



Mandale Mill Primary

Nursery Early Years Expectations

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Communication and Language

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.

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
- Speak clearly in a sentence using 4-6 words consistently
- Learn and use a wide range of topic related vocabulary in the correct context.
- 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

N2 By the end of the Summer term 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 the 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 tense (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
- Begin to use some expression in their conversations.

N2 By the end of the Spring term 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 went on)
- Retell a simple past event in correct order (e.g. went down slide, hurt finger)

N2 By the end of the Autumn term 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 and what in simple questions (e.g. Who's that ? who can ? 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

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

- Listen to and enjoys rhythmic patterns in rhyme 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 and colours)

N1 By the end of Spring term N1 should be able to

- Enjoy rhyme and demonstrate listening by trying to join in with actions or making vocalisations,
- Pay attention to own choice activity for a few minutes
- Recognise and respond to familiar sounds, e.g. turning to a knock on the door
- Show interest in making sounds
- Begin to copy familiar expressions e.g. Oh dear, All gone
- Beginning with support to put two words together (want ball, more juice)
- Use gestures to communicate needs
- Begin to respond to where as in Where is?
- Begin to copy some actions from words e.g. hopping, clapping, jumping
- Uses different types of every day words (nouns , banana, dog, cat)

Personal, Social and Emotional Development

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.

Area of Learning: PSED:

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 expectations

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.

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
- Express 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

N2 By the end of the Autumn term 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

- Participate more in collective cooperation as their experiences 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

- 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
- Seek comfort from familiar adults when needed and distract themselves with a comfort object when upset with some support
- Begin to recognise that some actions can hurt or harm others and begin to stop themselves from doing something they shouldn't

Physical Development

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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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 a bike

Be able to put 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 expectations

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

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

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
- Climbs up and down stairs by placing both feet on each step while 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

N1 By the end of 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 shaker
- 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

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

- Begin to develop security in walking upright using feet alternately and can also run in the outdoor space
- Walk upstairs facing forwards holding and adults hand and the hand rail

- Change positions from standing to squatting and sitting with little effort
- With support, join in with action rhymes, songs and games and make movements copying others
- Show an interest, dance and sing to music, rhymes and songs imitating the movement of others
- When holding crayons and chinks etc, make connections between their movement and the marks they make
- Sit up from lying down, stand up from sitting and bend to pick up an object from the ground

Literacy

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).

Area of learning: Literacy

Children at the expected level of development at 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 little star, 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 character in the story

Use a range of tools to mark make, in line with the school expectations and physical development

Progression towards the end of nursery expectations

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

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 confidence
- 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)

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

N1 By the end of the Summer term N1 children should be able to

- Have some familiar stories, rhymes, songs, poems or jingles
- Repeat and use actions, words or phrases from familiar stories
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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 , with support and prompts, the missing word or phrase in a known rhyme or story eg Humpty Dumpty sat on a
- Enjoy use actions songs and adding claps and instruments

Mathematics

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.

Area of Learning: Maths

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

Understand the oneness of 1, twoness of 2 and Threeness of 3

Count 1 to 1 up to 3

Recognise numbers, 1,2,and 3 as numerals

Be able to subitise 1,2 and 3

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

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 problems

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 nursery expectations

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, star, triangle, heart, diamond
- Respond to some common shape names, e.g. circle, square, rectangle, heart, star and 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

N2 By the end of the Spring term 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 patterns in sounds, objects, games, stories, dance and movements, predicting what comes next

N2 By the end of the Autumn term 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

N1 By the end of the Summer term 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, under, over
- Recognise that two objects have the same shape
- Make simple connections
- 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

N1 By the end of the Spring term children should be able to

- Say some counting words
- Engage in counting-pointing, making sounds
- Use number words, like one or two and sometimes respond accurately when asked to give one or two things
- Begin to select a shape for a selected space
- Join in with number songs
- Begin to remember their way around the classroom
- Choose puzzle pieces (inset) and try to fit them in
- Spend time filling and emptying containers
- Enjoy using blocks to create their own simple structures and arrangements
- Shows interest in size and weight

Understanding of the World

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

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

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

Progression towards the end of nursery expectation

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. Beebots, CD players, remote control cars
- Learn the vocabulary associated with specific interest areas
- Explore light and shadow

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

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 interesting 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

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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

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
- Match parts of objects that fit together with support e.g. put the lid on a box
- Anticipate repeated sounds, sights and actions e.g. when an adult demonstrates an action toy several times
- Explore materials in a sensory way and explore sand, grass, feathers, puddles, mud.
- Learn the vocabulary associated with specific interest areas
- Watch as an adult demonstrates an action toy and anticipate what might happen

Expressive Arts and Design

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.

Area of Learning: Expressive Arts and Design

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

Sing a simple nursery rhyme all the way through

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 expectations

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

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

- Use movement 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
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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
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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 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 2D and 3D 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

N1 By the end of the Spring term N1 children should be able to

- Begin to join in with singing songs
- Create sounds by shaking, tapping, striking, rubbing 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
- Song/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

