

End of Year Expectations Nursery

Social

By the end of the Foundation Stage, most children will:

- be confident to try new activities, initiate and speak in a familiar group;
- be able to follow conversational conventions when making requests or accepting help (using 'please', 'thank you', etc.);
- maintain attention, concentrate and sit quietly when appropriate;
- have developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- have developing respect for their own cultures and beliefs and those of other people;
- respond to significant experiences, showing a range of feelings when appropriate;
- form good relationships with adults and peers;
- work as part of a group or class, taking turns and sharing fairly, understand that there needs to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously;
- understand what is right, what is wrong, and why;
- dress and undress independently and manage their own personal hygiene;
- consider the consequences of their words and actions for themselves and others;
- understand that people have different needs, views, cultures and beliefs, which need to be treated with respect;
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- select and use activities and resources independently and follow simple directions/ instructions from an adult.

Literacy

- enjoy listening to and using spoken and written language, and use it in their play and learning;
- explore and experiment with sounds, words and texts;
- listen with enjoyment and respond to stories, songs and other music, rhymes

- and poems and make up their own;
- use language to imagine and recreate roles and experiences;
 - begin to use talk to organise, sequence and clarify thinking, ideas, feelings and events;
 - sustain attentive listening, responding to what they have heard by relevant comments, questions or actions;
 - interact with others, negotiating plans and activities and taking turns in conversation;
 - extend their vocabulary, exploring the meanings and sounds of new words;
 - begin to retell narratives in the correct sequence, drawing on the language patterns of stories;
 - begin to speak clearly and audibly with confidence and control and show awareness of the listener, for example, by the use of conventions such as greetings, 'please' and 'thank you';
 - begin to hear initial and final sounds in words, as well as short vowel sounds within words;
 - begin to link sounds to letters, naming and sounding the letters of the alphabet;
 - know that print carries meaning, and that English, is read from left to right and top to bottom;
 - attempt writing for various purposes, using features of different forms such as lists, stories and instructions;
 - write their own names and begin to write other things such as labels and captions (begin to form simple sentences, sometimes using punctuation);
 - use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Mathematical Development

- say and use number names in order in familiar contexts;
- count readily up to 10 everyday objects;
- recognise numerals 1 to 9;
- use language such as 'more' or 'less', 'greater' or 'smaller', 'heavier' or 'lighter', to compare two numbers or quantities;
- in practical activities and discussion begin to use the vocabulary involved in adding and subtracting;
- find one more or one less than a number from 1 to 10;
- begin to relate addition to combining two groups of objects and subtraction to 'taking away';
- talk about, recognise and recreate simple patterns;
- use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes;
- use everyday words to describe position;
- use developing mathematical ideas and methods to solve practical problems.

Science

Early Learning Goals - Knowledge and Understanding

- investigate objects and materials by using all of their senses as appropriate;
- find out about, and identify, some features of living things, objects and events they observe;
- look closely at similarities, differences, patterns and change and use some appropriate vocabulary to describe;
- ask questions about why things happen and how things work;
- build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary;
- select the tools and techniques they need to shape, assemble and join the materials they are using;
- find out about and identify the uses of everyday technology and

use

information and communication technology and programmable toys to support their learning;

- find out about past and present events in their own lives and in those of their families and other people they know;
- observe, find out about and identify features in the place they live and the natural world;
- begin to know about their own cultures and beliefs and those of other people;
- find out about their environment and talk about those features they like and dislike.

Physical Development

- move with confidence, imagination and in safety;
- move with control and co-ordination;
- show awareness of space, of themselves and of others;
- use a range of small and large equipment;
- experience travel around, under, over and through balancing and climbing equipment and use language to describe;
- handle tools, objects, construction and malleable materials safely and with increasing control and know the correct/ most effective way to hold pencils/ paintbrushes;
- be aware of the importance of cleanliness (to be able to wash hands).

Creative

- explore colour, texture, shape, form and space in two and three dimensions;
- recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music;
- respond in a variety of ways to what they see, hear, smell, touch and feel;

- use their imagination in art and design, music, dance, imaginative and role play and stories;
- express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments, showing control of the equipment they use.