



'Here we belong and here we grow,
Through play and discovery, our confidence will
show.

With nurture, curiosity, and caring every day,
We learn, explore, and flourish as we play'.

End of Year Expectations

Nursery

This booklet provides information for parents and carers on the end of year expectations for Nursery children in our school. These have been taken from the EYFS framework. Attainment of these skills and knowledge in each area of the curriculum will ensure continued progress throughout the following year in reception, where children are working towards meeting the early learning goals.

Above all we want the children in Nursery to be happy and settled and develop a love of learning. Thoughtful planning and on-going assessment enable the children to learn and work towards these expectations through adult directed activities and child-initiated play. We encourage parents to be actively involved in their child's learning.

Areas of Learning in Nursery

There are seven areas of learning as outlined in the Early Years Curriculum. These are Communication and Language, Personal, Social and Emotional Development (PSED), Physical Development (PD) Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. The characteristics of effective learning run through and underpin all seven areas of learning and development focusing on processes rather than outcomes. The three characteristics of effective learning are identified as playing and exploring, active learning and creating and thinking critically. Your child will be learning many new skills and we will be working with you on how best to support and help your child to achieve these goals by the end of the year.

1. Communication and Language

Listening and Attention

- Listen to others one to one or in small groups.
- Listen to and retell stories.
- Join in with stories and rhymes.
- Follow directions.
- Maintain attention, concentrate and sit quietly during appropriate activity.

Understanding

- Understand the use of objects (e.g. what do we use to cut things?)
- Understand and use prepositions such as 'under', 'on top', 'behind'.
- Understand 'how' and 'why' questions.
- Listen and respond to ideas expressed by others in conversation or discussion.

Speaking

- Begin to use more complex sentences to link thoughts including 'and', 'because'.
- Talk about things that they have done or have happened in the past.
- Talk about what is happening and what might happen next.
- Question why things happen and give explanations.
- Have a broad vocabulary which reflects their experiences.
- Use a range of tenses (e.g. play, playing, will play, played).

2. Personal, Social and Emotional Development

Self-Confidence and Self-Awareness

- Enjoy carrying out tasks and welcome praise.
- Choose activities and resources independently.
- Show confidence talking to adults and other children about home and their community.
- Show confidence in new situations and towards unfamiliar people.
- Show confidence asking adults for help.
- Talk about their abilities.

Managing Feelings and Behaviour

- Know about different feelings and understand that if they take their friend's toy or shout at them they might get upset or cross. (Zones of Regulation)
- Take turns and share, sometimes with support from others.
- Know the Marsden Ways and try to follow them.
- Adapt behaviour to different events, social situations and changes in routine.
- Making Relationships
- Play in a group of children, extending and elaborating play ideas.
- Ask others to play with them and keep play going by responding to what others are doing or saying.
- Demonstrate friendly behaviour, talking to and forming good relationships with adults and their peers.

3. Physical Development

Moving and Handling

- Move with pleasure in a range of ways such as walking, running, jumping, skipping and hopping.
- Mount stairs, steps or climbing equipment using alternate feet.

- Walk downstairs, two feet to each step while carrying a small object.
- Stand on one foot.
- Catch, throw and kick a ball.
- Use scissors to cut an outline.
- Jump off an object and land safely.
- Draw lines and circles using gross motor movements.
- Hold a pencil in the correct grip and use it to begin to form letters and copy writing patterns.

Health and Self-Care

- Use the toilet independently and be dry and clean during the day.
- Wash and dry their hands independently.
- Put on their coat independently.
- Dress for music and movement.
- Know some of the things that keep us healthy such as exercise and eating.
- Observe the effects of activity on their body.
- Use equipment such as scissors safely.

4. Literacy Reading

- Develop a love of books, listening to stories and joining in with repetitive language.
- Choose to look at books, handle them carefully and correctly.
- Retell a story, talking about the settings, main events and the characters.
- Suggest how a story might end.
- Know that print is read from left to right and top to bottom.
- Know that information can be retrieved from books and computers
- Recognise familiar words and signs such as own name and advertising logos.
- Link some sounds to letters
- Hear and say initial sounds in words
- Identify rhyming words e.g. hat and cat.
- Use a wide vocabulary influenced by an experience of books.

Writing

- Hold a pencil using the correct grip.
- Give meaning to the marks they make as they draw, write and paint.
- Recognise their name, forming the letters correctly.
- Begin to form letters correctly and use in emergent/independent writing.

5. Mathematics Numbers

- Count reliably to 10.
- Recognise numbers 0-10.
- Begin to write numbers 0-10.
- Count actions or objects that cannot be moved.
- Count up to 10 objects.
- Match number and quantity to 10.
- Compare two groups of objects using language such as 'more', 'fewer' or 'the same'.

Shape, Space and Measures

- To name 2D shapes and begin to talk about the properties of shape
- Use positional language e.g. behind, in front, next to
- Use objects and common shapes to create and recreate patterns and build models.
- Order two or three items by length or height.

6. Understanding of the World People and Communities

- Remember and talk about significant events in their own experience.
- Talk about special times or events for family and friends.
- Know about different jobs.
- Know about celebrations such as Diwali, Chinese New Year and Christmas.
- Know what makes them special and can talk about similarities and differences in relation to friends and family.

The World

- Have an understanding of growth and changes over time such as the seasons.
- Can talk about things they have observed such as plants, animals and natural objects.
- Show care and concern for living things and the environment.
- Talk about why things happen and how things work.
- Comment and talk about where they live and the natural world.

Technology

- Know that we can use a computer to find information.
- Know how to operate simple equipment such as a camera, beebot and remote control car.
- Show an interest in technological toys or real objects, and skill in making toys work by pressing parts to achieve effects.
- Use a mouse and keyboard to complete a simple computer program.

7. Expressive Arts and Design

Exploring and Using Media and Materials

- Join in with singing, dancing and ring games.
- Sing a few familiar songs.
- Move rhythmically in time to the music.
- Tap out simple repeated rhythms.
- Draw simple pictures.
- Use different construction materials such as boxes and bricks to build models.
- Describe the texture of things.
- Explore what happens when they mix colours.
- Play different instruments and explore how sounds can be changed.
- Use different materials such as paper, material or ribbons to create a picture.
- Use a range of tools such as scissors and hole punches.

Being Imaginative

- Develop preferences for forms of expression.
- Use movement to express feelings.
- Sing to self and make up simple songs.
- Make up rhythms.
- Draw and paint simple representations of events, people and objects.
- Engage in imaginative play with their friends.
- Create movement in response to music.
- Build stories around toys.
- Use resources to create props for role-play.
- Capture experiences and responses with a range of media.