

Area of learning	Nursery end of year expectations	Reception end of year expectations (ELG)
Communication and language	<ul style="list-style-type: none"> <li>• Listens to and enjoys stories and can talk about what has happened</li> <li>• Follow instructions with more than 1 part</li> <li>• Understands 'why' questions</li> <li>• Sings songs and rhymes</li> <li>• Uses 4-6 words in a sentence</li> <li>• Start and continue a conversation with a peer or adult</li> <li>• Can start to express (verbal or actions) if they agree or not with someone's point of view</li> <li>• Uses talk to narrate their play</li> </ul> <p><b><u>What do we do to help our children meet these at Heathlands Primary Academy?</u></b></p> <ul style="list-style-type: none"> <li>• Daily story sessions with high quality texts</li> <li>• Weekly story focus that links to Reception learning</li> <li>• Wellcomm language intervention for those requiring additional support</li> <li>• SALT weekly for those needing specific intervention</li> <li>• Small daily family group sessions where language is modelled and promoted</li> </ul>	<p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and forth exchanges with their teacher and peers</li> </ul> <p><b><u>What do we do to help our children meet these at Heathlands Primary Academy?</u></b></p> <ul style="list-style-type: none"> <li>• Daily story sessions with high quality texts</li> <li>• Weekly story focus</li> <li>• Wellcomm language intervention for those requiring additional support</li> <li>• SALT weekly for those needing specific intervention</li> <li>• Discussion opportunities throughout the day to encourage children to share with partners, teachers, class etc</li> <li>• Adult modelling when speaking in full sentences and demonstrate grammatically correct use of language</li> <li>• Range of child-initiated opportunities, focused set challenges, small group work and larger group sessions to develop and experience a range of communication skills.</li> <li>• Makaton/Sign language signs used where appropriate ie during registration, when telling a story etc</li> </ul>

<p>Physical Development</p>	<ul style="list-style-type: none"> <li>• Can begin to ride a bike, trike or scooter</li> <li>• Continue to develop ball skills ie catching throwing</li> <li>• Can go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Can skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Daily access to outside area including use of bikes, scooters etc to promote core strength</li> <li>• Songs with action/action rhymes</li> <li>• Finger gym area table, with different activities everyday</li> <li>• Dough disco</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing –using the tripod grip.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Daily use of outdoor area which includes specifically chosen climbing equipment to build up strength in upper body and arms</li> <li>• Daily use of balance bike to improve all round stability and core strength</li> <li>• Daily phonics sessions where correct use of pencil grip is modelled and supported</li> <li>• Daily challenges that encourage fine motor control ie using masking tape scissors etc.</li> <li>• Children encouraged to eat and effectively use using cutlery at lunch time by dinner supervisors</li> </ul>
<p>Personal, Social and emotional development</p>	<ul style="list-style-type: none"> <li>• Selects resources with a little help and can achieve a goal (either a set challenge or child initiated)</li> <li>• Shows more confidence in social situations; starting to be more confident with unfamiliar people</li> <li>• Plays with 1 or more children; starting to be able to resolve a conflict by suggesting an alternative solution</li> <li>• Follows and remembers rules</li> <li>• Talks about how they are feeling ie happy, sad, worried, cross</li> <li>• Starting to understand how others may feel</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance</li> <li>• in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>

	<p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Value/ plan for children’s choices of activities</li> <li>• Encourage children to express themselves, explain what they have made, engage with visitors</li> <li>• Discussions/ questions in family groups, about emotions, feelings, empathy</li> <li>• Changing role play are frequently to encourage all children to use it and socially interact with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Weekly Jigsaw sessions that teach children a range of age appropriate PSED skills and allows time for discussion opportunities</li> <li>• The 6 school values are revisited daily and children understand when they are demonstrating these values</li> <li>• All adults consistently model high expectations of behaviour to children</li> <li>• Adult in play manager role daily to support and promote PSED skills such as working together, collaborative learning, forming positive relationships, solving problems etc</li> </ul>
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• Start to count or clap syllables in a word</li> <li>• recognise words with the same initial sound such as money and mother</li> <li>• Talk about stories with increasing detail and recall</li> <li>• Write for a purpose ie shopping list, card</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Starts to use some understanding of letter/sound correspondence when writing ie may write 'm' for Mummy at top of card</li> <li>• Can write some of their name</li> <li>• Starts to form some letter accurately</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Reading/ sharing books each day in family groups</li> <li>• Activities from the story/book/rhyme to prompt independent writing, or verbal retelling of the story</li> <li>• Encouraging writing in role play area (eg shopping list, cards etc)</li> <li>• Phonics sessions</li> <li>• Name writing</li> <li>• Weekly adult focussed writing activities</li> </ul>	<p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Daily RWI sessions; children are grouped across the year group to allow teaching to meet the specific needs within both classes ie this may be blending, segmenting, learning sounds, applying sounds, reading/writing captions/ sentences etc.</li> <li>• Home reading books carefully matched to RWI level</li> <li>• Weekly library book sent home to share with parents</li> <li>• Topic related books in classroom to support and engage children's interest in a topic</li> <li>• Name writing daily to ensure children can write independently</li> <li>• Regular start of the day sessions to encourage independent writing or reading</li> <li>• Weekly adult focused writing tasks to allow teachers to support and work with children dependent on needs</li> <li>• Writing for a purpose is promoted daily ie labelling, describing a task etc</li> <li>• Talk for write used to support retelling a familiar story; this will then support the transition into Y1 who use T4W strategies effectively</li> <li>• Texts picked to link and provide a starting point for the learning in Y1</li> <li>• Learning around a story is promoted and consolidated throughout the week- bringing topics to life at the end of a week ensures children remain engaged</li> </ul>
<p>Maths</p>	<ul style="list-style-type: none"> <li>• Recite numbers to 5</li> <li>• Subitise up to 3 objects</li> <li>• Can say one number for each object when counting ie 1,2,3,4,5</li> <li>• Knows 'finger' numbers to 5</li> <li>• Understand cardinality of number ie last number you say tells you how many are in a set</li> <li>• Starts to link numeral to an amount</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical pattern</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>

	<p>language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> <li>• Understands some positional language and can start to use some when appropriate</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf and can start to correct a pattern when wrong</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Daily rote counting, finger numbers, more or less predictions, find numicon, during register time</li> <li>• Daily maths activities</li> <li>• Weekly/daily adult lead maths activities to support the maths planning/development</li> <li>• Shape, colour, positional lang, pattern, same more fewer, height etc planned weeks of activities and regular revisiting of these ideas/concepts/vocabulary</li> <li>• Number introduction, understanding, formation through Ten Town characters</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Daily start of the day routine looks at number of children here, day of the week, month, season etc</li> <li>• Daily Maths session either small groups or whole class- practical opportunities, discussion, visual examples etc modelled daily.</li> <li>• Daily access to a variety of maths resources to support counting, numeral-amount correspondence, shape, position, pattern etc.</li> <li>• Activities from the Maths session are further consolidated in CP challenges</li> <li>• Lots of Maths related songs used regularly</li> </ul>
<p>Understanding the World</p>	<ul style="list-style-type: none"> <li>• Use their senses to explore and can start to describe using a range of vocab</li> <li>• Starts to talk about their own family</li> <li>• Begins to be interested in different occupations</li> <li>• Explores how things work</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Begins to talk about a range of forces ie push, pull, stretch, snap, float, sink</li> </ul>	<p><b>Past and present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation,</li> <li>• discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• Encourage children to name and use their senses to explore and name the body part</li> <li>• Discussions of family and cultural celebrations during family group time</li> <li>• Look at and understand life cycle of a butterfly, frog and plant</li> <li>• Planned sinking/floating week of activities, people that help us/occupations</li> </ul>	<p>communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p><b>What do we do to help our children meet these at Heathlands primary Academy?</b></p> <ul style="list-style-type: none"> <li>• All stories make links to real world (see EYFS overview)</li> <li>• Topics and texts planned closely to those in Y1 so children have a good level of understanding before beginning a new topic</li> <li>• Weekly RE sessions (following whole school scheme) that ensure a range of celebrations are discussed and taught over the year</li> <li>• Daily access to outdoor environment ensures opportunities to discuss the world around them, adults aware of this and promote being inquisitive in own environment</li> <li>• Carefully chosen topics/texts and discussions ensure links are made to build on and recall previous learning</li> <li>• Trips allow and promotes an UTW focus</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Engages in imaginative play involving themselves, small world etc and develop and act out narratives</li> <li>• Uses construction materials creatively and imaginatively</li> <li>• Explores using a range of materials; can attach and join them together and then start to choose the most appropriate one for a task</li> <li>• Starts to draw with increasing control and detail</li> <li>• Explores colour mixing</li> <li>• Start to create their own songs</li> </ul>	<p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and</li> </ul>

- Enjoys exploring the sound of different instruments

**What do we do to help our children meet these at Heathlands primary Academy?**

- Role play are regularly changed, children choose and help to create the area, making labels and resources
- Own model making area, with access to resources
- Encourage daily drawing, painting and colour mixing
- Sing a variety of songs frequently, often children's choices as well as planned to tie in with focus
- Musical instruments inside and outside

- their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

**What do we do to help our children meet these at Heathlands primary Academy?**

- T4W stories are introduced over the year to allow children to retell stories independently
- Daily outdoor learning and open-ended resources allows children to express and further their own narratives
- Weekly Charanga music sessions teach children the age-appropriate principles of music
- Daily access to a range of creative resources encourages children to use them imaginatively as well as appropriately and effectively
- EAD linked challenges teaches new skills and allows children to experiment
- Children encouraged to make up and act out their own stories (helicopter stories)