

Early Years Expectations Nursery

Trust Ready | 2021



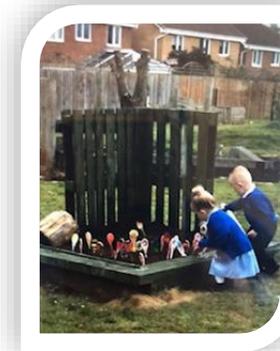
A nursery curriculum planning document to ensure that children are ready for the demands of Reception – and beyond, based on the updated EYFS curriculum.



Early Years Expectations: Nursery Trust Ready 2021

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Early Years Expectations: Nursery Trust Ready 2021

Introduction

Across our schools, we recognise and value the **unique opportunities** and benefits that an excellent Early Years curriculum can bring. In response to the 2017 **'Bold Beginnings'** report and the revised 2021 Development Matters and EYFS Framework, we have taken the opportunity to revisit, reflect upon and share our expectations for a quality reception year, encompassing our Trust values, and collective experience – along with a realignment of the core principles of the Early Years Foundation Stage:

These principles are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children **develop and learn in different ways** and at different rates.

Whilst some aspects of our 'Nursery Trust Ready' curriculum are **academically challenging**, we fully embed and 'live' the three **Characteristics of Effective Teaching and Learning** of:

- playing and exploring** - children investigate and experience things, and 'have a go'
- active learning** - children concentrate, keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

This curriculum is not an excuse for an overly formal, playless or sedentary Early Years experience for our children – on the contrary, skilled practitioners can develop all aspects of child knowledge and skills through the characteristics above, with a memorable, enjoyable and effectively unique Early Years experience.

Statements in blue have obvious links and cross-over with other curriculum areas.



"The first 5 years, have so much to do with how the next 80 turn out."

Bill Gates

The Early Years Curriculum is not in its entirety within this document



This document is **a common curriculum basis – not an arbitrary assessment tool or full curriculum offer**. It is not designed to be a 'tick list' to assess every child against every statement. Children are statutorily assessed against the Early Learning Goals at the end of Reception – this curriculum is broader than the Early Learning Goals and Development Matters statements. It aims to exemplify, broaden and balance the curriculum – and in many cases, deepen it - encompassing key life skills, experiences and expectations, which are not explicitly part of the 'Early Years Outcomes' document. For example, the key aspects of early childhood of table manners, responding to greetings, cooking skills and fitness have all been interwoven into the document. **Understanding the World is a central driver** to this curriculum, as such, the experiences and expectations detailed within this section, are seen as vehicles and contexts for learning across the curriculum.

In light of the review, this curriculum demands that **every child** across the Trust:

- ☞ Actively listens and takes part in **'five a day'** language rich experiences each day (stories, poems, raps, rhymes, nursery rhymes, tongue twisters, songs)
- ☞ Has access to weekly at least one **physical education** lesson
- ☞ Uses the **'Trust Bear'** as a common context for learning and sharing
- ☞ Is expected to have the opportunity to develop **oral blending and segmenting skills** prior to reception
- ☞ **Develops a love of learning** – they are confident, articulate and increasingly independent learners, because their curriculum is **fun, inspiring and relevant**

Whilst the general termly expectations are set out in relation to the curriculum areas as identified by the 'Development Matters' statements – and where our schools teach more widely than this narrow focus in these areas, there are other key considerations which practitioners and schools must consider. These are:

- ☞ How are areas of the curriculum that are not listed alongside a Development Matters statement taught in your school? For example, Computing and ICT are skills are not linked to an Early Years area, but are areas of important teaching in preparation for Year 1 readiness.
- ☞ How do these expectations align with the curriculum model of the school? Are the examples shared in line with the progression models for the national curriculum subjects taught across KS1 and beyond, which start in Early Years? The document is fully editable for schools to ensure that full alignment is secured.

As such, in order to gain a full picture of the Early Years curriculum, other documentation is required to ascertain the full and holistic view of Early Years within our schools.

'Nursery Trust Ready' Statements – What are they?

In addition to achieving the Development Matters statements, we aspire for all of our children to be able to do, be entitled to, or experience additional learning beyond the traditional 'Early Years Curriculum'. These statements may be slightly more challenging, in preparation for Reception year, but equally may be aspects of our curriculum which are simply not part of the traditional Development Matters Early Years curriculum, yet we deem this to be an important aspect of learning for our nursery experience.

Not meeting the demands of the 'Nursery Trust Ready' section for each area does not mean that a child has not achieved the Nursery Early Years curriculum (Birth to 3 & 3 - 4 Years), or are not on track to achieve it (the nationally expected standard for the end of Nursery), but it will mean that they are not as well prepared for Reception as the Trust aims for.

There is no longer an 'exceeding' level of achievement within the statutory Early Years assessment procedures. The focus for practitioners MUST be to ensure that as many children as possible reach the expected standard by the end of their nursery experience – so that learning gaps are closed as soon as possible. This does not mean that practitioners should not deepen children's understanding and provide extended opportunities for children who are ready. This should be within the curriculum expectations for nursery, and not 'dipping in to reception' curriculum content.



“Children want the same things we want. To laugh, to be challenged, to be entertained, to be delighted.”

Dr Seuss.

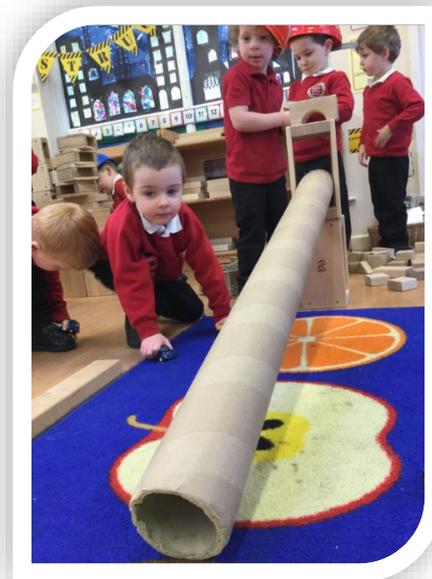


Communication and Language

Early Years Expectations: Nursery *Trust Ready*

Educational Programme:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



“Learning too soon our limitations, we never learn our powers.”

Mignon McLaughlin



Early Years Expectations: Nursery Trust Ready

Communication and Language

Area of Learning : Communication and Language



Children at the expected level of development for the end of nursery will:

Be able to sing a simple nursery rhyme all the way through e.g., Twinkle, Twinkle Little Star, Humpty Dumpty, Baa, Baa Black Sheep, Incy Wincy Spider.

Speak clearly in a sentence using 4-6 words consistently.

Learn and use a wide range of topic related vocabulary in the correct contexts.

Hold a short meaningful conversation with a familiar adult or their peers with sustained attention (2-4 minutes).

Understand and answer questions beginning with why, e.g., Why do you like going to the painting area? Why do you like going to the park?

Have fostered a love of a variety of stories, poems, songs and rhymes.

Attend to, listen and respond appropriately in a range of situations (one to one, small group or whole class) with adults and/or their peers.

Progression towards the end of nursery expectation

Summer Term N2

By the end of the Summer term N2 children should be able to...

- Listen to familiar stories with increasing attention and recall
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Follow directions (if not intently focused on another activity)
- Show an understanding of prepositions, such as under, on top, behind by carrying out an action or selecting correct picture
- Begin to understand why and how questions
- Begin to pronounce all words correctly
- Be able to use language in recalling past experiences
- Use talk to explain what is happening and anticipate what might happen next
- Begin to ask questions about why things happen and give an explanation
- Begin to use a range of tenses (e.g. play, playing, will play, played)
- Continue to make some errors in language (e.g. *runned*) and will absorb and use language they hear around them in their community and culture
- Talk more extensively about things that are of particular importance to them
- Build up vocabulary that reflects the breadth of their experiences
- Begin to use some expression in their conversations

Spring Term N2

By the end of the Spring term N2 children should be able to...

- Listen to familiar stories with increasing attention
- Join in with simple repeated refrains and phrases in rhymes, songs and stories
- Focus attention (in self chosen activities) – can still listen or do, but can change their own focus of attention
- Understand the use of objects (e.g. Which one do we cut with?)
- Respond to instructions with more elements, e.g., Give the big ball to me; collect up all the blocks and put them in the box
- Use language to share feelings, experiences and thoughts

- Begin to hold a conversation but might jump from topic to topic
- Learn new words quickly and begin to be able to use them in communicating (links to topics, e.g., flower, leaf, petal)
- Begin to use a variety of questions (e.g. what, where, who)
- Begin to use longer sentences, e.g. I hurt my finger... (and what on)
- Retell a simple past event in correct order (e.g. went down slide, hurt finger)

Autumn Term N2

By the end of the Autumn Term N2 children should be able to...

- Listen to others in one-to-one or small groups, when conversation interests them
- Single channelled attention; shift to a different task if their attention is fully obtained – using a child's name helps them to focus
- Join in with simple repeated refrains in rhymes, songs and stories
- Understand who & what in simple questions (e.g. Who's that? What's that?)
- Name everyday objects, e.g., scissors, ball, hat, coat
- Respond to instructions with more elements, e.g., Give the big ball to me
- Begin to ask simple questions
- Begin to talk about people and things that are not present

Summer Term N1

By the end of the Summer Term N1 children should be able to...

- Listen to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations
- Listen with interest to the noises adults make when they read stories
- Understand simple sentences (e.g. Robert throw the ball)
- Identify action words by following simple instructions, e.g., Show me jumping
- Use different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot & colours)

Spring Term N1

By the end of the Spring Term N1 children should be able to...

- Enjoy rhymes and demonstrates listening by trying to join in with actions or vocalisations
- Pay attention to own choice of activity, may move quickly from activity to activity
- Recognise and respond to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door
- Show interest in playing with sounds, songs and rhymes
- Understand different situations – be able to follow routine events and activities using nonverbal cues
- Select familiar objects by name and will go and find objects when asked, or identify objects from a group
- Copy actions from words, e.g., hopping, clapping, jumping
- Understand 'where' in simple questions, e.g., Where is?
- Copy familiar expressions, e.g., Oh dear, All gone
- Use different types of everyday words (nouns, e.g. banana, dog, coat)
- Beginning to put two words together (e.g., Want ball, More juice)
- Use gestures, sometimes with limited talk, e.g., reaches towards a toy, saying, "Want it"



Personal, Social and Emotional Development

Early Years Expectations: Nursery *Trust Ready*

Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



“For children, play is as natural as breathing – and as necessary.”

Mimi Bronsky Chenfeld
Early Childhood Author



Early Years Expectations: Nursery Trust Ready

Personal, Social and Emotional Development

Area of Learning : Personal, Social and Emotional Development



Children at the expected level of development for the end of nursery will:

Separate from a carer confidently.

Play with other children and begin to communicate and extend ideas.

Express their basic feelings.

Learn to build effective relationships with adults and children.

Take turns within a small group of peers

Know who to go to for help - building relationships with less familiar adults within the setting

Be able to access and concentrate on self-chosen activity for a minimum of 10 minutes

Be able to access and concentrate on an adult directed task for a minimum of 5 minutes

Be able to follow routines, rules and adult direction (expectations)

Progression towards the end of nursery expectation

Summer Term N2

By the end of the Summer term N2 children should be able to...

- Understand that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
- Talk about how others might be feeling and responds according to their understanding of the other person's needs and wants
- Express a wide range of feelings in their interactions with others and through their behaviour and play, including guilt and self-doubt
- Show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
- Show some awareness of the similarities and differences between themselves and others in more detailed ways and identify themselves in relation to social groups and to their peers
- Practice skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving conflict with peers
- Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g., may turn a book to face you so you can see it
- Express the self-aware emotions of pride and embarrassment, as well as a wide range of other feelings
- Access pretend play and begin to retell familiar stories with their friends

Spring Term N2

By the end of the Spring term N2 children should be able to...

- Be more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety
- Enjoy a sense of belonging through being involved in daily tasks
- Use their experiences of adult behaviours to guide their social relationships and interactions
- Express the self-aware emotions of pride and embarrassment
- Gradually learn that actions have consequences but not always the consequences the child hopes for
- Show a sense of autonomy through asserting their ideas and preferences and make choices and decisions

Autumn Term N2

By the end of the Autumn Term N2 children should be able to...

- Show sensitivity to others' messages of appreciation or criticism
- Enjoy playing alone, alongside and with others, inviting others to play and attempt to join others' play
- Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., give up a toy to another who wants it
- Seek out companionship with adults and other children, sharing experiences and play ideas
- Respond to the feelings of others, showing concern and offering comfort
- Express the self-aware emotion of pride
- Seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests
- Show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g., may offer a child a toy they know they like
- Begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety
- Become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
- Build relationships with special people but may show anxiety in the presence of strangers

Summer Term N1

By the end of the Summer Term N1 children should be able to...

- Participate more in collective cooperation as their experience of routines and understanding of some boundaries grows
- Recognise that some actions can hurt or harm others and begin to stop themselves from doing something they should not do, in favourable conditions
- Become more able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
- Experiment with their own and other people's views of who they are through their play, through trying out different behaviours and the way they talk about themselves

Spring Term N1

By the end of the Spring Term N1 children should be able to...

- Seek comfort from familiar adults when needed and distract themselves with a comfort object when upset
- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated

These are key statements for any term that the child begins



Physical Development

Early Years Expectations: *Trust Ready*

Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



“Children are like wet cement. Whatever falls on them, makes an impression.”

Dr Hiam Ginnot.



Early Years Expectations: Nursery *Trust Ready*

Physical Development

Area of Learning : Physical Development

Children at the expected level of development for the end of nursery will:

Move safely around a familiar environment, negotiating obstacles with a sense of danger and awareness of when to stop.

Use the toilet independently and wipe their own bottom (excluding children with specific SEND needs).

Be able to push the pedals round on a trike or bike.

Be able to put on their own coat and fasten the zip (including turning sleeves the right way round).

Hold equipment/tools consistently in the same hand, e.g., pencil, paint brush, glue spreader.

Hold a pencil consistently in the same hand using a tripod grip for mark making, name writing, drawing etc.

Have developed finger strength and control in order to be able to manipulate and use tools independently and effectively.

Hold and operate scissors correctly to make snips in paper.

Progression towards the end of nursery expectation

Summer Term N2

By the end of the Summer term N2 children should be able to...

- Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors, hairbrushes, toothbrush, scarves or ribbons

Spring Term N2

By the end of the Spring term N2 children should be able to...

- Climb stairs, steps and moves across climbing equipment using alternate feet
- Maintain balance using hands and body to stabilise
- Walk down steps or slopes whilst carrying a small object, maintaining balance and stability
- Grasp and release with two hands to throw and catch a large ball, beanbag or an object
- Create lines and circles pivoting from the shoulder and elbow
- Name and identify different parts of the body

Autumn Term N2

By the end of the Autumn Term N2 children should be able to...

- Kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it
- Climb up and down stairs by placing both feet on each step while holding a handrail for support
- Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride
- Begin to show preference for a dominant hand and/or leg/foot
- Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
- Hold mark-making tools with a thumb and all fingers

Summer Term N1

By the end of the Summer Term N1 children should be able to...

- Sit comfortably on a chair with both feet on the ground
- Run safely on whole foot
- Move in response to music, or rhythms played on instruments such as drums or shakers
- Jump up into the air with both feet leaving the floor and can jump forward a small distance
- Begin to walk, run and climb on different levels and surfaces
- Begin to understand and choose different ways of moving
- Turn pages in a book, sometimes several at once

Spring Term N1

By the end of the Spring Term N1 children should be able to...

- Develop security in walking upright using feet alternately and can also run short distances
- Walk upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time
- Change position from standing to squatting and sitting with little effort
- Participate in finger and action rhymes, songs and games, imitating the movements and anticipating actions
- Show an interest, dance and sing to music, rhymes and songs, imitating the movement of others
- When holding crayons, chalks etc. make connections between their movement and the marks they make
- Sit up from lying down, stand up from sitting and squat with steadiness to rest or play with an object on the ground, and rise to their feet without using their hands



Literacy

Early Years Expectations: *Trust Ready*

Educational Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



“Educating the mind, without educating the heart, is no education at all.”

Aristotle



Early Years Expectations: Nursery *Trust Ready* Literacy

Area of Learning : Literacy



Children at the expected level of development for the end of nursery will:

Foster a love of a variety of stories, poems, songs and rhymes.

Attend to, listen and respond appropriately in a range of situations (one to one, small group or whole class) with adults and/or their peers.

Be able to sing a simple nursery rhyme all the way through e.g., Twinkle, twinkle, Humpty Dumpty, Baa, Baa Black sheep, Incy Wincy Spider.

Retell a very familiar story – using at least three sentences – beginning, middle and end.

Join in with repeated refrains spontaneously – demonstrating that love of the story.

Identify and talk about the main characters in the story.

Use a range of tools to mark make, in line with individual school's expectations.

Progression towards the end of nursery expectation

Summer Term N2

By the end of the Summer term N2 children should be able to..

- Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves
- Talk about events and principal characters in stories and suggests how the story might end
- Look at and enjoy books independently, use illustrations to gain an understanding of story events
- Distinguish between illustrations and print
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an increasing awareness of rhyme and alliteration
- Recognise rhythm in spoken words, songs, poems and rhymes
- Clap the syllables in words during sound investigation with an adult
- Hear and says the initial sound in words
- Segment and blend spoken words orally
- Give meaning to their drawings and paintings
- Include mark making and early writing in their play
- Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Make an attempt at writing their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Recognise their name from a selection of names
- Show interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words

Spring Term N2

By the end of the Spring term N2 children should be able to...

- Begin to be aware of the way stories are structured
- Attempt to recall elements of familiar stories and will tell own stories
- Listen to and join in with stories and poems, when reading one-to-one and in small groups
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories
- Handle books carefully and the correct way up with growing competence
- Begin to develop phonological and phonemic awareness

- Sometimes give meaning to their drawings and paintings
- Begin to include mark making in their play
- Imitate adults' writing by making shapes and symbols
- Begin to make letter-type shapes to represent the initial sound of their name and other familiar words
- Know information can be relayed through signs and symbols in various forms (e.g., printed materials, digital screens and environmental/classroom print)

Autumn Term N2

By the end of the Autumn Term N2 children should be able to...

- Recognise familiar words and signs, such as own name, advertising logos and screen icons
- Show interest in illustrations and words in print and digital books and words in the environment

Summer Term N1

By the end of the Summer Term N1 children should be able to...

- Have some favourite stories, rhymes, songs, poems or jingles
- Repeat and use actions, words or phrases from familiar stories

Spring Term N1

By the end of the Spring Term N1 children should be able to...

- Begin to show an interest in books and rhymes and may have some favourites
- Fill in the missing word or phrase in a known rhyme, story or game, e.g., *Humpty Dumpty sat on a ...*
- Enjoy rhythmic and musical activities with percussion instruments, actions rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes



Mathematics

Early Years Expectations: *Trust Ready*

Educational Programme:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



“The learning process is something you can incite, literally incite, like a riot.”

Audre Lorde



Early Years Expectations: Nursery Trust Ready

Mathematics

Area of Learning : Mathematics



Children at the expected level of development for the end of nursery will:

Understand the oneness of 1, twoness or 2 and threeness of 3.

Count 1 to 1 up to 3.

Recognise numbers, 1, 2 and 3 as numerals, in line with individual school's expectations.

Be able to subitise 1, 2 and 3.

Use the words full, half full and empty in a range situations, e.g., sand, water, role play etc.

Use the words more, less and fewer correctly in relation to number, numerical patterns and capacity.

Begin to solve mathematical problems and develop that curiosity to solve basic a problem.

Be able to name a circle, square, rectangle and triangle.

Recognise and create a repeating pattern, A, B, A, B, e.g., stone, stick, stone, stick.

Show an awareness of a sense of time, e.g., snack time, home time, seasons etc.

Progression towards the end of nursery expectation

Summer Term N2

By the end of the Summer term N2 children should be able to...

- Rote count to 10
- Recognise numbers which are familiar to themselves, e.g., their age
- Subitise one, two and three objects (without counting)
- Explore using a range of their own marks and signs to which they ascribe mathematical meanings
- Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers
- Recognise that each counting number is one more than the one before
- Use language of position, e.g., on, inside, next to, under, over, in front, behind
- Show an awareness of shape similarities and differences between objects
- Enjoy partitioning and combining shapes to make new shapes, e.g., circle, square, rectangle, triangle, heart, star, diamond
- Respond to some common shape names, e.g., circle, square, rectangle, heart, star, diamond
- Create their own spatial patterns showing some organisation or regularity
- Recognise patterns on clothes, in nature and in the environment, e.g., stripes, spots, checks, etc
- Create and extend **AB** patterns, e.g., stick, leaf, stick...
- In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items
- Recall a sequence of events in everyday life and stories
- Show an awareness of a sense of time, e.g., snack time, home time, seasons etc

Spring Term N2

By the end of the Spring term N2 children should be able to...

- Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g., 'You've got two, I've got two. Same!'
- Enjoy counting verbally as far as they can go
- Point or touches each item, saying one number for each item, using the stable order of 1, 2, 3

- Use some number names and number language within play, and may show fascination with large numbers
- Respond to the language of position, e.g., in, on, inside, next to, over, under, in front, behind
- Respond to both informal and common shape names, e.g., pointy, twisty, wiggly, bumpy, heart, star, flower
- Attempt to create arches and enclosures when building, using trial and improvement to select blocks
- Join in with simple patters in sounds, objects, games, stories, dance and movements, predicting what comes next

Autumn Term N2

By the end of the Autumn Term N2 children should be able to...

- Begin to say the numbers, some of which are in the right order (ordinality)
- Begin to count on their fingers
- Explore how things look from different viewpoints including things that are near or far away
- Explore differences in size, length, weight and capacity
- Begin to understand some talk about immediate past and future
- Predict, move and rotate objects to fit the space or create the shape they would like

Summer Term N1

By the end of the Summer Term N1 children should be able to...

- Begin to compare and recognise changes in number of things, using words like more, lots of, same
- In everyday situations, take or give two or three objects from a group
- Respond to some spatial and positional language, e.g., in, on, over, under
- Recognise that two objects have the same shape
- Make simple constructions
- Anticipate what comes next in repeated sound and action patterns
- Be familiar with patterns in daily routines
- Show interest in what happens next using the pattern of everyday routines
- Predict what comes next in a story or rhyme
- Begin to anticipate times of the day, such as meal times or home time

Spring Term N1

By the end of the Spring Term N1 children should be able to...

- Say some counting words
- Engage in counting – like behaviour, making sounds and pointing or saying some numbers in sequence
- Use number words, like one or two and sometimes respond accurately when asked to give on or two things
- Begin to select a shape for a specific space
- Enjoy using blocks to create their own simple structures and arrangements
- Join in with a story or rhyme
- Show interest in size and weight
- Explore capacity by selecting, filling and emptying containers
- Begin to understand that things might happen now or at another time in routines
- Move their bodies and toys around objects and explore fitting into spaces
- Begin to remember their way around familiar environments
- Choose puzzle pieces and try to fit them in
- Join in with repeated sound and action patterns



Understanding the World

Early Years Expectations: *Trust Ready*

Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



“Curiosity is the wick in the candle of learning.”

William Arthur Ward



Early Years Expectations: Nursery *Trust Ready*

Understanding the World

Area of Learning : Understanding the World

Children at the expected level of development for the end of nursery will:

Develop a natural curiosity about the world around them and use their senses when exploring.

Be respectful of the world around them and living things.

Begin to have some understanding of where they live.

Understand that we are all different and it is ok to be different.

Understand past and present through their life – baby, child, adult.

Use the acquired technical vocabulary when discussing their learning in the correct context

Progression towards the end of nursery expectation

Summer Term N2

By the end of the Summer term N2 children should be able to...

- Develop an understanding of growth, decay and changes over time
- Show care and concern for living things and the environment
- Talk about why things happen and how things work
- Learn that they have similarities and differences that connect them to, and distinguish them from others
- Notice detailed features of objects in their environment
- Talk about some of the things they have observed such as plants, animals, natural and found objects
- Seek to acquire basic skills in turning on and operating some digital equipment e.g., Bee-bots, CD players, remote control cars
- Learn the vocabulary associated with specific interest areas
- Explore light and shadow

Spring Term N2

By the end of the Spring term N2 children should be able to...

- Show interest in the lives of people who are familiar to them
- Remember and talk about significant events in their own experience
- In pretend play, imitate everyday actions and events from own family and cultural background, e.g., making and drinking tea, going to the barbers, being a cat, dog or bird
- Have a sense of their own immediate family, relations and pets
- Enjoy playing with small world reconstructions, building on first-hand experiences, e.g., visiting farms, garages, train tracks, walking by river or lake
- Operate mechanical toys, e.g., turn the knob on a wind-up toy or pull back on a friction car
- Learn the vocabulary associated with specific interest areas
- Talk about and notice the changes in materials, e.g., ice, snow, mud, chocolate and jelly

Autumn Term N2

By the end of the Autumn Term N2 children should be able to...

- Enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these
- Begin to have their own friends

- Remember where objects belong
- Show interest in different occupations and ways of life indoors and outdoors
- Show a curiosity and interest in exploring new and familiar experiences in nature: grass, mud, puddles, plants, animal life
- Use pipes, funnels and other tools to carry/ transport water from one place to another
- Play with water to investigate 'low technology', such as washing and cleaning
- Show an interest in technological toys with knobs or pulleys, real objects, such as cameras, and touchscreen devices, such as mobile phones and tablets
- Learn the vocabulary associated with specific interest areas
- Talk about the differences between materials
- Explore and talk about different forces e.g., push, pull, things you feel, wind, rain, weather

Summer Term N1

By the end of the Summer Term N1 children should be able to...

- Be interested in photographs of themselves and other familiar people and objects
- Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
- Show interest in toys with buttons, flaps and simple mechanisms and begin to learn how to operate them
- Learn the vocabulary associated with specific interest areas

Spring Term N1

By the end of the Spring Term N1 children should be able to...

- Show curiosity about people and show interest in stories about people, animals or objects that they are familiar with or which fascinate them
- Match parts of objects that fit together, e.g., put a lid on a teapot
- Anticipate repeated sounds, sights and actions, e.g., when an adult demonstrates an action toy several times
- Learn the vocabulary associated with specific interest areas
- Explore materials, e.g., mud, puddles, sand, grass and feathers



Expressive Arts and Design

Early Years Expectations: *Trust Ready*

Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



“Art is too important not to share.”

Romero Britto



Early Years Expectations: Nursery *Trust Ready* Expressive Arts and Design

Area of Learning : Expressive Arts and Design



Children at the expected level of development for the end of nursery will:

Sing a simple nursery rhyme all the way through e.g., Twinkle, twinkle, Humpty Dumpty, Baa, Baa Black sheep, Incy Wincy Spider.

Hold equipment/tools consistently in the same hand, e.g. pencil, paint brush, glue spreader.

Hold a pencil consistently in the same hand using a tripod grip for mark making, name writing, drawing etc.

Develop finger strength and control in order to be able to manipulate and use tools independently and effectively.

Hold and operate scissors correctly to make snips in paper.

Be imaginative and expressive with open ended resources in a variety of situations.

Listen to and respond to music and the patterns in music, matching the sound of a musical instrument, copying a sound pattern etc.

Draw an identifiable picture of a person and basic animal.

Move creatively in response to music.

Use a range of resources to build with a purpose or meaning, e.g. junk modelling, Lego, loose parts, wooden blocks etc.

Progression towards the end of nursery expectation

Summer Term N2

By the end of the Summer term N2 children should be able to

- Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously
- Engage in imaginative play based on own ideas or first-hand or peer experiences
- Use available resources to create props or creates imaginary ones to support play
- Play alongside other children who are engaged in the same theme

Spring Term N2

By the end of the Spring term N2 children should be able to...

- Use movements and sounds to express experiences, expertise, ideas and feelings
- Experiment and create movements in response to music, stories and ideas
- Sing to self and make up simple songs
- Create sounds, movements, drawings to accompany stories
- Sing familiar songs, e.g., pop songs, songs from TV programmes, rhymes, songs from home
- Be exposed to a wide range of music – across different cultures

Autumn Term N2

By the end of the Autumn Term N2 children should be able to...

- Explore and learn how sounds and movements can be changed.
- Continue to explore moving in a range of ways, e.g., mirroring, creating own movement patterns
- Enjoy joining in with moving, dancing and ring games
- Tap out simple repeated rhythm
- Develop an understanding of how to create and use sounds intentionally
- Continue to explore colour and how colours can be changed

- Develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience
- Use various construction materials, e.g., joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Use tools for a purpose

Summer Term N1

By the end of the Summer Term N1 children should be able to...

- Show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. *loud/quiet, fast/slow*
- Experiment with ways to enclose a space, create shapes and represent actions, sounds and objects
- Enjoy and respond to playing with colour in a variety of ways, for example combining colours
- Use 3D and 2D structures to explore materials and/or to express ideas
- Use everyday materials to explore, understand and represent their world – their ideas, interests and fascinations
- Begin to make believe by pretending, using sounds, movements, words, objects
- Begin to describe sounds and music imaginatively, e.g., *scary music*
- Create rhythmic sounds and movements

Spring Term N1

By the end of the Spring Term N1 children should be able to...

- Join in singing songs
- Create sounds by rubbing, shaking, tapping, striking or blowing
- Continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression
- Move while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments
- Mirror and improvise actions they have observed, e.g. clapping or waving
- Sing/vocalise whilst listening to music or playing with instruments/sound makers
- Notice and become interested in the transformative effect of their action on materials and resources
- Express themselves through physical actions and sound
- Pretend that one object represents another, especially when objects have characteristics in common
- Create sound effects and movements, e.g., create the sound of a car, animals

Assessment and Tracking



Nursery Tracking Support

Our curriculum is the progression model. If the curriculum is well planned and progressive – and children learn the planned curriculum, then they are making progress – they know and remember more. As such, our tracking for children across is early years is simple... are they learning the planned curriculum? And if not, at what point are they up to?

A child who is learning the planned curriculum as expected would simply follow:

By Easter One	N1-/=	A child who has kept pace with the planned curriculum by the end of the year , would complete the 3-4 Years Development Matters statements
By Summer One	N1=/+	
By Christmas	N2-	
By Easter	N2=	
By End Of Year	N2+	

Using this methodology, a child who enters nursery with typical levels of knowledge and skill expected for their age would be baselined between N1- and N2- (meeting the demands of the N1 and N2 curriculum). Children who are not displaying age appropriate skills can be assessed at any point on the scale opposite. In essence, each 'grade' represents a term's worth of curriculum content. The OFSTED – and Trust - expectation is that most children who enter below, but not significantly below, should catch up with good teaching.

If a child has a deep understanding of the curriculum – and is achieving many of the 'Trust Ready' statements at the end of the year, then they could be recorded as a **N2M** – to signify that these children have mastered the nursery curriculum to an excellent standard and will require additional challenge across reception.

These examples above are illustrative of the journey that some children may make across their time in nursery. Based on the needs of the child, some children may make more progress, others less. For example, some children could make **rapid progress from lower starting points** from those suggested above, and **achieve the end of year target**. Assessment information however, should be useful and used effectively to plan the next steps of the child – not to jump through 'data hoops'.

Reception	EYFS	R+ (RM)
		R=
		R-
3 to 4 years		N2+ (N2M)
		N2=
		N2-
Birth to 3 years		N1+ (N1M)
		N1=
		N1-
		B+ (BM)
	B=	
	B-	
	B	

IT'S ABOUT
the Journey
AS MUCH
AS THE
OUTCOME

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