

Reading, Communication & Language

- Understands the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom
- Have phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Speak in sentences of 4 to 6 words.
- Understand a question or instruction that has two parts.



Writing

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Write some letters correctly, especially those in their name
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

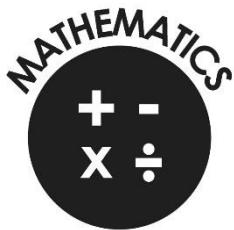
Personal, Social and Emotional

- Be increasingly independent as they get dressed and undressed.
- Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- Play with one or more other children, extending and elaborating play ideas.
- Remember rules without needing an adult to remind them.
- Talk with others to solve conflicts.



Mathematics

- Verbally count beyond 10, recognising the pattern of the counting system.
- Order numbers 1 – 5.
- Have a deep understanding of number to 5, including the composition of each number.
- Subitise (recognise quantities without counting) up to 3.
- Comparing an amount of objects; use language of more and fewer, same/equal
- Use the language of size, length, height, weight and capacity e.g. light and heavy.
- Compare 2 objects by their size/length/height/weight /capacity
- Talk about the order of their day
- Use the language of in, on, under, up, down, across, in front of, behind, on top of
- Recognise, name and match colours
- Continue AB, ABC patterns
- Talk about the properties of shapes in the environment e.g straight, smooth, round
- Begin to name 2D shapes



Braywood C of E First School



End of Year Expectations for Nursery

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

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 a member of the Early Years Team.