

EYFS Expectations Reception

40 – 60+ Months



Maths	
Numbers	
Recognise some numerals of personal significance.	
Recognise numerals 1 to 5.	
Counts up to three or four objects by saying one number name for each item.	
Counts actions or objects which cannot be moved.	
Counts objects to 10 and beginning to count beyond 10.	
Counts out up to six objects from a larger group.	
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	
Counts an irregular arrangement of up to ten objects.	
Estimates how many objects they can see and checks by counting them.	
Uses the language “more” and “fewer” to compare two sets of objects.	
Finds the total number of objects in two groups by counting all of them.	
Says the number that is one more than a given number.	
Finds one more or one less from a group of up to five objects, then ten objects.	
In practical activities and discussions, beginning to use the vocabulary involved in adding and subtracting.	
Records, using marks that they can interpret and explain.	
Begins to identify own mathematical problems based on own interests and fascinations.	
Shape, Space and Measure	
Beginning to use mathematical names for “solid” 3D shapes and “flat” 2D shapes, and mathematical terms to describe shapes.	
Selects a particular named shape.	
Can describe their relative position, such as “behind” or “next to”.	
Orders two or three items by length or height.	
Orders two items by weight or capacity.	
Uses familiar objects and common shapes to create and recreate patterns and build models.	
Uses everyday language related to time.	
Beginning to use everyday language related to money.	
Orders and sequences familiar events.	
Measures short periods of time in simple ways.	

Understanding the World	
People and Communities	
Enjoys joining in with family customs and routines.	
The World	
Looks closely at similarities, differences, patterns and change.	
Technology	
Completed a simple program on a computer.	
Interacts with age-appropriate computer software.	

Literacy

Reading

Continues a rhyming string.	
Hears and says initial sounds in words.	
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	
Link sounds to letters, naming and sounding the letters of the alphabet.	
Begins to read words and simple sentences.	
Uses 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.	

Writing

Gives meaning to marks they make as they draw, write and paint.	
Begins to break the flow of speech into words.	
Continues rhyming string.	
Hears and says initial sounds in words.	
Can segment the sounds in simple words and blend them together.	
Links sounds to letters, naming and sounding the letters of the alphabet.	
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
Write own name and other things such as labels and captions.	
Attempts to write short sentences in meaningful contexts.	

Personal, Social and Emotional Development

Self-Confidence and Self-Awareness

Confident to speak to others about own needs, wants, interests and opinions.	
Can describe self in positive terms and talk about abilities.	

Managing feelings and Behaviour

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them	
Aware of the boundaries set, and of behavioural expectations in the setting.	
Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	

Making Relationships

Initiates conversations, attends to and takes account of what others say.	
Explains own knowledge and understands and asks appropriate questions of others.	
Takes steps to resolve conflicts with other children e.g. finding a compromise.	

Communication and Language

Listening and Attention

Maintains attention, concentrates and sits quietly during appropriate activity.	
Two-channelled attention – can listen and do for short span.	

Understanding

Responds to instructions involving two-part sequence. Understands humour e.g. nonsense rhymes, jokes.	
Able to follow a story without pictures or props.	
Listens and responds to ideas expressed by others in conversation or discussion.	

Speaking

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	
Uses language to imagine and recreate roles and experiences in play situations.	
Links statements and sticks to a main theme or intention.	
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	
Introduces a storyline or narrative into their play.	

Physical Development

Moving and Handling

Experiment with different ways of moving.	
Jumps off an object and lands appropriately.	
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	
Travels with confidence and skill around, under, over and through balancing and climbing equipment.	
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	
Uses simple tools to effect changes to materials.	
Handles tools, objects, construction and malleable materials safely and with increasing control.	
Shows a preference for a dominant hand.	
Begins to use clockwise movement and retrace vertical lines.	
Begins to form recognisable letters.	
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	

Health and Self-Care

Eats a healthy range of foodstuff and understands need for variety in food.	
Usually dry and clean during the day.	
Shows some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	
Shows understanding of the need for safety when tackling new challenges and considers and manages some risk.	
Shows understanding of how to transport and store equipment safely.	
Practises some appropriate safety measures without direct supervision.	