

End of Year Expectations for Nursery.

Booklet for Parents

**Nineland**s  
Primary School



Nineland's Primary School

[www.nineland's-school.co.uk](http://www.nineland's-school.co.uk)

## What will my child learn in Nursery....

### Personal, Social and Emotional Development

#### Making Relationships

Children will:

- Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children;
- demonstrate friendly behaviour, initiating conversations and form good relationships with peers and familiar adults;
- initiate play, offering cues to peers to join them;
- keep play going by responding to what others are saying or doing.



#### Self-confidence and self-awareness

Children will:

- Select and use activities and resources;
- enjoy the responsibility of carrying out small tasks;
- be confident to talk to other children when playing, and will communicate freely about own home and community;
- be more outgoing towards unfamiliar people and more confident in new social situations;
- show confidence in asking adults for help;
- welcome and value praise for what they have done.

#### Managing Feelings and behaviour

Children will:

- Be aware of own feelings and know that some actions and words can hurt others' feelings;

- begin to accept the needs of others and take turns and share resources, sometimes with support from others;
- usually be able to tolerate delay when needs are not immediately met and understand that wishes may not always be met;
- usually adapt behaviour to different events, social situations and changes in routine.



### **Communication and Language**

#### **Listening and attention**

Children will:

- Listen to others one to one or in small groups, when conversation interests them;
- join in with repeated refrains and anticipate key events and phrases in rhymes and stories;
- be able to follow directions (if not intently focused on own choice of activity);
- listen to stories with increasing attention and recall;
- focus attention – still listen or do, but can shift own attention.

#### **Understanding**

Children will:

- Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture;
- understand use of objects (e.g. "What do we use to cut things?");
- respond to simple instructions, e.g. to get or put away an object;
- begin to understand 'why' and 'how' questions.

### Speaking

Children will:

- Retell a simple past event in correct order (e.g. *went down slide, hurt finger*);
- Use vocabulary focused on objects and people that are of particular importance to them;
- use a range of tenses (e.g. *play, playing, will play, played*);
- begin to use more complex sentences to link thoughts (e.g. *using and, because*);
- use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences;
- build up vocabulary that reflects the breadth of their experiences;
- question why things happen and give explanations. Asks e.g. *who, what, when, how*;
- use talk in pretending that objects stand for something else in play, e.g., *'This box is my castle'*;
- use intonation, rhythm and phrasing to make the meaning clear to others.

### Physical Development

#### Moving and Handling

Children will:

- Copy some letters, e.g. letters from their name;
- mounts stairs, steps or climbing equipment using alternate feet;
- walks downstairs, two feet to each step while carrying a small object;
- use one-handed tools and equipment, e.g. makes snips in paper with child



- hold pencil between thumb and two fingers, no longer using whole-hand grasp;
- draw lines and circles using gross motor movements;
- move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping;
- run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles;
- stand momentarily on one foot when shown;
- catch a large ball;
- hold their pencil near point between first two fingers and thumb and use it with good control.



#### **Health and self-care**

Children will:

- Tell adults when hungry or tired or when they want to rest or play;
- gain more bowel and bladder control and can attend to toileting needs most of the time themselves;
- usually manage washing and drying hands;
- observe the effects of activity on their bodies;
- understand that equipment and tools have to be used safely;
- dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom.

#### **Literacy**

##### **Reading**

Children will:

- Enjoy rhyming and rhythmic activities;

- listen to and join in with stories and poems, one-to-one and also in small groups;
- begin to be aware of the way stories are structured;
- show interest in illustrations and print in books and print in the environment;
- join in with repeated refrains and anticipate key events and phrases in rhymes and stories;
- show awareness of rhyme and alliteration;
- recognise rhythm in spoken words;
- suggest how the story might end;
- handle books carefully;
- know information can be relayed in the form of print;
- hold books the correct way up and turns pages;
- listen to stories with increasing attention and recall;
- describe main story settings, events and principal characters;
- know that print carries meaning and, in English, is read from left to right and top to bottom;
- recognise familiar words and signs such as own name and advertising logos;
- look at books independently.



### **Writing**

Children will:

- Ascribe meanings to marks that they see in different places;
- sometimes give meaning to marks as they draw and paint.



## Mathematics

### Number

Children will:

- Use some number names and number language spontaneously;
- compare two groups of objects, saying when they have the same number;
- show an interest in numerals in the environment;
- begin to represent numbers using fingers, marks on paper or pictures;
- show curiosity about numbers by offering comments or asking questions;
- use some number names accurately in play;
- recite numbers in order to 10;
- sometimes match numeral and quantity correctly;
- show an interest in number problems;
- separate a group of three or four objects in different ways and begin to recognise that the total is still the same;
- realise not only objects, but anything can be counted, including steps, claps or jumps;
- know that numbers identify how many objects are in a set;
- show an interest in representing numbers.



## Shape, space and measure

Children will:

- Show an interest in shape and space by playing with shapes or making arrangements with objects;
- show awareness of similarities of shapes in the environment;
- use positional language;
- show interest in shapes in the environment;
- show interest in shape by sustained construction activity or by talking about shapes or arrangements;
- use shapes appropriately for tasks;
- beginning to talk about the shapes of everyday objects, e.g. *'round'* and *'tall'*.

