



# *Toddler Curriculum*



NORD ANGLIA  
INTERNATIONAL SCHOOL  
GUANGZHOU

# 16-26 Months

## Physical Development

### Moving and Handling



- Walks upstairs holding the hand of an 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 .

## Physical Development

### Health and Self Care



- Develops own likes and dislikes in food and drink.
- Is willing to try new foods textured and tastes.
- Holds a cup with both hands and drinks without much spilling.
- Clearly communicated wet or soiled nappy or pants.
- Shows some awareness of what a potty or toilet is used for.
- Shows a desire to help with dressing/ undressing and hygiene routines.

## Personal, Social & Emotional

### Making Relationships



- 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.

## Personal, Social & Emotional

### Confidence And Self Awareness

- 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 the child to understand their own thinking, which may be different from others.)
- Demonstrates sense of self as an individual, e.g. wants to do things independently, says 'no' to an adult.

## Personal, Social & Emotional

### Managing Feelings and Behavior

- Is aware of the feelings of others, for example, look concerned if hears crying or looks excited if hears a familiar happy voice.
- Growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums

## Personal, Social & Emotional

### Managing Feelings and Behavior



- Responds to a few appropriate boundaries, with encouragement and support.
- Begins to learn that some things are theirs, some things are shared and some things belong to other people.

# 16-26 Months

## Communication and Language

### Listening Skills

- Listens to and enjoys rhythmic patterns in rhymes and stories.
- Enjoys rhymes and demonstrates listening, trying to join in with actions or vocalizations.
- Rigid attention may appear not to hear.

### Understanding Skills

- Selects familiar objects by name and will go find objects when asked, or identify objects from a small group.
- Understands simple sentences e.g. 'Throw the ball.'



## Communication and Language

### English & Chinese Speaking Skills

- Copies familiar expressions, e.g. 'Oh dear,' 'All gone.'
- Beginning to put two words together (e.g. 'want ball,' 'more juice.')
- Uses different types of every day words (nouns, verbs, adjectives, e.g. banana, go, sleep, hot.)
- Beginning to ask simple questions.
- Beginning to talk about people and things that are not present.



## English Literacy

### Reading Skills

- Interested in books and rhymes and may have favorites
- Shows an interest when being read to



## English Literacy

### Writing Skills

- Children's later writing is based on skills and understanding 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 words they can say.



## Personal, Social & Emotional

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# 16-26 Months

## Maths Development

### Numbers



- Knows that's things exist, even when out of sight.
- Beginning to organise and categorize objects, e.g. putting all the teddy bears together or teddies and cars into separate piles.
- Says some counting words randomly.

## Maths Development

### Shape, Space & Measure



- 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.

## Expressive Arts & Design

### Being Imaginative



- Expresses self through physical action and sound.
- Pretends that different objects have characteristics in common.

## Expressive Arts & Design

### Media & Materials



- Explores and experiments with a range of media through sensory exploration, and using whole body.
- Moves their whole body to the 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 and songs.
- Notices and is interested in the effects of making movements which leave marks.

## Understanding the World

### People and Communities

- Is curious about people and shows interest in stories and pictures about themselves, their families and other people.

### The World

- Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.

## Understanding the World

### Technology



- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.
- Shows interest in toys with buttons, apps and simple mechanisms and begins to learn how to operate them.
- Remembers where objects belong.
- Matches parts of objects that go together, e.g. puts life on teapot.