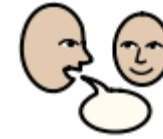


# Nursery



## End of Year Expectations for the Prime Areas



## Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- 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?"

.Use a wider range of vocabulary.

•Sing a large repertoire of songs.

•Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

•Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

May have problems saying:

- some sounds: r, j, th, ch, and sh

- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

• 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.

• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



## Personal, Social and Emotional Development

- .Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one, which is suggested to them.
- .Develop their sense of responsibility and membership of a community.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- . Show more confidence in new social situations.
- Begin to understand how others might be feeling.
- . Become more outgoing with unfamiliar people, in the safe context of their setting.
- Play with one or more other children, extending and elaborating play ideas.

## Physical Development



- . 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.
- Start taking part in some group activities, which they make up for themselves, or in teams.
- 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.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- 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 tooth brushing.