

During their time in the Toddler room, children will be learning to...

### Personal, Social & Emotional

- Take part in domestic role play, gradually building on their ideas and experiences as they develop
- Separate from their main carer and enter the setting with ease
- Engage in play with other children, gradually requiring less adult support
- Make their own choices (e.g. "Would you like milk or water to drink?" or "Which song shall we sing today?")
- Share and take turns with others and understand that some things are theirs and some things belong to others
- Resist the urge to snatch or push their way to the front (modelled by adults)
- Safely explore and express their feelings and emotions (e.g. using words such as 'sad', 'upset', 'angry', 'happy')
- Be polite and considerate towards others, being respectful of culture, race, beliefs and physical differences
- Develop relationships with their peers and understand friendly behaviour
- Interact with other children using their existing language skills
- Express themselves with increasing confidence with their peers and the adults in the setting
- Take pride in their achievements and respond to praise and positive reinforcement
- Carry out tasks and explore responsibilities with support from an adult (promoting independence)
- Communicate their own preferred interests and ways of doing things
- Seek comfort from an adult when necessary (co-regulation)
- Respond appropriately to other people's emotions (e.g. If they are upset they may give them a cuddle)
- Show an understanding of boundaries and routines and follow them with ease
- Recognise and regulate their emotions (e.g. Distracting themselves with a book, a toy or preferred person)
- Follow boundaries by being taught safe and appropriate ways to do things, rather than being told "no" and having the opportunity taken away

\*Watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.\*

## Physical Development

- Walk and run on whole foot rather than on tiptoes
- Use the toilet with help in preparation for doing it independently
- Engage in good hygiene practices (e.g. Washing hands after using the toilet or before eating)
- Drink from an open cup without spilling
- Cross the mid-line of their body by engaging in a variety of physical activity (e.g. Painting on large vertical surfaces, dancing and exercising)
- Climb with confidence, managing risks as they explore age appropriate climbing equipment
- Sit at a table for the duration of snack and meal times with their peers
- Manipulate things like dough, clay, wet sand
- Stack up to 7 blocks or more (or other objects)
- Kick a large ball, maintaining balance on one foot
- Develop their early writing skills (e.g. using a tripod grip when holding pens/pencils)
- Pour from a jug without spilling (through play and also at meal times)
- Use simple one handed tools with increasing accuracy (scissors, hammers, pipettes, tweezers)
- Make marks, drawing lines and circles and giving meanings to what they have drawn
- Climb steps and stairs steadily and safely
- Move their body in a variety of ways (e.g. crawl, run, hop, jump with both feet or marching)
- Move their body in response to music (e.g. clapping to a beat or stamping their feet)
- Build independently with a range of resources (e.g. blocks of different sizes, boxes, making dens or building with Duplo)
- Feed themselves independently using cutlery appropriately
- Make healthy choices relating to oral care, healthy diet and personal hygiene
- Manipulate puzzle pieces and join them together correctly
- Ride a bike or trike (may not pedal but may propel with feet)
- Serve their own snacks and meals, making positive choices about food
- Put on their own coat and shoes

Look out for toddlers who appear underweight, overweight or to have poor dental health.  
You will need to work closely with parents and health visitors to improve their health.

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### Communication and Language

- Ask questions, such as the names of people and objects (e.g. "Who is that?" or "What is that?")
- Engage in simple back and forth conversations with an adult
- Respond appropriately to questions and prompts (e.g. "Where is your hat?" or "What is Charlie doing?")
- Understand simple instructions (e.g. "Get your coat please")
- Use longer words with more than one syllable in context (e.g. 'Doctor', 'Basket', 'Rocket')
- Use pronouns in context (e.g. "This is mine" or "I want to play with you")
- Communicate verbally using sentences containing up to 5 words
- Understand positional language and prepositions such as 'behind', 'on', 'under'
- Use up to 300 words including descriptive language (e.g. Now, later, over there, big, little, hot, cold) (around their third birthday)
- Understand instructions and routines (e.g. "Let's tidy up and then we will go outside to play)
- Adapt their tone of voice to convey different feelings and meanings through play and conversations
- Use expressive language through dramatic play
- Consistently use correct word endings and pronounce words correctly (e.g. 'I am going' rather than 'I go')
- Consistently use the correct words for objects, people and living things (e.g. 'Horse' rather than 'Horsey' or 'Sheep' rather than 'Baa baa')

\*Watch out for children whose speech is not easily understood by unfamiliar adults.  
Monitor their progress and consider whether a hearing test or other intervention may be needed\*

During their time in the Toddler room, children will be learning to...

### Literacy

- Develop a love for books and seek out a favourite story to share with others or read alone
- Sing songs and say rhymes independently (e.g. singing whilst playing)
- Repeat words and phrases from familiar stories
- Clap out syllables in familiar words
- Make marks, drawing lines and circles and giving meanings to what they have drawn
- Enjoy books independently and hold them the correct way up, handling them with care
- Join in with stories and repeated refrains, learning new vocabulary
- Give meanings to things that they have drawn
- Recognise some letters from their own name (around their third birthday)
- Making marks and giving simple meanings (e.g. "That's my name" or "This is my Mummy" - around their third birthday)
- Cross the mid-line when mark making
- Understand that print has meaning and can be used to obtain information (e.g. Their name tag relates to them)

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## Mathematics

- Count up to 5
- Show an interest in counting objects up to 5 by pointing to each object
- Count by joining in with number songs and rhymes
- Show an interest in matching quantities to numerals through games and play
- Compare quantities using language and notice change (e.g. 'more', 'the same' or 'less')
- Use number names and language in play (sometimes not in the correct context)
- Identify simple shapes by name
- Make comparisons between objects relating to size and shape
- Understand positional language in simple contexts (e.g. "Teddy is behind the chair")
- Understand simple concepts related to time and events in the future (e.g. Anticipating things like home time, lunch time, tidy up time)
- Recognise shapes in the environment (e.g. signs, windows, doors)
- Create arrangements and patterns with objects (e.g. organising toy cars - blue, red, blue, red)
- Build with a range of resources
- Select a small number of objects when asked (e.g. "Please give me two \_\_\_")
- Represent numbers through mark making or counting on their fingers

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### Expressive Arts and Design

- Take part in pretend play, using an object to represent something else even though they are not similar (e.g. using a bowl as a hat or a block as a phone)
- Explore a variety of different resources, using them to develop and extend their ideas
- Join different materials and explore different textures
- Re-enact own experiences and stories through role play
- Take part in physical activity (such as dancing or yoga)
- Engage in small world play (e.g. Make an enclosure for animals with loose parts or a ramp for a car using guttering or plank of wood)
- Make up their own dance moves and movements
- Explore colour and what happens when colours are mixed (colour theory)
- Understand that tools can be used for a purpose (e.g. a paintbrush for painting, scissors for cutting paper)
- Remember and sing parts of their favourite songs
- Use their imagination as they consider what they can do with different materials
- Join in with singing/rhymes with adults and their peers
- Explore the sounds of different musical instruments, using various gestures and movements (e.g. beating a drum harder to make a louder sound)
- Express ideas and feelings through mark making, sometimes giving a meaning to the marks they make

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### Understanding the World

- Explore why things happen and how things work
- Use all their senses when exploring the natural world/natural materials
- Talk about and ask questions about what they see, building their vocabulary
- Show interest in different jobs and occupations
- Begin to understand the need to respect and care for the natural environment and all living things
- Develop positive attitudes about the differences between people, noticing similarities and differences
- Use everyday technology appropriately (e.g. turning equipment on or off)
- Talk about immediate family members and beginning to talk about wider family and friends
- Beginning to have their own friends
- Recall simple past events and experiences (e.g. A birthday party, holiday, new family pet)
- Remember where objects belong