

Curriculum



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
 - Begin 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.
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 - Begins to talk about and play-act emotions: "I sad"
 - Begins to show sympathetic responding to others



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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



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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



Curriculum



Physical Development

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/scribbles
 - 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

