



Our Curriculum - Toddler Room

Happy & Healthy Achievers	Life-long learners	Respectful Communicators	Collaborative Problem-Solvers
<p><i>Children who are happy, secure and emotionally literate. They engage with others and with the learning. They are thriving and achieve their potential.</i></p>	<p><i>Children who love learning, who learn from their mistakes, keep trying & don't give up! Children who are ready for the next steps ahead.</i></p>	<p><i>Children who can communicate their wants, needs, feelings, taking others views into account. They follow instructions and understand the need for boundaries. They are aware that people communicate in different ways and support each other to do so.</i></p>	<p><i>Children who learn from and with others, respecting and valuing them. They are active and take risks in their daily experiences.</i></p>
<p>Be able to: Enjoy songs & music and has a selection of favourite action songs that they know the words and actions for (EAD, CL, L, PD, PSED)</p> <p>Happy to be in new situations and show confidence with minimal reassurance from familiar adult. Participate in champion opportunities with confidence e.g. going to the ice-cream van (PSED)</p> <p>Enjoy with confidence a wide range of resources during play and mark-make with purpose using gross & fine motor skills (PD, L, EAD)</p> <p>Understand & anticipate the routine and happily transitions between activities, with support of now and next, showing interest and curiosity (PSED, M)</p>	<p>Be able to: Wash hands with soap independently at the sink & dry them with supervision (PSED, CL)</p> <p>Move independently and freely on different surfaces, and in different spaces, while engaging in a variety of physical activities both indoors and outdoors, as well as beginning to show increased control over gross motor skills e.g. kicking, catching a ball (PD, PSED, M)</p> <p>Sit independently, balancing on a chair and feed themselves with a spoon and fork showing increased fine motor skills and coordination. They will be beginning to use a knife to cut soft foods with adult modelling (PSED, CL, PD)</p> <p>Identifies shapes and colours and names a few (M, CL, UW, L)</p> <p>Enjoy counting in songs and use the language of number, comparing amounts (M)</p> <p>Begin to understand value in size e.g. bigger, little & smaller, high, low, tall and heavy (M)</p>	<p>Be able to: Take turns in conversations, using sentences and is able to follow simple instructions and answer questions e.g. who, what & where (CL, L)</p> <p>Enjoy a selection of books and is able to finish the sentences when a favourite book is being read. Ask questions, comment and share their own ideas (CL, L, PSED)</p> <p>Show preferences and is able to make simple choices (CL, PSED)</p> <p>Understand & communicate needs & express a range of emotions, beginning to manage these (PSED, CL)</p>	<p>Be able to: Show a desire to be independent with things like putting their own coat or wellies on and be proud of their achievement (PSED, PD)</p> <p>Interact with others in pretend play and begin to take-turns with adult support (PSED, EAD)</p> <p>Begin to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on (PSED)</p> <p>Use a push-along wheeled toy independently, negotiating obstacles at a steady speed (PD, PSED)</p> <p>Explore properties of a variety of materials and use these to begin to create with a purpose (EAD, M)</p>