Language Development

The Breakwater toddler curriculum supports the following milestones typical for children 18-36 months:

- **Receptive Language**: Understanding the meaning of information, ideas, and feelings expressed by others; increased understanding of language and vocabulary development.
  - Understands and is able to follow a one, two, or three+ part command
  - Understands prepositions such as: IN, ON, OVER, UNDER, BEHIND, NEXT TO
  - Begins to express feelings with words
  - Uses two to three word phrases
  - Understands contrast such as Yes/No, Run/Stop, Up/Down, Come/Go
  - With adult directions, finds items needed for an activity
  - Shows increased attention span when being read to, and enjoys listening to rhymes, finger plays and songs of increased complexity

- **Expressive Language**: The use of sounds, gestures, words, phrases or sentences to express self.
  - Uses words or actions to request assistance from familiar adults
  - Combines words into simple sentences such as “I do it”
  - Asks and answers simple questions such as “why?” and “where?”
  - Uses everyday experiences to build on vocabulary: Talks about what they are doing, refers to self by name, articulation becomes more clear.
  - Exhibits increased participation with written forms of communication:
  - Looks at books, make sounds that relate to pictures in books, turns pages at the right time
  - Memorizes and repeats phrases of songs, books and rhymes

- **Emotional Expression**: Ability to communicate feelings
  - Begins to experience self conscious emotions such as Embarrassment and Frustration
  - Uses artistic tools for creative expression. Drawing a picture of “my family”
  - Emotional Understanding: Ability to understand the emotional expressions of self and others.

- **Emotional Understanding**: Ability to understand the emotional expressions of self and others.
  - Begins to talk about and play-act emotions: “I sad”
  - Begins to show sympathetic responding to others
Curriculum

Social Emotional Development

The Breakwater toddler curriculum supports the following milestones typical for children 18-36 months:

- **Self Awareness**: Understanding that the self is a separate being with an identity of his or her own and with connectedness to others
  - Recognizes self in the mirror or in photographs
  - Says own name in response to a photo
  - Uses “me” or name: “me Sophie”
  - Identifies self by gender such as “I boy”
  - Uses adjectives to refer to self: “I big”

- **Self Concept**: Development in knowing and valuing self; growing ability to make independent decisions and choices
  - Wants to do things independently
  - Uses evaluative words to talk about self

- **Self Regulation**: Development of the ability to regulate emotions and mood
  - Shows impulse control by walking around spilled items
  - Anticipates and follows routines when prompted such as clean up time

- **Peer Interaction**: Noticing, relating with and becoming attached to people around the child’s own age
  - Engages in some joint exploration and associative play
  - Shows concern for a peer who is in distress
  - Includes other children in pretend play
  - Shows reciprocal exchanges with peers such as playing chase
  - Seeks out a particular peer to be around

- **Adult Interaction**: Noticing, relating with and becoming attached to people older than themselves
  - Shares accomplishments with adults
  - Checks back with caregiver when playing or exploring
  - Demonstrates decreasing anxiety around unfamiliar adults
  - Begins to soothe self when separated from primary caregiver
  - Carries on sustained interactions with caregivers
  - Begins to show self-conscious emotions like pride, or embarrassment
  - Is eager to help with chores
  - Imitates adult household activities and other people’s roles like police officer, doctor, firefighters, mother, father, and baby
Cognitive Development

The Breakwater toddler curriculum supports the following milestones typical for children 18-36 months:

- **Exploration and Discovery:** Experiencing the properties of things, developing curiosity and inquiring about the world
  - Independently explores the immediate environment to investigate what is there
  - Tries new activities, materials and equipment

- **Problem Solving, Symbolic Thought, and Creative Expression:** Developing the ability to find a solution to a dilemma; using mental representation and learning to be imaginative in self-expression
  - Begins to solve simple problems in his or her head
  - Acts out dramatic play role-play themes with others; engages in pretend play
  - Uses objects for other than their intended purpose such as a block as a phone

- **Concept Development and Memory:** Understanding cause and effect and the permanence of things. Developing memory skills and the beginnings of representational thought
  - Engages in pretend play acting out simple dramatic play themes with others
  - Counts to two or three and can recite numbers with prompting/adult cues
  - Uses some number words during play or activities such as “I want two”
  - Imitates counting rhymes
  - Fills and empties containers with sand, water or small toys
  - Shows interest in patterns and sequences
  - Shows some understanding of daily schedule such as the time for nap, lunch and outdoor play
  - Matches simple shapes
  - Classifies, labels, and sorts objects by characteristics
  - Arranges objects in lines
The Breakwater toddler curriculum supports the following milestones typical for children 18-36 months:

- **Gross Motor:** Ability to maintain stability in various positions and to move from one position to another, dependent upon coordination of muscle strength and muscle tone
  - Exhibits more control and coordination of large muscle and body movement
  - Uses arms and legs with more purposefulness: hammers a peg, takes off shoe
  - Engages in creative movement and dance spontaneously, and when prompted by music and adults cues

- **Fine Motor:** Eye-hand or skilled sensory coordination
  - Uses crayon to imitate marks/scrubbles
  - Holds object with one hand and manipulates it with other
  - Folds blanket, cloth, or paper
  - Shows preference for one hand
  - Holds spoon, fork, cup but may still spill
  - Puts on some easy clothing
  - Turn the pages of a book

- **Perceptual Development:** Ability to take in and organize sensory experience (taste, touch, smell, sight, sound, feelings, motion/action). Senses provide the means by which information from the environment is processed by the central nervous system. Sensory, motor and cognitive skills are interconnected and always influencing each other
  - Sensory thresholds do not interfere with desire to explore surroundings
  - Visual discrimination is more defined such as noticing buttons on shirt
  - Hearing discrimination more refined: isolates familiar sounds in tandem with cognitive development

- **Self Help and Adaptive Skill Development:** Using motor skills to show increased independence and ability to take care of own needs
  - Continues to progress with self feeding
  - Continues to show interest in dressing self
  - Shows increased interest and proficiency with toileting skills
  - May show increased interest in helping with chores