

## Being Two and Three Years Old

We want to improve children's ...

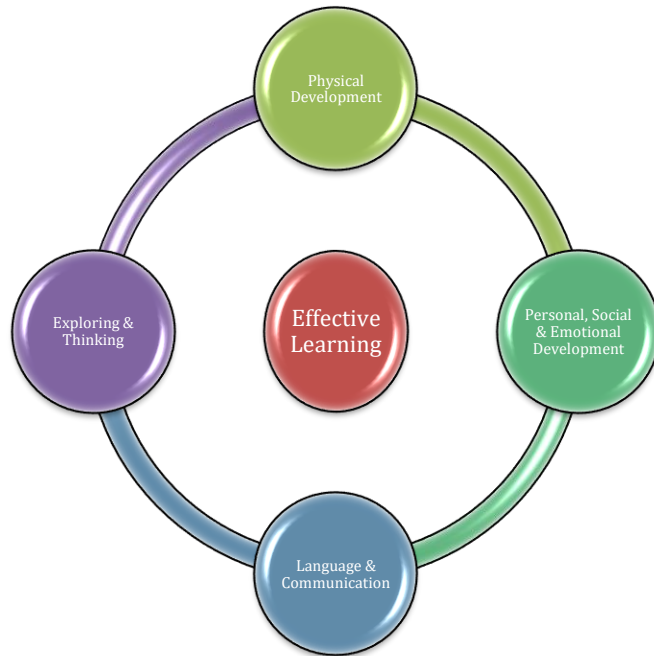
Ability to learn	Health	Social Development
------------------	--------	--------------------

### Characteristics of Effective Learning, which move through all areas of development

#### Effective Learning

Wondering, Doubting, Questioning  
 Being Interested, Risking/Having a go  
 Persistence, Patience  
 Sharing, Supporting  
 Standing back to reflect and plan

Core Areas of Development	Strands of Development
Physical Development	Moving and Gross Motor Development Handling and Fine Motor Development Health and Self Care
Personal, Social & Emotional Development	Building relationships Self-confidence and self-awareness Understanding and managing feelings and behaviour
Language & Communication	Enjoying language and developing non verbal and verbal communication Understanding and using communication
Exploring & Thinking	Actively exploring and making sense of the world by using their bodies and their senses



The core areas of development outlined are not meant to be prescriptive or exhaustive. They should not be used as checklists but as guidance for practitioners working with 2 and 3 year old children.

The characteristics of Effective Learning should move through all areas of learning and development. Interaction strategies used by the adults will impact significantly on children's capacity to become effective learners.

It is important to bear in mind that the children will develop at their own rate and in their own ways. We would like to present 2 and 3 year old children with suitable experiences and opportunities that will enable them to develop in the core development areas. It is also important to remember that 2 and 3 year old children learn in a holistic way and mostly through whole body movement. Learning experiences, therefore, should not be compartmentalised.

### Effective Learning

- Show curiosity about objects, events and people
- Show particular interests
- Initiate activities
- Address challenges and cope with frustration
- Show a 'can do' attitude
- Act on curiosity, take appropriate risk, engage in new experiences, and be open to new ideas and uncertainty
- Maintain focus on their activity for a period of time
- Show high levels of cognitive energy and fascination
- Pay appropriate attention to details

	<p>Persist with activity when challenges occur</p> <p>Show resilience and return to try again</p> <p>Show satisfaction in meeting their own goals</p> <p>Be proud of how they accomplished something through their play – not just an end result</p> <p>Enjoy meeting challenges for their own sake rather than external rewards or praise</p> <p>Self-regulate their own actions/behaviours</p> <p>Develop a positive disposition towards change and transitions as part of their lives</p> <p>Work through repeated patterns of behaviour (schema) to enhance understanding of concepts</p>
--	---

<b>Physical Development</b>  <i>We would like children to increasingly:</i>	<b>Personal, Social &amp; Emotional Development</b>  <i>We would like children to increasingly:</i>	<b>Language &amp; Communication</b>  <i>We would like children to increasingly:</i>	<b>Exploring &amp; Thinking</b>  <i>We would like children to increasingly:</i>
<p>Move their body with confidence, competence and imagination both indoors and outdoors</p> <p>Develop hand-eye coordination</p> <p>Develop more confidence in moving their bodies on challenging and varied surfaces</p> <p>Develop a sense of fun and enjoyment in physical activities</p> <p>Experiment with large and small equipment with confidence</p> <p>Understand simple rules and</p>	<p>Find comfort within oneself or with a key worker – and separate from a comforting object, parent/carer</p> <p>Enjoy the company of others</p> <p>Play near and with others</p> <p>Take an interest in others' play and start to join in</p> <p>Play in a group, extend and elaborate play ideas</p> <p>Initiate play and offer cues to peers to join them</p> <p>Keep play going by responding to</p>	<p>Know that different languages and methods of communication can be used with different people and in different situations</p> <p>Listen with interest and enjoyment to the sounds adults make when they tell stories, sing songs ...</p> <p>Display a playful interest in repetitive sounds, words, songs, rhythm and rhyme</p> <p>Recognise and respond to many familiar sounds in the environment</p> <p>Listen attentively and respond</p>	<p>Explore and make sense of the world by using their whole bodies</p> <p>Explore and make sense of the world through repetition of experiences</p> <p>Use all senses to observe, explore and understand the world around them</p> <p>Use open-ended materials, equipment and tools to extend thinking and skills</p> <p>Make decisions, choose their own materials and set their own</p>

<p>boundaries</p> <p>Participate in small group activities</p> <p><b>Develop Cross Lateral Movement through:</b></p> <p>Crawling Climbing Clambering Pedaling Running Walking Stepping Skipping, Shuffling Slithering</p> <p><b>Develop balance and co-ordination through:</b></p> <p>Twisting Turning Spinning Tilting Tipping Jumping Landing Bouncing Rocking Rolling Swinging Falling Sliding Moving Fast</p>	<p>what others are saying or doing</p> <p>Take turns and share resources</p> <p>Form special friendships with other children</p> <p>Build relationships with people who spend time with them</p> <p>Show affection and concern for people who are special to them</p> <p>Express their own feelings such as sad, happy, upset, cross, scared, worried ...</p> <p>Become more aware of others' feelings</p> <p>Respond to the feelings and wishes of others</p> <p>Be aware that some actions can hurt or harm others</p> <p>Seek attention in a variety of positive ways and draw others into social interaction</p> <p>Display confidence to engage another person to help achieve a goal</p> <p>Demonstrate sense of self as an individual, e.g. wants to do things</p>	<p>appropriately to others ★</p> <p>Listen to each other and enjoy sharing experiences</p> <p>Join in with repeated phrases and anticipate key events and phrases in rhymes and stories★★</p> <p>Express mood, feeling and thinking using a variety of creative materials such as crayons, pencils, paint, glue, sticks, stones, sand, blocks, wood ...</p> <p>Explore creativity using drama, movement and music making</p> <p>Understand others' body language, gesture and facial expression</p> <p>Understand and use single words in context e.g. 'cup', 'milk', 'daddy' ★★</p> <p>Select familiar objects by name whilst they are engaging in play naturally ★★</p> <p>Understand and use simple sentences, e.g. "Throw the ball" ★★</p> <p>Understand and use action words whilst engaging in movement and</p>	<p>challenges</p> <p>Pretend objects are things from their experience</p> <p>Represent their experiences in play</p> <p>Take on a role in their play</p> <p>Find ways to solve problems</p> <p>Find new ways to do things</p> <p>Apply what they already know to new situations</p> <p>Investigate and question</p> <p>Make predictions about what might happen and test their ideas</p> <p>Change approach as needed</p> <p>Make connections between their movements (large and small) and their effects (Cause and effect)</p> <p>Express their discoveries, learning and thinking through technology and media (clay, paint, torches, cameras, projectors...)</p> <p>Explain using language what they are thinking and doing</p>
---	---	---	---

<p>Squatting</p> <p><b>Develop spatial awareness and deep sensory experiences through:</b></p> <p>Pushing Patting Pulling Stretching Hanging Throwing Kicking Lifting Carrying Staring and Stopping</p> <p><b>Develop fine motor control and strengthen hand muscle through:</b></p> <p>Poking Pointing Reaching Grasping Gripping Shaking Stretching Squeezing Squirting Twisting Hanging Throwing Stroking</p>	<p>independently</p> <p>Express own preferences and interests</p> <p>Select experiences and use resources</p> <p>Enjoy responsibility of carrying out real tasks</p> <p>Be aware of unfamiliar people and strangers</p> <p>Be more confident in new social situations and able to cope with transitions</p> <p>Use familiar adult to share feelings such as excitement or pleasure, and for 'emotional refueling' when feeling tired, stressed or frustrated</p> <p>Respond positively to appropriate boundaries</p> <p>Learn that some things are theirs, some things are shared, and some things belong to other people</p> <p>Resolve conflict with adult support</p>	<p>play ★★</p> <p>Understand and use simple concepts within the natural flow of play such as wet, not wet, dry, 'under, 'on top' ★★</p> <p>Understand that symbols and print in the wider environment convey meaning</p> <p>Use sounds appropriately in their speech bearing in mind that many sounds are continuing to develop at this age and many may still sound immature</p> <p>Talk about people and things that are not present ★★</p> <p>Use verbal communication as a means of interacting with others ★</p> <p>Take turns in a conversation ★</p> <p>Use new words when communicating such as body parts, equipment words, action words, emotion words, describing words and early concept words ★★</p> <p>Experiment with word endings, eg. <i>ing, s, ed</i></p> <p>Use more complex sentences to</p>	<p>Develop their understanding of early concepts, eg. Wet, not wet, dry</p> <p>Develop a sense of responsibility and respect for the living and non-living environment</p> <p>Demonstrate a growing understanding of themselves and others in their community</p>
--	--	---	---

<p>Pressing Stirring Beating Pinching Wiping Mashing Grinding Whisking</p> <p>Develop upper arm strength through:</p> <p>Raising arm above the head Lifting and carrying Working on a large scale with heavy and awkward resources Painting on large scale</p> <p>Mark making experiences using a variety of tools</p> <p>Opportunities to build and balance blocks, boxes, and other materials</p> <p>Manipulating a variety of resources that connect in different ways e.g. magnets, puzzles, train tracks etc.</p> <p>Opportunities to use equipment such as bean bags etc. to carry and balance</p> <p>Throwing and catching items such as balloons, bean bags, balls etc.</p>		<p>link thoughts, eg. <i>and</i>, <i>because</i> ★★</p> <p>Use language to link with play sequence, eg. acting out role of fireman ★★</p> <p>Retell a simple past event in correct order, eg. <i>went down slide</i>, <i>hurt finger ...</i> ★★</p> <p>Understand and use a variety of simple questions ★★</p> <p>Build up vocabulary that reflects their experiences and cultural background ★★</p> <p>Show interest and enjoyment in reading books</p> <p>Begin to use simple mathematical language in everyday play situations</p> <p>Show awareness of sentence formation and meaning of phrases</p> <p>Listen to stories with increasing attention and recall</p> <p>Follow directions and verbally give directions to others</p> <p>Understand and use prepositions such as 'under', 'on top', 'behind',</p>	
---	--	--	--

<p>Use of containers to pour, empty and fill</p> <p>Use of tools and equipment safely and purposefully</p> <p>Opportunities to pick up and post smaller items with control</p> <p>Manipulating buttons and zips</p> <p>Use of cutlery safely</p> <p><b><i>Develop an awareness of Health &amp; Self Care through:</i></b></p> <p>Opportunities to try new food textures and tastes</p> <p>Knowledge of how to keep physically healthy – eating, sleeping, exercise, hygiene, lifestyle</p> <p>Ability to feed self with a spoon or fork</p> <p>Ability to drink from a cup without spilling</p> <p>Ability to communicate their need to be changed or to use potty or toilet</p> <p>Management of self hygiene</p>		<p>'in' etc.</p> <p>Use intonation, rhythm and phrasing to make their meaning clear to others.</p> <p>Recognise their own name</p> <p>Name other peers and familiar adults</p> <p>Experiment with pronouns (I, you, me, he, she) and begin to use correctly</p> <p>Understand how to begin, continue and end a conversation</p>	
--	--	---	--

<p>routines – hand washing, toileting, nose cleaning</p> <p>Recognition of danger/risk and seeks support of significant adults for help</p> <p>Ability to get dressed or change clothes</p>			
---	--	--	--

In Irish Medium settings it is important that staff use the immersion language at all times. Staff should acknowledge the importance of using an effective language plan to introduce, develop and reinforce the immersion language. It is vital to speak the immersion language naturally and frequently with children and to each other, maintaining a high level of verbal interaction with children at all times. Staff should understand the significant impact of facial expression, gestures, mime, pictures and props that will help children understand what they are saying.

**Key:**

- ★ It is important to note that, when conversing with adults, the children will be responding in their home language. The children may not yet have the ability to respond in Irish. By responding to you appropriately in their home language they will demonstrate what understanding they have of Irish. At this early stage, it is the understanding that is most important.
- ★★ Through the children’s experience in the setting and the rich language environment that the staff will provide, the children will pick up on key words and phrases throughout the year and they will gradually start using them within the setting. Children’s language will be developing in English as well as Irish and they may start to include Irish words in their sentences *e.g throw the liathroid, can we have sos? I want to play with the gaineamh, why is she ag caoineadh?*