

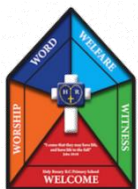


Communication Expectations



By the end of FSI (Nursery).

	<i>Expected</i>
<u>Communication</u> Listening & Attention	<ul style="list-style-type: none"> • To be able to maintain attention, concentrate and sit quietly during appropriate activities. • To have two-channelled attention - be able to listen and do for short span.
<u>Communication</u> Understanding	<ul style="list-style-type: none"> • To be able to respond to instructions involving a two-part sequence. E.g - Find the pencil and then put it in the red pencil case. • To Understand humour, e.g. nonsense rhymes, jokes. • To be able to follow a story without pictures or props. • To be able to listen and respond to ideas expressed by others in conversation or discussion.
<u>Communication</u> Speaking	<ul style="list-style-type: none"> • To be beginning to extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use language to imagine and recreate roles and experiences in play situations. • To be able to link statements and stick to a main theme or intention when talking. E.g - Sticking with chosen topic and talking confidently about it in conversation. • To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introducing a storyline or narrative into their play.
<p><i>In order to develop these skills fully, please encourage your child to tell stories by using the pictures to talk about what is happening and what might happen next. Ask your child lots of questions around stories and about people, places, feelings, pictures etc...</i></p>	



Maths Expectations

By the end of FSI (Nursery).

Expected

Maths Number

- To be able to recognise some numerals of personal significance. E.g. - age, door numbers etc..
- To be able to recognise numerals 0 to 10.
- To be able to count objects from a pile by saying one number name for each item.
- To count actions or objects which cannot be moved.(Counting claps, steps, jumps)
- To count objects to 10, and begin to count beyond 10.
- To be able to match number and amount correctly up to 10.
- To be able to estimate how many objects they can see & checks by counting them.
- To use the language of 'more' and 'fewer' to compare two sets of objects.
- To find the total number of items in two groups by counting all of them.
- To know the number that is one more than a given number.
- To find one more or one less from a group of up to ten objects.
- To be beginning to use the vocabulary involved in adding and subtracting.
- To record maths problems using marks that they can interpret and explain.
- Begin to identify own mathematical problems based on own interests and fascinations.

Maths Shape, Space and Measure

- To begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes/
- To be able to select a particular named shape.
- To use mathematical terms to describe shapes. E.g. - How many sides, corners...
- To be able to describe their relative position such as '*behind*', '*under*' or '*next to*'.
- To be able to order two or three items by length or height.
- To be able to order two items by weight or capacity.
- To use familiar objects and common shapes to create and recreate patterns and build models
- To use everyday language related to time - minutes, seconds...
- To begin to use everyday language related to money - pennies, pounds, p...
- To be able to order and sequence familiar events.
- To measure short periods of time in simple ways.



English Expectations

By the end of FSI (Nursery).



English Reading

- To be able to continue a rhyming string. E.g - Cat, mat, sat. Man, can, van.
- To be able to hear and say the initial (first) sound in words. E.g - a for apple...
- Able to segment the sounds in simple words and blend them together and knows which letters represent some of them. E.g cat = c-a-t. C-a-t makes cat.
- To be able to link sounds to letters, naming & sounding the letters of the alphabet.
- Beginning to read words and simple sentences.
- Using vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

It is also important that your child can:

- Recognise familiar words and signs such as own name and advertising logos.
- Look at books independently and handle them carefully.
- Hold books the correct way up and turn pages one at a time.
- Follow words with their finger from left to right and top to bottom.

English Writing

- To be able to give meaning to marks they make as they draw, write and paint. (Explain what they have drawn, written or painted confidently).
- To continue a rhyming string (writing).
- To be able to hear and say the initial sound in words and write them down.
- To segment the sounds in simple words and blend them together when writing them.
- Linking sounds to letters, naming and sounding the letters of the alphabet.
- To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Able to write own name and other things such as labels & captions.
- To attempt to write short sentences in meaningful contexts.

It is also important that your child practises:

- Holding their pencil correctly & forming letters in pre cursive script (see additional sheet).