

Nursery—Communication, language and literacy overview

Reading

Foster a love of books by providing a rich reading environment within the classroom.

Have regular reading times throughout the day where an adult reads to the children or the children look at books independently.

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Communication and language

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

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, like: “Why do you think the caterpillar got so fat?”

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

Develop their pronunciation but may have problems saying some sounds: r, j, th, ch, and sh and some multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Start a conversation with an adult or a friend and continue it for many



Handwriting/physical development

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a small hole they dug with a trowel.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Writing

Be exposed to different forms of writing and understand that we write for different purposes.

Provide writing opportunities through role play, the outdoor environment and have a designated ‘writing’ area in the classroom.

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.

Nursery—Mathematics overview

Number and counting

Listen to and join in with rhymes, songs, stories and games that have a mathematical theme.

Realise that anything can be counted, not just objects, e.g. claps, steps.

Count reliably up to 5 objects.

Recite numbers from 0 to 10 forwards and backwards using songs and rhymes.

Recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity.

Use mark making to represent numbers in play activities that can be interpreted and explained.

Compare and order numbers to at least 5.

Developing fast recognition of up to 3 objects without counting (subitising).

Experiment with their own symbols and marks as well as numerals.

Demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures.

Use the terms 'first', 'second', 'third' and 'last' in daily activities and play.

Understand and use the concept of 'one more' in their play.

Understand and use the concept of 'one less' in their play.

Compare quantities using language : 'more than', 'fewer than'.



Shape and Space

Talk about some common 2D shapes using informal and mathematical language, such as 'sides', 'corners', 'straight', 'flat', 'round'.

Investigate shape within play activities and the environment.

Talk about some common 3D shapes using informal and mathematical language.

Select shapes appropriately for tasks: a flat surface for building, a triangular prism for a roof, etc.

Use and build with 2D and 3D shapes within play-based activities. Combine shapes to make new ones.

Use a variety of media to develop concept of symmetry.

Patterns and Mathematical Relationships

Talk about patterns in the environment using informal language.

Extend and create ABAB patterns—stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Measures

Compare, sort and order two objects in terms of size, weight or capacity by direct observation.

Anticipate events related to elements of daily routines and use the terms 'before' and 'after'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Sing/chant the days of the week.

Use words that describe temperature during everyday activities, e.g. hot/cold.

Follow two-step instructions for simple movements within games and play activities.

Understand position through words alone. Discuss routes and locations using words like 'in front of' and 'behind'.

Demonstrate an awareness of prepositions and movement during their own physical activities.