

# EYFS Expectations Reception

## Early Learning Goals – Specific Areas

Area of learning	Aspect	Early Learning Goals	Exceeding Statements
Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate when talking to others about what they have read.	Children can read phonically regular words of more than one syllable as well as many irregular high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in simple stories they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and other are phonetically plausible.	Children can spell phonically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing.
Maths	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2,5 or 10, or sharing into equal groups.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Children estimate, measure, weigh, compare and order objects and talk about properties, position and time.
Expressive Arts and Design (EA&D)	Exploring and Using media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children talk about ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.

Understanding the World (Utw)

<p><b>People and Communities</b></p>	<p>Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and amount families, communities and traditions.</p>	<p>Children know the differences between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>
<p><b>The World</b></p>	<p>Children know about the similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking and experimentation.</p>
<p><b>Technology</b></p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example, in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>