



**WOOD FOLD PRIMARY SCHOOL
FLEDGLINGS NURSERY**

**End of Nursery Year Expectations in all areas
of learning.**

2020-2021

PRIME AREAS

Communication and Language

Listen and respond to a simple instruction.

Use intonation, pitch and can change volume when talking.

Understand simple instructions like “give to mummy” or “stop”.

Can focus on an activity of their own choice.

Listen to others talking, showing interest by observing.

Say how they are feeling, using words as well as actions to support.

Listen to simple stories and understand what is happening with the support of pictures.

Understand simple questions about “who”, “what” and “where”.

Enjoy listening to longer stories and can recall simple aspects of it, eg, what did Goldilocks eat?

Use a wider range of vocabulary, linked to their experiences.

Beginning to understand “why?” questions, eg, why do you think Goldilocks ran away?

Can join in with familiar songs and nursery rhymes.

Talk about familiar books and characters within them.

Express their point of view and enter debate when disagreeing with an adult or peer, using words as well as actions.

Can start a conversation with an adult or peer and continue it for several turns.

Use talk to enter into role play, eg, “I will make you a cup of tea...”

Personal, Social & Emotional Development.

Engage with others, through look, gestures and speech.

Able to manage their transition, eg, leaving parent/carer to enter Nursery setting.

Play with confidence independently or with peers.

Explore new places, eg, visits to local shop with confidence.

Can express a range of emotions, appropriately.

Can talk about and manage my emotions.

Can elaborate further about their emotions, eg, "I am feeling sad because..."

Explore emotions through play and stories.

Attempt to do things myself, eg, put on coat.

Can wait my turn, allowing others to share.

Can ask questions linked to differences, eg, "why have they got glasses?"

Developing friendships with other children.

Select and use activities and resources, seeking help when needed.

Show confidence in new social situations, or when visitors are in the setting.

Expand my friendships by asking others to join in my play and share ideas.

Work towards resolving conflicts, with adult support, eg, only one tutu – and two children want it, what can we do?

Can follow routines and boundaries and show an understanding of them within the setting,

Growing in assertiveness, appropriately – eg, "I am using it, I will give you it when I am finished."

Express their feelings through words and explore this.

Begin to show an understanding of how others are feeling, eg, when they are hurt.

Physical Development

Move by body to music – in various forms, eg, clap, stamp, jump.

Explore varying spaces, eg, tunnels/boxes/dens.

Kick, throw, roll and attempt to catch balls.

Construct, using various resources, eg, brick-boxes-bottles.

Walk, run and climb independently, with confidence.

Use a scooter, correctly – with one foot on the ground and one on the scooter.

Begin to manipulate and control resources, such as tearing paper and making marks with writing tools.

Manipulate malleable resources, eg, clay and play dough.

Can attempt to fasten zips, pour drinks and use cutlery.

Can attempt to dress and undress independently.

Independently use the toilet and wash my hands.

Use stairs and climbing apparatus, using alternate feet.

Skip, hop, and stand on one leg through games, eg, simon says...

Using gross motor large muscles to wave streamers and flags, paint large scale.

Participate in small team work – eg, construct an obstacle course.

Begin to follow sequences, eg, three hops – two jumps.

Walk confidently along limiting structures, eg, a plank.

Use scissors appropriately to make snips in paper.

Begin to hold writing tools, through a comfortable grip (ideally tripod)

Begin to use a knife and fork appropriately.

SPECIFIC AREAS

Literacy

Actively join in with songs and rhymes, copying tunes and tempo.

Share books with adults and peers, discussing illustrations and recognising repetition.

Repeat words and phrases from familiar stories.

Ask questions linked to a story and share my own comments and ideas.

Develop my play around favourite stories and characters, using props.

Notice print in the environment, bus stop, McDonalds etc..

Can identify my first name in print.

Independently make marks using writing tools and explain what they are, eg, I have drawn Mummy.

I understand print has meaning.

I understand print can have different purposes

I understand we read English text from left to right and top to bottom.

I understand concepts of a book – eg, title, author, illustrator, page sequencing.

I can identify rhymes.

I can count or clap syllables of a given word.

I recognise initial sounds that are the same, eg, Monkey, my name is Martha – it's the same!

Engage in discussions based on a story we have read, exploring new vocabulary.

Can attempt to write my name and tell you the pure sounds in my name.

Write for a purpose, eg, a shopping list.

Begin to write letters, using the correct formation.

Mathematics

Engage in number rhymes, predicting the next number.

Compare quantities– eg, more, less, same.

Beginning to count in sequence up to 5, and further.

Compare sizes – eg, smaller and bigger.

Say one number for 1 item, understanding 1:1 correspondence.

I understand the last number I stated when counting tells me the total (cardinal principle).

Can show a named number, represented by my fingers.

Link numeral to quantity, up to 5.

Explore writing numerals, represented by mark making.

Explore 2d and 3d shapes within the environment, using correct mathematical language, eg, sides and corners.

Show an understanding of position – eg, teddy is on the chair.

Discuss a familiar route, eg, their walk to school or the park.

Make comparisons between objects relating to size, length, weight and capacity.

Combine shapes to make other shapes, eg, two triangles to make a square.

Identify patterns in my environment, eg, stripes.

Explore making simple patters, eg, stone-leaf-stone-leaf,

Recognise when I have made a mistake in a repeating pattern and self-correct.

Beginning to explore a sequence of events, using correct vocabulary, eg, first I ...

Understanding the World

Explore materials with different properties and discuss the differences, eg smooth/hard.

Explore natural materials in both indoor and outdoor environments.

Discuss natural phenomena, eg dew on the grass.

Identify, appropriately differences between people, eg, gender.

Use all of my senses to explore natural materials.

Explore collections of materials with similar and/or different properties, identifying and discussing them, extending my vocabulary.

Recognise different roles within my community and their purpose.

Plant and care for seeds and bulbs.

Understand the key features of the life cycle of a plant and an animal.

Beginning to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces I can feel – eg, elastic, twig, metal.

Talk about differences between materials and changes I can notice.

Developing positive attitudes about the differences between people.

Identify differences in Countries, through my own experiences or discussions with pictorial resources.

Expressive Arts and Design

Move my body to music.

Join in with songs and rhymes and actions.

Make rhythmical and repetitive sounds.

Explore a range of musical instruments and discuss the differences in sound and materials.

Sing the melodic shape – eg, up and down/down and up, of familiar songs.

Create my own songs, improvising a song around one they know, using their own words.

Manipulate and explore various materials, eg, clay/card/fabric.

Explore with above materials, articulating their differences and ideas about how I can use them.

Join different materials and textures and develop my own ideas on how to use them.

Make simple models which I can express what they are and how I constructed them.

Use small world resources to build imaginative and complex story settings, eg, a little town with shop and park etc...

Begin to develop my drawing through creating closed shapes with continuous lines.

To draw with increasing complexity and detail, such as representing a face through a circle.

Explore colour and colour-mixing.