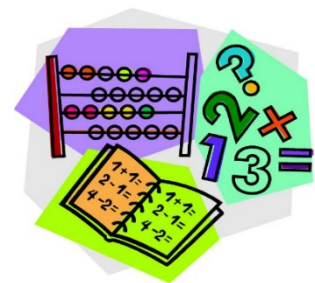
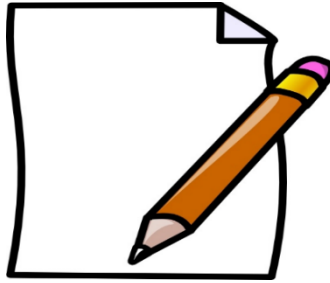




---

## MRS BLAND'S INFANT AND NURSERY SCHOOL

---



---

## NURSERY CURRICULUM EXPECTATIONS

---



*Community • Curiosity • Creativity • Challenge*

## Introduction

This booklet is designed to provide you with an overview of the curriculum end points for communication, language and literacy and mathematics for children in Nursery. The objectives within each of the overviews are taken from the Early Years Foundation Stage which the teachers will assess children against during the course of the year.

## COMMUNICATION AND LANGUAGE

### By the end of Little Acorns Nursery (2-3 Years), the children need to be able to...

Enjoy singing, music and toys that make sounds.
Listen and respond to simple instructions.
Focus on an activity of their own choice.
Listen to other people's talk with increased interest.
Make themselves understood and can become frustrated when they cannot.
Start to say how they are feeling, using words as well as actions.
Start to develop conversation, often jumping from topic to topic.
Develop pretend play e.g. putting the baby to sleep or driving the car to the shops.
Use the speech sounds p, b, m, w.
Pronounce: <ul style="list-style-type: none"><li>• l/r/w/y - s/sh/ch/dz/j</li><li>• f/th - multi-syllabic words such as 'banana' and 'computer'</li></ul>
Listen to simple stories and understand what is happening, with the help of the pictures.
Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.
Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

### By the end of Acorns Nursery (3-4 Years), the children need to be able to...

Enjoy listening to longer stories and remember much of what happens.
Pay attention to more than one thing at a time.
Use a wider range of vocabulary.
Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door."
Understand 'why' questions, such as: "Why do you think the caterpillar got so fat?"
Sing a 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: <ul style="list-style-type: none"><li>• some sounds: r, j, th, ch, and sh</li><li>• multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</li></ul>
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."

## READING

**By the end of Little Acorns Nursery (2-3 Years), the children need to be able to...**

Enjoy songs and rhymes, tuning in and paying attention.
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Say some of the words in songs and rhymes.
Copy finger movements and other gestures.
Sing songs and say rhymes independently, for example, singing whilst playing.
Enjoy sharing books with an adult.
Pay attention and respond to the pictures or the words.
Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
Repeat words and phrases from familiar stories.
Ask questions about the book. Make comments and share their own ideas.
Develop play around favourite stories using props.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

**By the end of Acorns Nursery (3-4 Years), the children need to be able to...**

Understand the five key concepts about print: <ul style="list-style-type: none"><li>• print has meaning</li><li>• print can have different purposes</li><li>• we read English text from left to right and from top to bottom</li><li>• the names of the different parts of a book</li><li>• page sequencing</li><li>•</li></ul>
Develop their phonological awareness, so that they can: <ul style="list-style-type: none"><li>• spot and suggest rhymes</li><li>• count or clap syllables in a word</li><li>• recognise words with the same initial sound, such as money and mother</li></ul>
Engage in extended conversations about stories, learning new vocabulary.

## WRITING

### By the end of Little Acorns (2-3 Years), the children need to be able to...

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

### By the end of Acorns (3-4 Years), the children need to be able 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.

Write some or all of their name.

Write some letters accurately.

## MATHS

### By the end of Little Acorns Nursery (2-3 Years), the children need to be able to...

Combine objects like stacking blocks and cups and put objects inside other and take them out again.

Take part in finger rhymes with numbers and react to changes of amount in a group of up to three items.

Compare amounts using words like 'lots', 'more', or 'same'.

Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in a sequence.

Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.

Climb and squeeze themselves into different types of spaces.

Build with a range of resources and complete inset puzzles.

Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns.

### By the end of Acorns (3-4 Years), the children need to be able to...

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1, 2, 3, 4, 5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5.
Experiment with their own symbols and marks as well as numerals.
Solve real world mathematical problems with numbers up to 5.
Compare quantities using language: 'more than', 'fewer than'.
Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'.
Understand position through words alone. For example "The bag is under the table" – with no pointing.
Discuss routes and locations, using words like 'in front of' and 'behind'.
Describe a familiar route.
Make comparisons between objects relating to size, length, weight and capacity.
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
Combine shapes to make new ones.
Talk about and identify patterns around them [for example, stripes on clothes, designs on rugs and wallpapers].
Continue, copy and create repeating patterns.
Notice and correct an error in a repeating pattern.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'