



End of Year Expectations Nursery

EOY 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 all young 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 a variety of ways both indoors and outdoors. Any extra support you can provide in helping your child to achieve these is greatly valued and can be evidenced by yourself through the seesaw app.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. The first three areas are particularly important 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.

Communication and Language

Children in nursery will be learning to:

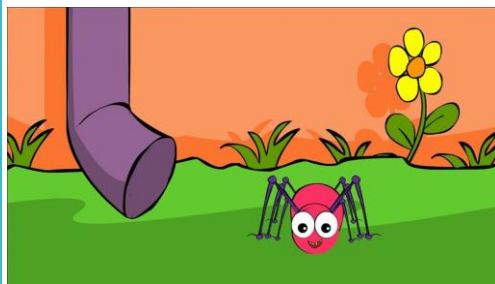
- Enjoy listening to longer stories and can remember much of what happens.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- 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.
- Can use sentences joined up with words like ‘because’, ‘or’, ‘and’.
- Can use the future and past tense correctly.

Communication and Language



How you can help at home:

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



Personal, Social and Emotional Development

Children in nursery will be learning to:

- Select and use activities and resources. This helps them to achieve a goal they have chose.
- 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.
- Increasingly follow rules, understanding why they are important.
- 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.
- Can sometimes manage to share or take turns with others, understand yours and mine.

Personal, Social and Emotional Development



How you can help at home:

- Discuss how you and your child feels and talk about those emotions.
- Play games that include taking turns and sharing.
- Talk about the Golden Rules:



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.
- 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.
- 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 toothbrushing.

Physical Development



How you can help at home:

- Take them to the park and use climbing equipment
- Go for a bike ride
- Engage in creative activities such as playdough, painting, 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::

- Engage in extended conversations about stories, learning new vocabulary.
- Understand print has meaning
- Understand the names of different parts of a book
- Understand that print can have different purposes
- Understand page sequencing by reading left to right and top to bottom.
- Can spot and suggest rhymes
- Can count or clap syllables
- Recognises words with the same initial sound
- Write their name.
- Gives meaning to signs, symbols, marks and words they draw or paint.
- Write some letters accurately.

Literacy

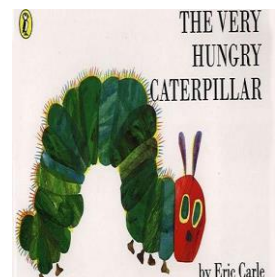
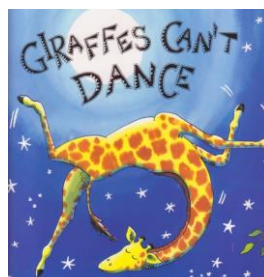
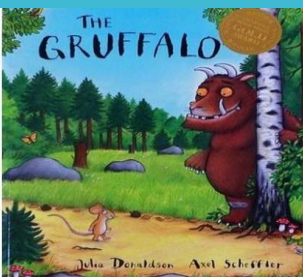
How you can help at home:

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! (for help with this use Jolly phonics)

• 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 patters—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.
- using language: 'more than', 'fewer than'.
- Identify 2d shapes (circle, square, triangle and rectangle) and can talk about them.
- Identify 3d shapes (cube, cuboid, sphere, cone, cylinder) and can begin to talk about them .
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Make comparisons between objects relating to size, length, weight and capacity.
- 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 can you help at home:

Number

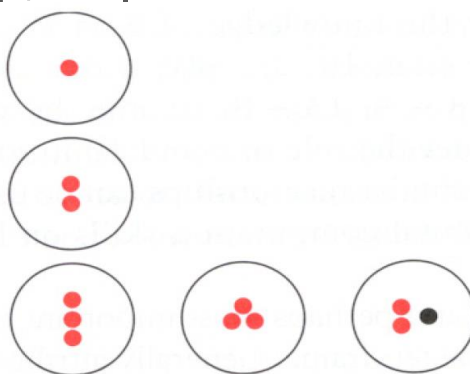
- Choose a number for the week, e.g. 3. Encourage your child to look out for this number all the time. Can your child see the number 3 anywhere? at home - in the kitchen or on pages in a book in the street - on doors, on car number plates or on buses while out shopping - on the shop till, on shelves, 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 and compare sizes, weight



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 their life history.
- Recognise and talks about special times and events.
- Talks about similarities and differences between themselves and people they know
- 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.
- Begins to identify different weathers and seasons.
- Identify parts of the body
- Identify places in the local area
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

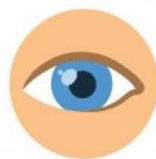
Understanding the World



How you can help at home:

- When out and about discuss the surroundings. Talk about their senses: What they can see, hear, smell, taste, 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

5 Senses



Sight



Hearing



Touch



Smell



Taste



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 etc.
- 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.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Remember and sing entire songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.



xpressive Arts and Design

How you can help at home:

Let children play and make stories with toys, action figures, real life play sets such as farms, dinosaurs and Playmobil or Happyland.

Build with blocks, Lego, Duplo.

Allow children to have opportunities to make models using cut and stick materials.

Painting activities

Puppet making to retell stories

Sing nursery rhymes

Listen to music,

Make music even if it is with pots and pans!

