



How we support toddlers' development (16 - 26 months)

The table below shows how our practitioners support toddlers' (16 - 36 months) development through their practice and through the provision of an effective learning environment. It has been organised into the areas of the Early Years Foundation Stage.

Personal, Social and Emotional Development

Aspect	Effective Practice	Planning and Resources
<p>PSED: Attitudes and Dispositions</p>	<ul style="list-style-type: none"> • Ensure that each child is recognised as a valuable contributor to the group and celebrate cultural, religious and ethnic experiences • Recognise that children’s interest may last for long or short periods, and that their interests and preferences vary • Value and support the decisions children make. Encourage them when they try new things • Be aware of cultural differences in attitudes and expectations. Continue to share and explain practise with parents, ensuring a two-way communication using interpreter support when necessary 	<ul style="list-style-type: none"> • Collect stories for, and make books about children in the group, showing things they like to do. • Ensure resources reflect the diversity of children and adults within and beyond the setting. • Discuss with staff and parents how each child responds to activities, adults and their peers. Build on this to plan future activities and experiences for each child. • As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. • Consult with their parents about children’s varying levels of confidence in different situations.
<p>PSED: Self-confidence and Self-esteem</p>	<ul style="list-style-type: none"> • Be aware and alert to possible dangers, while recognising the importance of encouraging young children’s sense of exploration and mastery • Involve all children in welcoming and caring for one another • Begin to be assertive and self-assured when others have realistic expectations of their competence • Begin to recognise danger and know who to turn to for help • Feel pride in their own achievements 	<ul style="list-style-type: none"> • Consider ways in which you provide for children with disabilities to make choices, and express preferences about their carers and activities. • Display photographs of carers, so that when young children arrive, their parents can show them who will be there to take care of them. • Record individual achievements that reflect significant progress for every child: one may have stepped on the slide; another may be starting to play readily with others. • Seek and exchange information with parents about young children’s concerns, so that they can be reassured if they feel uncertain.
<p>PSED:</p>	<ul style="list-style-type: none"> • Give your full attention when young children look to you a response 	<ul style="list-style-type: none"> • Regularly evaluate the way you respond to different children.

<p>Making Relationships</p>	<ul style="list-style-type: none"> • Help young children to label emotions such as sadness, or happiness, by talking to them about their own feelings and those of others • Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn 	<ul style="list-style-type: none"> • Chose books and stories in which characters show empathy for others. • Provide books which represent children’s diverse backgrounds and which avoid negative stereotypes. Make photographic books about the children in the setting and encourage parents to contribute to these. • Create areas in which children can sit and chat with friends, such as a snug den.
<p>PSED: Behaviour and Self-Control</p>	<ul style="list-style-type: none"> • Reduce incidents of frustration and conflict by keeping routines flexible so that young children can pursue their interests • Help children to understand their rights to be kept safe by others, and encourage them to talk about ways to avoid harming or hurting others 	<ul style="list-style-type: none"> • Duplicate materials and resources to reduce conflict, for example, two tricycles or two copies of the same book. • Have agreed procedures outlining how to respond to changes in children’s behaviour. • Share policies and practice with parents, ensuring an accurate two-way exchange of information through translated materials, where necessary.
<p>PSED: Self-Care</p>	<ul style="list-style-type: none"> • Praise effort such as when a young child offers their arm to put in a coat sleeve • Be aware of the differences in cultural attitudes to children’s developing independence 	<ul style="list-style-type: none"> • Ensure that there is time for young children to contemplate a self-chosen task, such as trying to put on their own shoes. • Allow children to pour their own drinks, serve their own food, choose a story, hold a puppet or water a plant. • Choose some stories that highlight the consequences of choice. • Provide pictures or objects representing options to support children in making and expressing choices.
<p>PSED: Sense of Community</p>	<ul style="list-style-type: none"> • Help children to learn each others names, for example, through songs and rhymes • Be positive about differences and support children’s acceptance of difference. Be aware that negative attitudes towards difference are learned from examples 	<ul style="list-style-type: none"> • Display pictures of groups of young children, showing what they look like, and the things they like to do, eat or play with. Provide positive images of all children including those with diverse physical characteristics, including disabilities.

	<p>the children witness</p> <ul style="list-style-type: none"> • Talk to children about their friends, their families, and why they are important 	<ul style="list-style-type: none"> • Support children’s understanding of difference and of empathy by using props such as Persona dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided. • Share photographs of children’s families, friends, pets or favourite people.
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Communication, Language and Literacy

Aspect	Effective Practice	Planning and Resources
<p>CLL: Language for Communication</p>	<ul style="list-style-type: none"> • Recognise young children’s competence and appreciate their efforts when they show understanding of new words and phrases • Sensitively demonstrate pronunciation and ordering of words in response to what children say, rather than correcting them • Accept and praise words and phrases in home languages, saying English alternatives and encouraging their use • Plan to talk through and comment on some activities to highlight specific vocabulary or language structures, for example, “you’ve caught the ball. I’ve caught the ball. Nasima’s caught the ball”. This approach is helpful in encouraging all children’s developing language skills • Talk about things that interest young children and listen and respond to their ideas and questions. For children learning English as an additional language, value non-verbal communications and those offered in home languages. Respond by adding to words, gestures, objects and other visual cues to support two-way understanding • 	<ul style="list-style-type: none"> • Allow time to follow young children’s lead and have fun together while talking about actions such as going up, down or jumping • Encourage parents whose children are learning English as an additional language to continue to encourage the use of their first language at home • Provide books with repetitive stories and phrases to read aloud to children to support specific vocabulary or language structures • Display pictures and photographs showing familiar events, objects and activities and talk about them with children • Provide activities which help children to learn to distinguish different sounds, word patterns and rhythms
<p>CLL:</p>	<ul style="list-style-type: none"> • Be aware that young children’s understanding is much greater than their ability to express thoughts and ideas 	<ul style="list-style-type: none"> • Plan play activities and provide resources that encourage young children to engage in symbolic play

Language for Thinking	<ul style="list-style-type: none"> • Use talk to describe what children are doing by providing a running commentary: "Oh, I can see what you are doing, you have put the milk in the cup first." • Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. • Encourage children to learn one another's names and pronounce them correctly. Ensure staff can pronounce the names of children, parents and other staff members 	<ul style="list-style-type: none"> • Include things which excite young children's curiosity, such as hats, bubbles, shells, storybooks, seeds, and snails • Provide activities, such as cooking, where talk is used to anticipate or anticipate what children will be doing • Plan to encourage correct use of language by telling repetitive stories, and playing games which involve repetition of words and phrases
CLL: Linking Sounds and Letters	<ul style="list-style-type: none"> • Encourage young children to explore and imitate sound. Talk about the different sounds they hear, such as a tractor's "chug, chug" while sharing a book • Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books • Use rhymes from a variety of cultures and ask for parents to share their favourites from their home languages • Be aware of the needs of children learning English as an additional language 	<ul style="list-style-type: none"> • Collect resources that children can listen to and what to learn to distinguish between. These may include noises in the street, and games that involve guessing which object makes a particular sound • Use puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book
CLL: Reading	<ul style="list-style-type: none"> • Use different voices to tell stories and encourage young children to join in wherever possible • Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props 	<ul style="list-style-type: none"> • Provide CDs and tapes of rhymes, stories, sounds and spoken words • Provide stories, pictures and puppets which allow children to experience and talk about how characters feel • Provide dual-language books to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate in English or in a different home language

<p>CLL: Writing</p>	<ul style="list-style-type: none"> • Discuss with young children what different marks represent • Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts 	<ul style="list-style-type: none"> • Give young children, who are keen to represent the same experience repeatedly, a range of mark-making materials • Provide materials which reflect a cultural spread, so that young children see marks with which they are familiar with, for example, Chinese script on a fabric shopping bag
<p>CLL: Handwriting</p>	<ul style="list-style-type: none"> • Help young children to develop their manipulative skills by engaging them in activities such as tearing (paper), scribbling, rolling and printing • Encourage children to handle and manipulate a variety of media and implements, for example, clay, finger-paint, spoons, brushes and shells 	<ul style="list-style-type: none"> • Provide resources for finger-painting and play with soapy water, to interest young children who are not yet able to hold a brush or felt pen to make marks • Vary the range of equipment and tools located with familiar activities, for example, put small scoops, rakes or sticks with the sand

Problem Solving, Reasoning and Numeracy

Aspect	Effective Practice	Planning and Resources
<p>PSRN: Numbers as Labels for Counting</p>	<ul style="list-style-type: none"> • Use Provide varied opportunities number words in meaningful contexts, for example, "Here's your other mitten. Now we have two" • Talk to young children about 'lots' and 'few' as they play • Talk about young children's choices and, where appropriate, demonstrate how counting helps us to find out how many • Give opportunities for children to practise one-to-one correspondence in real-life situations • Talk about maths in everyday situations, for example, doing up a coat, one hole for each button • Tell parents about all the ways children learn about numbers in your setting. Have interpreter support or translated materials to support children and families learning English as an additional language • Show children how we use counting to find out 'how 	<ul style="list-style-type: none"> • Provide varied opportunities to explore 'lots' and 'few' in play. • Equip the role-play area with things that can be sorted in different • Provide collections of objects that can be sorted and matched in various ways • Provide resources that support children in making one-to-one correspondences, for example, giving each dolly a cup • Introduce number labels to use out doors for car number plates, house numbers and bus numbers • Create a 'number rich' environment in the home play area. Introduce numbers such as they are used at home, by having a clock, a telephone and a washing machine • Keep a diary with children about their favourite things. Talk about how many like apples, or which of them watch a particular TV programme at home

	<p>many'</p> <ul style="list-style-type: none"> • Talk about how the symbols and marks you make stand for numbers and quantities • Ask questions such as "Would you like one sandwich or two?" • At mealtimes talk about portions or food so that children learn about quantities, such as 'enough', 'more', 'how many'. • Encourage parents of children learning English as an additional language to talk in their home language about quantities and numbers 	
<p>PSRN: Calculating</p>	<ul style="list-style-type: none"> • Foster children's ability to classify and compare amounts • Use 'tidy up time' to promote logic and reasoning about where things fit and are kept • Help children to organise their ideas by talking to them about what they are doing • Play games which relate to number order, addition and subtraction, such as hopscotch and skittles • Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds' 	<ul style="list-style-type: none"> • Encourage children, when helping with domestic tasks, to put all the pieces of apple on one dish and all the pieces of celery on another for snack • Use pictures or shapes of objects to indicate where things are kept and encourage children to work out where things belong • Provide props for children to act out counting songs and rhymes • Provide games and equipment that offer opportunities for counting, such as skittles • Plan to incorporate a mathematical component in areas such as sand, water, or other play areas
<p>PSRN: Shapes, Space and Measures</p>	<ul style="list-style-type: none"> • Talk to children, as they play with water or sand, to encourage them to think about when something is full, empty or holds more • Help young children to create different arrangements in the layout of road and rail tracks • Highlight patterns in daily activities and routines • Help children to touch, see and feel shape through art, music and dance • Encourage children to create their own patterns in art, 	<ul style="list-style-type: none"> • Provide different sizes and shapes of containers in water play, so that children can experiment with quantities and measures • Offer a range of puzzles with large pieces and knobs or handles to support success in fitting shapes into spaces • Collect pictures that illustrate the use of shapes and patterns from a variety of cultures, for example, Arabic designs • Provide opportunities for children to measure time (sand

	<p>music and dance</p> <ul style="list-style-type: none"> • Talk about and help children to recognize patterns. • Draw children's attention to the pattern of square/oblong/square, which emerges as you fold or unfold a tablecloth or napkin. • Be consistent in your use of vocabulary for weight and mass. • Sort coins on play trays into interesting arrangements and shapes; sort them into bags, purses and containers. • Measure for a purpose, such as finding out whether a teddy will fit in a bed. 	<p>timer), weight (balances) and measure (non-standard units)</p> <ul style="list-style-type: none"> • Vary the use of volume and capacity equipment in the sand, water and other play areas to maintain interest
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Knowledge and Understanding of the World

Aspect	Effective Practice	Planning and Resources
<p>KUW: Exploration and Investigation</p>	<ul style="list-style-type: none"> • Encourage young children as they explore particular patterns of thought or movement, sometimes referred to as schemas. • Recognize that when a child does such things as jumping in a puddle, they are engaging in investigation 	<ul style="list-style-type: none"> • Provide material that support particular schemas, for example, things to throw, for a child who is exploring trajectory • Find out from parents about their child's interests and discuss how they can be encouraged • Plan for inclusion of information from parents who do not speak English • Make use of outdoor areas to give opportunities for investigation of the natural world
<p>KUW: Design and Making</p>	<ul style="list-style-type: none"> • Offer a commentary on what young children are doing, describing actions such as "You nearly managed it then, by pulling that handle" • Recognise that children's investigations may appear futile, but that a child may be on the brink of an amazing discovery as they meticulously place more and more things on top of one another 	<ul style="list-style-type: none"> • Provide a range of items to inspire young children's curiosity, ensure their investigations are conducted safely • Provide culturally diverse artefacts and encourage parents to bring in culturally specific and familiar items from home to share • Build on children's particular interests by adding resources to sustain and extend their efforts
<p>KUW: ICT</p>	<ul style="list-style-type: none"> • Talk about the effects of children's actions, as they investigate what things they can do • Talk about ICT apparatus, what it does, what they can do 	<ul style="list-style-type: none"> • Incorporate technology resources that children recognise into their play, such as a camera • Provide safe equipment for children to play with, such as

	with it and how to use it safely	torches, transistor radios or karaoke machines
KUW: Time	<ul style="list-style-type: none"> Let young children know that you understand their routines. Talk them through the things you do as you get things ready Make a diary of photographs to record a special occasion Use the language of time such as 'yesterday', 'tomorrow' or 'next week' 	<ul style="list-style-type: none"> Collect stories that focus on the sequence of routines, for example, getting dressed, asking, "How do I put it on?" Provide opportunities for children to work through routines in role-play, such as putting a 'baby' to bed
KUW: Place	<ul style="list-style-type: none"> Encourage young children to explore puddles, trees and surfaces such as grass, concrete and pebbles Tell stories such as places and journeys, such as <i>Whatever Next!</i> By Jill Murphy 	<ul style="list-style-type: none"> Develop use of the outdoors so that children can investigate features, for example, a mound, a path or a wall Provide story and information books about places, such as a zoo or the beach, to build on visits to real places
KUW: Communities	<ul style="list-style-type: none"> Talk to young children about the special people in their lives Talk to young children about valuing all skin colour differences Encourage children to take on different roles in role-play Support children's friendships by talking to them about their characteristics, such as being kind, or fun to be with 	<ul style="list-style-type: none"> Give opportunities for talk with other children, visitors and adults Provide a soft toy for children to take home over night, in turn. Talk with children about what the toy has done during these excursions

Physical Development

Aspect	Effective Practice	Planning and Resources
PD: Movement and Space	<ul style="list-style-type: none"> Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas Use exploration to stimulate exploration with rhythms of movement Anticipate young children's exuberance and ensure that space is clear for their rapid, and sometimes unpredictable, movements Be aware that children can be very energetic for short bursts and need periods of rest and relaxation 	<ul style="list-style-type: none"> Provide children who have physical disabilities with equipment that is easily accessed and resources that meet their individual needs Tell stories that encourage children to think about the way they move Provide different arrangements or toys and soft play materials to encourage crawling, tumbling, rolling and climbing Provide arrange of large play equipment that can be used in different ways, such as boxes, ladders, 'A' frames and

	<ul style="list-style-type: none"> • Encourage and guide children to persevere at a skill • Value the way children choose to move • Give as much opportunity as possible for children to move freely between indoors and outdoors • Talk to children about their movements and help them explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake • Encourage children to move, using a range of body parts, and to perform given movements at more than one speed, such as quickly, slowly, or on tip toe • Encourage body tension activities such as stretching, reaching, curling, twisting and turning • Be alert to the safety of children, particularly those who might over stretch themselves • Introduce the vocabulary of spatial relationships, such as 'between', 'through' and 'above'. 	<p>barrels</p> <ul style="list-style-type: none"> • Plan time for children to experiment with equipment and to practise their skills • Undertake risk assessment and provide safe spaces where children can move freely. Create 'zones' for some activities and explain safety to children and parents • Plan to respect individual progress and preoccupations. Allow time for exploration and for children to practise the movements they choose • Provide real and -role play opportunities for children to create pathways, for example, road layouts, 'taking the pushchair to the home corner' or 'going on a picnic' • Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music • Plan activities that involve moving and stopping, such as musical bumps
<p>PD: Health and bodily awareness</p>	<ul style="list-style-type: none"> • Support parents' routines with young children's toileting by having flexible routines and by encouraging children's efforts at independence • Discuss cultural expectations for toileting, since in some cultures young boys may be used to sitting rather than standing at the toilet • Value children's choices and encourage them to try something new and healthy • Involve young children in the preparation of food • Encourage repetition in movements and sensory experiences • Give children the chance to talk about what they like to eat, while reinforcing messages about healthier choices, and to learn about each other's preferences • Remember that children who have limited opportunity to 	<ul style="list-style-type: none"> • Offer choices for children in terms of potties, trainer seats or steps • Establish routines that enable children to look after themselves, for example, putting their clothes and aprons on hooks or washing themselves • Create time to discuss options so that young children have choices between healthy options, such as whether they will drink water, juice or milk • Ensure children's safety, while not unduly inhibiting their risk-taking • Display a colourful daily menu showing healthy meals and snacks and discuss choices with the children, reminding them, for example, that they tried something previously and might like to try it again • Be aware of eating habits at home and of the different way people eat their food

	play outdoors may lack a sense of danger	
PD: Using Equipment and Materials	<ul style="list-style-type: none"> • Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves • Help children find comfortable ways of grasping, holding and using things they wish to use, such as a hammer, a paintbrush or a teapot in the home corner • Encourage children in their effort to do up buttons or pour a drink 	<ul style="list-style-type: none"> • Provide materials that enable children to help with chores such as sweeping, pouring, digging, or feeding pets • Provide sticks, rollers and moulds for young children to use in dough, clay or sand • Resource the home play area with cooking utensils and babies' clothes so that children can handle tools and materials meaningful in the imaginative play

Creative Development

Aspect	Effective Practice	Planning and Resources
CD: Being Creative – Responding to Experiences, Expressing and communicating Ideas	<ul style="list-style-type: none"> • Support children's patterns of play in different activities, for example, transporting blocks to the sand area • Help children value their creative responses by your interest in the way they move, represent or express their mood 	<ul style="list-style-type: none"> • Introduce young children to light fabric curtains, full-length mirrors and soft play cubes for hiding in, peeping at and crawling through • Provide props such as streamers for children to wave to make swirling lines, or place shiny mobiles, made from unwanted CDs, in the trees to whirl around in the wind
CD: Exploring Media and Materials	<ul style="list-style-type: none"> • Accept wholeheartedly young children's creations and help them to see them as something unique and valuable • Be interested in children's creative processes and talk to them about what they mean to them 	<ul style="list-style-type: none"> • Make notes detailing the processes involved in children's creations to share with the parents • Choose unusual or interesting materials and resources that inspire exploration, such as textured wall coverings, raffia, string, translucent paper or water-based glues with colour added
CD: Creating Music and Dance	<ul style="list-style-type: none"> • Listen with children to a variety of sounds, talking about favourite sounds, songs and music • Introduce children to language to describe sounds and rhythm, for example, loud and soft, fast and slow. • Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how 	<ul style="list-style-type: none"> • Make a sound line using a variety of objects strung safely, that will make different sounds, such as wood, pans or plastic bottles filled with different things • Invite dancers and musicians from theatre groups, the locality or a nearby school so that children can begin to experience live performances

	<p>sound and movement develop from feelings and ideas</p>	<ul style="list-style-type: none"> • Draw on a wide range of musicians and story-tellers from a variety of cultural backgrounds to extend children's experiences and reflect their cultural heritage
<p>CD: Developing Imaginative Play</p>	<ul style="list-style-type: none"> • Show genuine interest and be willing to play along with a young child who is beginning to pretend • Sometimes speak quietly, slowly or gruffly for fun in pretend scenarios with children 	<ul style="list-style-type: none"> • Provide a variety of familiar resources reflecting everyday life, such as magazines, fabric shopping bags, telephones or washing machines • Offer additional resources reflecting interests such as tunics, cloaks and bags