

## EYFS: 2 to 3 year olds (Squirrels)

### WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **Squirrels Room**

PSE	PHYSICAL	COMMUNICATION AND LANGUAGE
<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Thrive as they develop self-assurance.</li> <li>Look back as they walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>Learn to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy moving when outdoors and inside.</li> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings</li> <li>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy singing, music and toys that make sounds.</li> <li>Listen and respond to a simple instruction.</li> <li>Start to say how they are feeling, using words as well as actions.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>Use the speech sounds p, b, m, w.</li> <li>Pronounce:               <ul style="list-style-type: none"> <li>l/r/w/y - s/sh/ch/dz/j</li> <li>f/th - multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li> <li>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>Understand simple questions about 'who', 'what' and 'where' (but generally not why)</li> </ul>
UNDERSTANDING THE WORLD		
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Notice differences between people</li> <li>Explore natural materials indoors and outdoors</li> <li>Repeat actions that have an effect</li> <li>Explore and respond to different natural phenomena in their setting and trips</li> <li></li> </ul>	<b>GEOGRAPHY</b> <ul style="list-style-type: none"> <li>Explore natural materials indoors and outdoors</li> <li>Explore and respond to different natural phenomena in their setting and when outdoors</li> </ul>	<b>HISTORY</b> <ul style="list-style-type: none"> <li>Notice differences between people</li> <li>Make connections between their own family and the features of others</li> </ul>

CORE SKILLS		
Essential skills to be used, applied and consolidated across the wider curriculum		
READING	WRITING	MATHS
<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> </ul>	<ul style="list-style-type: none"> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> <li>• Enjoy drawing freely.</li> </ul> <div> <b>RELIGIOUS EDUCATION</b> <ul style="list-style-type: none"> <li>▪ Make connections between their own family and the features of others</li> <li>▪ Begin to learn about some features of familiar religious festivals such as THE Christian celebration of Christmas and Easter and other festivals which are of personal importance to children.</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>• Take part in finger rhymes with numbers.</li> <li>• React to changes of amount in a group of up to three items.</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Rote count to 5</li> <li>• Begin to recognise numerals 0 – 5</li> <li>• Climb and squeeze themselves into different types of spaces.</li> <li>• Build with a range of resources. Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>

EXPRESSIVE ARTS AND DESIGN		
ART	DT	MUSIC/DANCE
<b>Drawing and painting</b> <ul style="list-style-type: none"> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• 3D sculpture</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Move and dance to music</li> <li>• Explore a range of sound makers/ instruments</li> <li>• Explore their voices and enjoy making sounds</li> <li>• Join in with songs and rhymes</li> <li>• Make some sounds</li> </ul>