

Nursery – 3 Terms
Point in Time Expectations – 2024 – 2025

Personal, Social and Emotional Development (3 term children)			
	By the end of <u>term 1</u> Nursery children will be able:	By the end of <u>term 2</u> Nursery children will be able:	By the end of <u>term 3</u> Nursery children will be able:
Building Relationships	To be able to select and use activities and resources, with help when needed. To become more confident with unfamiliar people, in the safe context of the setting.	To show more confidence in new social situations.	To play with one or more children, extending and elaborating play ideas. To gradually understand how others might be feeling. To develop a sense of responsibility and membership of a community.
Managing Self	To become increasingly independent in meeting own care needs, for example: when brushing teeth, using the toilet, washing and drying hands thoroughly.		To make healthy choices about food, drink, activity and teeth brushing.
Self-Regulation	To remember rules without needing to be reminded by adults.	To talk about feeling by using words such as 'happy', 'sad', 'angry' or 'worried.' To increasingly follow rules, understanding why they are important.	To develop appropriate ways to be assertive. To talk with others to solve conflicts. To find solutions to conflicts and rivalries. For example: accepting that not everybody can be Spider-Man in the game, and suggesting other ideas.

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Communication and Language (3 term children)			
	By the end of <u>Autumn</u> Nursery children will be able:	By the end of <u>Spring</u> Nursery children will be able:	By the end of <u>Summer</u> Nursery children will be able:
Listening, Attention and Understanding	To enjoy listening to longer stories and to remember much of what happens. To sing some songs.	To know many rhymes, be able to talk about familiar books, and be able to tell a long story. To pay attention to more than one thing at a time, which can be difficult. To understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
Speaking	To develop pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'hippopotamus'. To develop communication (but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.)	To start a conversation with an adult or a friend and continue it for many turns. To use a wider range of vocabulary. To use longer sentences of four to six words. To use talk to organise self and play: "Let's go on a bus... you sit there... I'll be the driver."	To express a point of view and to debate when in disagreement with an adult or a friend, using words as well as actions.

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Physical Development (3 term children)			
	By the end of <u>Autumn</u> Nursery children will be able:	By the end of <u>Spring</u> Nursery children will be able:	By the end of <u>Summer</u> Nursery children will be able:
Gross Motor Skills	To go up steps and stairs, or climb up apparatus, using alternate feet. To use large-muscle movements to wave flags and streamers, paint and make marks.	To continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills. To start taking part in some group activities which are made individually or for teams. To match developing physical skills to tasks and activities within the setting. For example: deciding whether to crawl, walk or run across a plank, depending on its length and width. To choose the right resources to carry out own plan. For example, choosing a spade to enlarge a small hole being dug with a trowel.	To skip, hop, stand on one leg and hold a pose for a game such as musical statues. To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Fine Motor Skills	To show a preference for a dominant hand. To become more independent getting dressed and undressed, for example, putting coats on.	To use one-handed tools and equipment, for example, making snips in paper with scissors.	To use a comfortable grip with good control when holding pens and pencils.

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Literacy (3 term children)			
	By the end of <u>Autumn</u> Nursery children will be able:	By the end of <u>Spring</u> Nursery children will be able:	By the end of <u>Summer</u> Nursery children will be able:
Comprehension	To understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing To engage in extended conversations about stories, learning new vocabulary.		
Word Reading	To develop their 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 • To recognise some single letter alphabet sounds – beginning of RWI.		
Writing	To write some or all of their name.	To begin to write some letters.	To use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

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Mathematics (3 term children)			
	By the end of <u>Autumn</u> Nursery children will be able:	By the end of <u>Spring</u> Nursery children will be able:	By the end of <u>Summer</u> Nursery children will be able:
Number	To subitise 1 and 2 (recognise dots on a dice without counting them) To match numerals. To give number names for 1 and 2. To begin counting on from 1 and 2. To link numerals to amounts.	To subitise up to 5. To be able to count objects to 5. To recognise and represent the numerals 3,4,5. To begin to understand the composition of number 3,4,5 (numbers are made from smaller numbers)	To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). To solve real world mathematical problems with numbers up to 5. To compare quantities using language: 'more than', 'fewer than'. To explore different compositions of 3,4,5. To explore 'What comes after....' – identifying numbers before and after.
Numerical Patterns	To recognise different colours. To talk about mixing colours. To match objects that are the same size. To make prints. Sort by size, colour and shape. To make an AB colour pattern and predict what will come next.	To recognise some 2D shapes (squares and rectangles). To compare the height of different objects using 'tall' or 'short'. To compare the length of objects using 'long' or 'short'. To explore balance scales.	To sequence pictures from a familiar routine (nursery rhyme/daily routine). To use positional language (on and under, in and out, in front and behind) To compare groups using 'more than'. To compare groups using 'less than'.

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	To begin to extend AB patterns.	To investigate the weight of objects using ‘heavy’ and ‘light’ To explore capacity – Full and empty.	To identify 2D shapes – circles and triangles, and talk about some properties.
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Understanding the World (3 term children)			
	By the end of <u>Autumn</u> Nursery children will be able:	By the end of <u>Spring</u> Nursery children will be able:	By the end of <u>Summer</u> Nursery children will be able:
People, Culture and Communities	To show an interest in different occupations.	To continue to develop positive attitudes about the differences between people.	To know that there are different countries in the world and talk about the differences that have been experienced or seen in photos.
Past and Present	To begin to make sense of own life-story and family's history.	To explore how things work.	
The Natural World	To use all senses in hands-on exploration of natural materials.	To talk about what can be seen, using a wide range of vocabulary. To plant seeds and care for growing plants. To explore collections of materials with similar and/or different properties. To begin to understand the need to respect and care for the natural environment and all living things.	To explore and talk about different forces that can be felt. To talk about the differences between materials and changes noticed. To understand the key features of the life cycle of a plant and an animal.

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Expressive Arts and Design (3 term children)			
	By the end of <u>Autumn</u> Nursery children will be able:	By the end of <u>Spring</u> Nursery children will be able:	By the end of <u>Summer</u> Nursery children will be able:
Creating with Materials	To create closed shapes with continuous lines and begin to use these shapes to represent objects. To explore colour and colour mixing. To use drawing to represent ideas like movement or loud noises.	To join different materials and explore different textures.	To draw with increasing complexity and detail, such as representing a face with a circle and including details. To use drawing to represent ideas like movement or loud noises.
Being Imaginative and Expressive	To listen with increased attention to sounds. To explore different materials freely, to develop ideas about how to use them and what to make.	To remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). To develop own ideas and then decide which materials to use to express them. To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	To show different emotions in drawings – happiness, sadness, fear etc. To respond to what has been heard, expressing thoughts and feelings. To play instruments with increasing control to express feelings and ideas. To create own songs or improvise a song around one that is already known.