

HOME CORNER TODDLERS

Resources that should always be available:	Possible learning experiences/ invitations to play	Consider Attention Levels
<p>Selection of kitchen equipment Large and small pots and pans Metal spoons, ladles etc. Small selection of play food Selection of hats, scarves, bags Selection of material Large dolls and clothes Display of family photographs Telephone Small selection of real food packaging (6) Remember to include items from your EAL children's home countries (ask parents for packaging etc)</p> <p>Always consider the relevance to children if you are considering changing the role play. Do they know what happens at a travel agents, garden centre etc? REMEMBER we need to offer real life experiences that the children know and can relate to.</p>	<p>Continue to support the interest in filling and pouring To support the transporting schema Adult encourage child to prepare meal and discuss how things work. Telephone conversation joining in and asking appropriate questions. Encourage children to be aware of each other. Adult to intervene with different ideas. (Tea Party) Develop language skills Appropriate mathematical skills (count knives and forks) To use imagination and engage in role play that relates to their real life experiences To begin to play alongside and with others To begin to learn to take turns Fine motor skills Using equipment Using resources independently To ask questions why and how things happen and work. Include Toddler talk activities. Look out for schemas and include them in your planning.</p>	<p>Fleeting attention- Is the child easily distracted and flits from one activity to another- Reduce distractions, let the child lead, use appropriate child adult interaction Rigid Attention- Can the child concentrate on a task of their own choice, but really doesn't like to be interrupted. They are not being naughty, they are absorbed and concentrating, Choose activities that motivate the child, restrict the number of toys but still give choice, reduce distractions and work 1-1 Single Channelled- Do the children struggle to follow an instruction when they are doing something else? Remember to gain a child's attention, call their name, stop them doing the activity and then start talking</p>
		<p>Words to build vocabulary</p> <p>Relationships - Mum, Dad, brother, sister, family, Different types of houses, foods, activities that relate to individual lives Basic number Mix, fill, pour, empty Concentrate on Blank Level 1- naming things and Blank Level 2- Describing things, Answering who, what and where questions. 60% of 3 year olds understand level 1 and 2 questions.</p>

Possible things to look listen & note...

<p>Do children use single words? Do the children watch what their friends are doing? Do children use sound in their play? Are children beginning to put two words together? Do children draw others into social interaction? Do children enjoy looking at pictures of their families?</p>	<p>Do children like to play next to each other? Do children use toys to pretend they are something else for example banana for a phone, colander for a hat etc. teddy for baby? Do children try to do things for themselves for example, taking off their shoes and putting them back on? Do children sometimes share their toys with others? Can children use words they have heard you say for example "Oh dear" Can children put things together that belong together for</p>	<p>Do children share resources? Are they interested in others play and starting to join in? Are the children talking about their home lives and family experiences? Are the children talking about numbers and shapes as they play? Eg counting plates and cups, "the clock is a circle" Are the children trying to put on the dressing up clothes? Are they engaging in pretend play "I'm mummy, you can be the baby", making cups of tea, bathing the baby etc</p>