



Oswald Road Primary School

Little Ozzie's Owls

Toddler group (walkers and upwards)

	Development matters objectives:	Toddler group activities:
<b>Communication &amp; Language</b>	<p><b>Listening and Attention:</b></p> <p><b>8-20 months:</b></p> <ul style="list-style-type: none"> <li>• Moves whole bodies to sounds they enjoy, such as music or a regular beat.</li> <li>• Has a strong exploratory impulse.</li> <li>• Concentrates intently on an object or activity of own choosing for short periods.</li> <li>• Pays attention to dominant stimulus – easily distracted by noises or other people talking.</li> </ul> <p><b>16-26 months:</b></p> <ul style="list-style-type: none"> <li>• Listens to and enjoys rhythmic patterns in rhymes and stories.</li> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</li> <li>• Rigid attention – may appear not to hear.</li> </ul> <p><b>22-36 months:</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> </ul> <p><b>Understanding:</b></p> <p><b>8-20 months:</b></p> <ul style="list-style-type: none"> <li>• Developing the ability to follow others' body language, including pointing and gesture.</li> <li>• Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').</li> <li>• Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</li> </ul> <p><b>16-26 months:</b></p>	<ul style="list-style-type: none"> <li>• Range of instruments provided</li> <li>• Range of books</li> <li>• Group songs session</li> </ul>

	<ul style="list-style-type: none"> <li>•Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</li> <li>•Understands simple sentences (e.g. 'Throw the ball.')</li> </ul> <p><b>22-36 months:</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>•Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>•Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> <li>•Developing understanding of simple concepts (e.g. big/little).</li> </ul> <p><b>Speaking:</b></p> <p><b>8-20 months</b></p> <ul style="list-style-type: none"> <li>•Uses sounds in play, e.g. 'brrrm' for toy car.</li> <li>•Uses single words.</li> <li>•Frequently imitates words and sounds.</li> <li>•Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.)</li> <li>•Uses pointing with eye gaze to make requests, and to share an interest.</li> <li>•Creates personal words as they begin to develop language.</li> </ul> <p><b>16-26months:</b></p> <ul style="list-style-type: none"> <li>•Copies familiar expressions, e.g. 'Oh dear', 'All gone'.</li> <li>•Beginning to put two words together (e.g. 'want ball', 'more juice').</li> <li>•Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</li> <li>•Beginning to ask simple questions.</li> <li>•Beginning to talk about people and things that are not present.</li> </ul> <p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>•Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>•Holds a conversation, jumping from topic to topic.</li> <li>•Learns new words very rapidly and is able to use them in communicating.</li> <li>•Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.</li> <li>•Uses a variety of questions (e.g. what, where, who).</li> <li>•Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>•Beginning to use word endings (e.g. going, cats).</li> </ul>	
<p><b>Physical Development</b></p>	<p><b>Moving and handling:</b></p> <p><b>8-20 months</b></p> <ul style="list-style-type: none"> <li>•Sits unsupported on the floor.</li> <li>•When sitting, can lean forward to pick up small toys.</li> <li>•Pulls to standing, holding on to furniture or person for support.</li> <li>•Crawls, bottom shuffles or rolls continuously to move around.</li> <li>•Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult.</li> <li>•Takes first few steps independently.</li> <li>•Passes toys from one hand to the other.</li> <li>•Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</li> <li>•Picks up small</li> </ul>	<ul style="list-style-type: none"> <li>• Soft play equipment</li> <li>• Balancing equipment</li> <li>• Obstacle course</li> <li>• Balls</li> <li>• Hop scotch</li> <li>• Space hoppers</li> </ul>

	<p>objects between thumb and fingers. •Enjoys the sensory experience of making marks in damp sand, paste or paint. •Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</p> <p><b>16-26 months</b></p> <p>•Walks upstairs holding hand of adult. •Comes downstairs backwards on knees (crawling). •Beginning to balance blocks to build a small tower. •Makes connections between their movement and the marks they make.</p> <p><b>22-36 months</b></p> <p>•Runs safely on whole foot. •Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. •Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. •Can kick a large ball. •Turns pages in a book, sometimes several at once. •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. •Walks upstairs or downstairs holding onto a rail two feet to a step. •May be beginning to show preference for dominant hand.</p> <p><b>Health and selfcare:</b></p> <p><b>8-20 months</b></p> <p>•Opens mouth for spoon. •Holds own bottle or cup. •Grasps finger foods and brings them to mouth. •Attempts to use spoon: can guide towards mouth but food often falls off. •Can actively cooperate with nappy changing (lies still, helps hold legs up). •Starts to communicate urination, bowel movement.</p> <p><b>16-26 months</b></p> <p>•Develops own likes and dislikes in food and drink. •Willing to try new food textures and tastes. •Holds cup with both hands and drinks without much spilling. •Clearly communicates wet or soiled nappy or pants. •Shows some awareness of bladder and bowel urges. •Shows awareness of what a potty or toilet is used for. •Shows a desire to help with dressing/undressing and hygiene routines.</p> <p><b>22-36 months</b></p> <p>•Feeds self competently with spoon. •Drinks well without spilling. •Clearly communicates their need for potty or toilet. •Beginning to recognise danger and seeks support of significant adults for help. •Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. •Beginning to be independent in self-care, but still often needs adult support.</p>	
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Making relationships:</b></p> <p><b>8-20 months</b></p> <p>•Seeks to gain attention in a variety of ways, drawing others into social interaction. •Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when</p>	<ul style="list-style-type: none"> <li>• Play opportunities with other children</li> <li>• Opportunities for sharing</li> </ul>

supported by familiar person. •Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.

### **16-26 months**

•Plays alongside others. •Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. •Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.

### **22-36 months**

• Interested in others' play and starting to join in. •Seeks out others to share experiences. •Shows affection and concern for people who are special to them. •May form a special friendship with another child.

### **Self-confidence and self-awareness:**

#### **8-20 months**

• Enjoys finding own nose, eyes or tummy as part of naming games. •Learns that own voice and actions have effects on others. •Uses pointing with eye gaze to make requests, and to share an interest. •Engages other person to help achieve a goal, e.g. to get an object out of reach.

#### **16-26 months**

• Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.

#### **22-26 months**

•Separates from main carer with support and encouragement from a familiar adult. •Expresses own preferences and interests.

### **Managing feelings and behaviour:**

#### **8-20 months**

•Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. •Growing ability to soothe themselves, and may like to use a comfort object. •Cooperates with caregiving experiences, e.g. dressing. •Beginning to understand 'yes', 'no' and some boundaries

#### **16-26 months**

• Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement

	<p>and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p> <p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>•Seeks comfort from familiar adults when needed.</li> <li>•Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>•Responds to the feelings and wishes of others.</li> <li>•Aware that some actions can hurt or harm others.</li> <li>•Tries to help or give comfort when others are distressed.</li> <li>•Shows understanding and cooperates with some boundaries and routines.</li> <li>•Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>•Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>	
<p><b>Literacy</b></p>	<p><b>Reading</b></p> <p><b>8-20 months</b></p> <ul style="list-style-type: none"> <li>•Handles books and printed material with interest.</li> </ul> <p><b>16-26 months</b></p> <ul style="list-style-type: none"> <li>• Interested in books and rhymes and may have favourites.</li> </ul> <p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>•Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>•Repeats words or phrases from familiar stories.</li> <li>•Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> </ul> <p><b>Writing</b></p> <p><b>8-20 months</b></p> <p><b>16-26 months</b></p> <p>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language). Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p> <p><b>22-36 months</b></p> <ul style="list-style-type: none"> <li>•Distinguishes between the different marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Range of books</li> <li>• Group songs session</li> <li>• Mark making opportunities</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Numbers</b></p> <p><b>8-20 months</b></p>	<ul style="list-style-type: none"> <li>• Group songs session</li> <li>• Mark making opportunities</li> </ul>

	<p>•Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. •Has some understanding that things exist, even when out of sight.</p> <p><b>16-26 months</b>  •Knows that things exist, even when out of sight. •Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. •Says some counting words randomly.</p> <p><b>22-36 months</b>  •Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. •Recites some number names in sequence. •Creates and experiments with symbols and marks representing ideas of number. •Begins to make comparisons between quantities. •Uses some language of quantities, such as 'more' and 'a lot'. •Knows that a group of things changes in quantity when something is added or taken away.</p> <p><b>Shape, space and measure:</b></p> <p><b>8-20 months</b>  •Recognises big things and small things in meaningful contexts. •Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.</p> <p><b>16-26 months</b>  •Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. •Uses blocks to create their own simple structures and arrangements. •Enjoys filling and emptying containers. •Associates a sequence of actions with daily routines. •Beginning to understand that things might happen 'now'.</p> <p><b>22-36 months</b>  •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. •Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. •Anticipates specific time-based events such as mealtimes or home time.</p>	
<p><b>Understanding of the World</b></p>	<p><b>People and communicates:</b></p> <p><b>8-20 months</b>  The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</p> <p><b>16-26 months</b>  • Is curious about people and shows interest in stories about themselves and their family. •Enjoys pictures and stories about themselves, their families and other people.</p> <p><b>22-36 months</b>  •Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. •Beginning to have their own friends.</p>	<ul style="list-style-type: none"> <li>• Range of books</li> <li>• Dressing up</li> </ul>

	<p>•Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><b>The world</b></p> <p><b>8-20 months</b>  •Closely observes what animals, people and vehicles do. •Watches toy being hidden and tries to find it. •Looks for dropped objects. •Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. •Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.</p> <p><b>16-26 months</b>  •Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. •Remembers where objects belong. •Matches parts of objects that fit together, e.g. puts lid on teapot.</p> <p><b>22-36 months</b>  •Enjoys playing with small-world models such as a farm, a garage, or a train track. •Notices detailed features of objects in their environment.</p> <p><b>Technology</b></p> <p><b>8-20 months</b>  The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</p> <p><b>16-26 months</b>  •Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. •Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p> <p><b>22-36 months</b>  •Seeks to acquire basic skills in turning on and operating some ICT equipment. •Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	
<p><b>Expressive Art &amp; Design</b></p>	<p><b>Exploring and using media and materials</b></p> <p><b>8-20 months and 16-26 months</b>  •Explores and experiments with a range of media through sensory exploration, and using whole body. •Move their whole bodies to sounds they enjoy, such as music or a regular beat. •Imitates and improvises actions they have observed, e.g. clapping or waving. •Begins to move to music, listen to or join in rhymes or songs. •Notices and is interested in the effects of making movements which leave marks.</p> <p><b>22-36 months</b></p>	<ul style="list-style-type: none"> <li>• Mark making</li> <li>•</li> </ul>

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks.

### **Being imaginative**

#### **8-20 months**

Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development

#### **16-26 months**

- Expresses self through physical action and sound.
- Pretends that one object represents another, especially when objects have characteristics in common.

#### **22-36 months**

- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.