



# Toddler Program

## Developmental Goals



*Our overall goal is to help our students learn about God's love for them and that school is a safe and happy place. Through literature, Bible stories, art, music and hands-on learning activities we build each child's self-esteem, promote their independence, enhance their creativity and facilitate friendships, mutual respect and a sense of community.*

<b>Cognitive</b>	<ul style="list-style-type: none"><li>*Explores classroom, toys and materials (1.1)</li><li>*Explores a variety of sensory materials through touch (1.1)</li><li>*Explores cause and effect relationships through play and behavior choices (1.1)</li><li>*Begins to recognize name in print (1.1)</li><li>*Begins to recite ABCs &amp; count to 10 through songs/finger plays (1.2)</li><li>*Begins memory recall (1.3)</li><li>*Recognizes names of peers/teachers and will look for them when named (1.3)</li><li>*Becomes familiar with numbers, colors &amp; shapes through songs/finger plays (1.4)</li><li>*Begins to sort objects by a common attribute (color or size) (1.4)</li><li>*Beginning to make size comparisons -big vs little (1.4)</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>*Points or leads teacher by hand to communicate wants/needs (1.1)</li><li>*Waves hello, goodbye, &amp; blows kisses (1.1)</li><li>*Plays peek-a-boo and Pat a Cake (1.1)</li><li>*Uses 1-2 word sentences (1.2)</li><li>*Varies voice pitch, volume, and inflection (1.2)</li><li>*Begins to repeat familiar rhymes/songs (1.2)</li><li>*Recognizes and names familiar people and objects (1.2)</li><li>*Refers to self by name (1.2)</li><li>*Makes and maintains eye contact (2.1)</li><li>*Will turn and look at a person or object when teacher points to it (2.1)</li><li>*Responds to name when called (2.2)</li><li>*Begins to learn to follow directions (2.2)</li><li>*Begins to understand positional words: up, down, top, bottom, under, over, together, apart (2.2)</li><li>*Responds to questions (2.2)</li><li>*Points to head, neck, tummy, arms, feet, when named (2.2)</li><li>*Turns 2-3 pages of a book at a time (3.1)</li><li>*Will look at pictures in books (3.1)</li><li>*Can sit for a short story - 5 to 7 minutes (3.2)</li></ul>

<b>Creative Expression</b>		<ul style="list-style-type: none"> <li>*Scribbles with crayons using whole fist to grasp top of the crayon (1.1)</li> <li>*Developing hand dominance but still shifts between left and right hand (1.1)</li> <li>*Paints with whole arm movements, makes vertical strokes (1.1)</li> <li>*Begins to imitate drawing vertical and horizontal lines (1.1)</li> <li>*Begins to imitate teacher's movements - finger plays, Minds In Motion activities (1.2)</li> <li>*Enjoys singing, dancing and playing rhythm instruments (1.3)</li> <li>*Begins to engage in pretend play and role playing (1.4)</li> </ul>
<b>Motor</b>	Gross Motor	<ul style="list-style-type: none"> <li>*Sits, crawls &amp; walks (1.1)</li> <li>*Can begin to bear weight on two arms (1.1)</li> <li>*Sits on floor without leaning against a wall or adult (1.2)</li> <li>*Bends and squats to pick up a toy without falling (1.2)</li> <li>*Walks up and down steps placing both feet on step (1.2)</li> <li>*Can balance and bear weight on one arm while using the other arm - Ex., balances on one arm while "driving" a car with the other (1.3)</li> <li>*Can reach across the body to grab an object that is out of reach (1.3)</li> <li>*****</li> <li>*Turns knobs (1.3)</li> <li>*Can stack 3-4 blocks into a tower (1.3)</li> </ul>
	Fine Motor	<ul style="list-style-type: none"> <li>*Places up to 5 pegs in a pegboard (1.3)</li> <li>*Places up to 4 rings on a stick (1.3)</li> <li>*Can string large beads (1.3)</li> <li>*Places large shapes into a shape sorter (1.3)</li> <li>*Uses thumb and index finger to pick up small objects (1.4)</li> <li>*****</li> </ul>
	Self-Help	<ul style="list-style-type: none"> <li>*Begins to learn to pick up after an activity (1.5)</li> <li>*Washes hands after diaper changes, before and after meals (1.5)</li> <li>*Brings a spoon to mouth independently (1.5)</li> </ul>
<b>Social Emotional</b>		<ul style="list-style-type: none"> <li>*Feels secure in their surroundings and with their teachers (1.1)</li> <li>*Engages in independent and parallel play (1.2)</li> <li>*Initiates social interactions through gestures and words (1.2)</li> <li>*Uses facial expressions to show emotion (2.1)</li> </ul>