



THE BRITISH SCHOOL  
OF BEIJING, SANLITUN  
A NORD ANGLIA EDUCATION SCHOOL

# Nursery End of Year Expectations

## Message from the Principal

The information you will find documented in this booklet forms the expectations of the Prime Areas of Learning. We have shared them with you so that you are fully aware of the skills your child is expected to have developed by the end of their school year.

The following bands will be used to judge how far your child has met each expectation throughout the year.

### Emerging

- Skills and concepts are just beginning to develop
- Significant scaffolding needed
- Working with support

### Expected

- Skills and concepts embedded
- Confident in skills and concepts

### Exceeding

- Goes beyond expectations and has advanced the understanding of their skills and concepts taught
- Applied skills and concepts confidently, coherently and independently in familiar and unfamiliar situations

Teachers will share your child's progress with you, throughout the year, at Parent Consultation meetings.

## LITERACY

### Reading

- I like singing nursery rhymes and songs.
- I recognise when words start with the same letter.
- I can clap my hands to match the sounds in words.
- I can join in with my favourite stories and guess what will happen next.
- I know that stories have beginnings and endings and sometimes I guess how the story will end. I can comment on the events and characters in the story.
- I like to look at the pictures and words in books. I can show you words in the environment.
- I can recognise words that are special to me.
- I can independently hold the book the right way up and turn the pages carefully when I look at it on my own.
- I know that the words in books can tell me about things that I am interested in.

### Writing

- Sometimes I can tell you about the marks I make and what it means.
- I can recognise print in the environment and tell you what I think it means.
- I can make lines and marks that I want with a pencil.
- I can copy some of the letters of my name.

## COMMUNICATION AND LANGUAGE

### Listening and Attention

- I listen to my friends when it interests me.
- I listen and join in with my favourite stories and talk about them later.
- I stop what I am doing and listen when I hear adults talking to me.
- I am able to follow instructions.

### Understanding

- I understand the purpose of some familiar tools.
- I understand positional language and am able to put objects, when requested, in a variety of places.
- I am beginning to understand simple how and why questions.

### Speaking

- I am beginning to use longer sentences which include the words, 'because' and 'and'.
- I can tell you about something that has happened in the past, present and future.
- I ask and answer lots of questions.
- I am able to use language to make myself clearly understood.
- I can use lots of words about things that interest me and I like to learn lots of new words.'
- I use my imagination when I am playing and talk about what I am doing.

## PHYSICAL DEVELOPMENT

### Moving and Handling

- I like running, walking, jumping, hopping, skipping and moving around in lots of different ways.
- I can go up and down stairs and steps like a grown up, using one foot per step.
- I can carry something I like carefully downstairs, usually stopping with two feet on each step.
- I can run around, stopping, changing direction and slowing down so that I don't bump into things.
- I can balance on one foot without falling over.
- I can catch a large ball when you throw it to me.
- I can wave my arms or ribbons to make up and down lines and circles in the air.
- I can use child scissors to make snips in paper.
- I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand.
- I can make the lines and marks that I want with a pencil.
- When you write my name, I can copy some of the letters by myself on my piece of paper.

### Health and Self Care

- I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep.
- I notice that when I am running, I get hot and I pant a bit.
- I understand that I have to be careful when I am using scissors and other tools.
- I can go to the toilet independently and take care of my own hygiene needs.
- I can wash and dry my own hands.
- I can put on my coat and with help I can zip it up.

### Making Relationships

- I can play in a group with my friends.
- I can make up ideas for things to do and games to play.
- I will ask my friends to play with me.
- I can watch what my friends are doing and join in with them.
- I talk to and make friends with other children and grown-ups I know.

### Self-Confidence and Self-Awareness

- I choose the toys I want to play with and what I want to do with them with help from a grown up.
- I like it when you say things like 'well done for eating all your dinner' or 'thank you for putting the toys away'.
- I like helping in the classroom, like tidying up and sorting the toys.
- I am beginning to approach and talk to unfamiliar grown-ups I don't know, when you are there. I am beginning to take on new challenges within the classroom environment.
- When we are playing, I will chat to my friends about school and my family.
- I can ask grown-ups for help when I need it.

### Managing Feelings and Behaviours

- I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too.
- I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them.
- I am beginning to understand that when you are busy I can't always have everything I want, when I want it.
- I understand that sometimes there are things that I can't do that I want to do.

## MATHS

### Numbers

- I can use some number names and words like 'more than' and 'fewer than', when I am playing.
- I can say numbers in order from 1 to 10.
- I know that numbers tell me how many things there are altogether in a group.
- I use my fingers, pictures or marks to show you how many things there are.
- Sometimes I can match a numeral to the right number.
- I am interested in numbers and I talk about them and ask you questions.
- I can separate a group of objects and that the total is still the same.
- I show that I am interested in playing with numbers.
- I talk about the numbers I see when we are outdoors.
- I am interested in making marks and calling them numbers.
- I know that I can count claps and jumps as well as things like apples, buses and dinosaurs.

### Shape, Space and Measure

- I like lining up shapes and fitting shapes and different things into boxes.
- I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs.
- I can use words like 'under', and 'next to' to describe where things are.
- I choose to play with different sorts of building sets and talk about what I am making.
- When I am doing puzzles, I look at the missing shapes to see what could fit.
- I am beginning to use words like 'round' and 'straight' when I talk about the shapes I see.