

Physical Development

Gross Motor Skills

- 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.
- Increasingly be 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.

Fine Motor

- 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.
- Show a preference for a dominant hand.

Health

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Start eating independently and learning how to use a knife and fork.
- 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 toothbrushing.

Personal, social and emotional development

Building relationships

- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Talk with others to solve conflicts.

Managing Self

- 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.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.

Self-regulation

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Develop appropriate ways of being assertive
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling

Communication and language

Listening, attention and understanding

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- 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?”

Speaking

- 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’.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic 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.
- 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.”



End of Year Expectations for Nursery

This booklet provides information for parents and carers on the end of year expectations for children in our nursery.

The Early Years’ Foundation Stage curriculum is the statutory curriculum covering care, learning and development from birth to five years. It is made up of 7 areas; 3 prime areas and 4 specific areas. We believe that the 3 prime areas underpin all the other specific areas of learning and our focus is therefore on these 3 areas.

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 one of the nursery team.

