the whole word, please don't worry, it is something that just needs practise, keep going! Help them by modelling the blending of sounds to make whole words, this will be great for their development.

### **Fred's Fridge**

Fred opens his Fridge and what does he find?

Sound talk what you might find in the Fridge.

Remember to say the words broken down into sounds

Fred would say ch-ee-s for cheese

And j-oo-s for juice

m-i-l-k milk

j-a-m jam

h-a-m ham

f-i-sh fish



f-r-oo-t

Fred says put your hands on your h-e-d head repeat

Child says h-e-d hed and touches their head

Repeat with b-a-k t-u-m-h-a-n-d-f-u-t-h-i-p

Then Fred says

r-u-n-

h-o-p

s-k-i-p

j-u-m-p

s-t-o-p

### **Fred I spy**

Fred says I spy something r-e-d children repeat

r-e-d.

Can the children hear the old word r-e-d, red then poin to something red>

Play with other colours

b-l-oo, g-r-ee-n,, b-l-a-k etc