

We Skoolhouse

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## **Domains of Development - Toddlers**



# WE SKOOLHOUSE

## DOMAINS OF DEVELOPMENT



In early childhood, development is categorized into several key domains, each critical to a child's holistic growth. These domains include approaches to learning, cognition, social-emotional development, language & communication, & physical development.



# WE SKOOLHOUSE

# DOMAINS OF DEVELOPMENT



(Toddlers 12-18 Months Old)

| Domains Of Development   | Learning Objectives   |
|--|---|
|  <p><b>Cognitive</b><br/>(connection building, creative thinking, comprehension, reasoning, and problem-solving)</p>                   | <ul style="list-style-type: none"> <li>• Understands and follows through with many one-step demands (e.g. “come here,” “sit down”)</li> <li>• Understands the purpose of everyday items, such as phones, cars, etc.</li> <li>• Can find objects hidden under 2 or 3 layers</li> <li>• Enjoys looking at picture books, independently</li> </ul>   |
|  <p><b>Approaches to Learning</b><br/>(How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> | <ul style="list-style-type: none"> <li>• Points to objects and people they want</li> <li>• Is capable of shifting focus to something new</li> <li>• Will experiment with a new approach to problem-solve (e.g. trying to bang box to open it if ripping didn't work)</li> <li>• Finds new ways to engage with everyday objects</li> <li>• Will have preferences in particular toys</li> </ul> |
|  <p><b>Social-Emotional</b><br/>(Self-regulation, self-awareness, social-awareness, relationship skills)</p>                         | <ul style="list-style-type: none"> <li>• Begins to embrace independence - wants to do things for themselves</li> <li>• Begins to show empathy (e.g. becomes sad seeing another person sad)</li> <li>• Includes others in play by handing them a toy</li> <li>• May be shy around new/unfamiliar people</li> </ul>   |
|  <p><b>Language, Communication &amp; Hearing</b><br/>(Receptive and expressive language &amp; physical communication)</p>            | <ul style="list-style-type: none"> <li>• Verbalizes many one-word phrases (e.g. ball, milk)</li> <li>• Alternates tone of voice while making sounds</li> <li>• Follows simple, one-step directions</li> <li>• Repeats new words they hear</li> </ul>  |
|  <p><b>Physical</b><br/>(fine and gross motor skills, strength, coordination, and visual perception)</p>                             | <ul style="list-style-type: none"> <li>• Uses two-finger pincer grasp</li> <li>• Turns pages in a book</li> <li>• Can make marks on a paper with writing utensils</li> <li>• Independently takes steps &amp; crawls up stairs</li> <li>• Scoot/move forward on a riding toy</li> </ul>  |



# WE SKOOLHOUSE

# DOMAINS OF DEVELOPMENT



(Toddlers 18-24 Months Old)

| Domains Of Development   | Learning Objectives  |
|--|--|
|  <p><b>Cognitive</b><br/>(connection building, creative thinking, comprehension, reasoning, and problem-solving)</p>                   | <ul style="list-style-type: none"> <li>• Enjoys listening to a story being read</li> <li>• Enjoys simple make-believe play such as feeding a toy bottle to a babydoll</li> <li>• Uses imagination to have an object represent something else (e.g. water bottle used as a phone)</li> <li>• Can point to at least three body parts</li> </ul>  |
|  <p><b>Approaches to Learning</b><br/>(How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p> | <ul style="list-style-type: none"> <li>• Begins to take things apart/opens up cabinets</li> <li>• Collects natural materials during walks outside (e.g. rocks, sticks, leaves, etc.)</li> <li>• Engages in repetitive play/requests to hear the same songs and books over and over again</li> <li>• Will explore the surrounding environment by climbing, walking around, crawling under, etc.)</li> </ul> |
|  <p><b>Social-Emotional</b><br/>(Self-regulation, self-awareness, social-awareness, relationship skills)</p>                         | <ul style="list-style-type: none"> <li>• Identifies self in mirror and/or picture</li> <li>• Shows affection by giving hugs and/or kisses</li> <li>• Interested in children but prefers to play alone</li> <li>• May begin to show defiance or “temper tantrums”</li> <li>• May become frustrated if they can’t do something independently (e.g. take off jacket)</li> </ul>                               |
|  <p><b>Language, Communication &amp; Hearing</b><br/>(Receptive and expressive language &amp; physical communication)</p>            | <ul style="list-style-type: none"> <li>• Using two-word phrases</li> <li>• Name items and characters in a book</li> <li>• Complete parts of songs and/or rhymes</li> <li>• Refers to self in third person/by their name</li> </ul>   |
|  <p><b>Physical</b><br/>(fine and gross motor skills, strength, coordination, and visual perception)</p>                             | <ul style="list-style-type: none"> <li>• Walks well without support, begins to run</li> <li>• Walks up and down stairs with assistance</li> <li>• Independently climbs on and off furniture</li> <li>• May show preference of using one hand (right or left) over the other</li> </ul>   |



# WE SKOOLHOUSE

## DOMAINS OF DEVELOPMENT



(Toddlers 2 Years Old)

| Domains Of Development  | Learning Objectives   |
|---|---|
|  <p><b>Cognitive</b><br/>(Creative thinking, memory, numeracy, grouping, sorting, comparing, measuring, predicting, and conceptual knowledge of the natural/physical world around them)</p> | <ul style="list-style-type: none"> <li>• Begins to sort shapes and colors</li> <li>• Completes a puzzle with three to five pieces</li> <li>• Understands concept of “two”</li> <li>• Can recall/discuss events experienced prior days</li> <li>• Group different toys by size, shape, color, etc.</li> </ul>  |
|  <p><b>Approaches to Learning</b><br/>(How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p>  | <ul style="list-style-type: none"> <li>• Will find ways to access materials that are out of reach (e.g. push an ottoman closer to the couch to climb up)</li> <li>• Ask about a person’s whereabouts when not present</li> <li>• Explore and be interested in new environments (parks, stores, etc.)</li> <li>• Prefers to investigate objects and toys primarily with hands, instead of constant “mouthing”</li> </ul> |
|  <p><b>Social-Emotional</b><br/>(Self-regulation, self-awareness, social-awareness, relationship skills)</p>  | <ul style="list-style-type: none"> <li>• Feels comfortable playing in social settings</li> <li>• Models and mimics the actions of others</li> <li>• Show greater independence as they try to do more for themselves without seeking adult support</li> </ul>  |
|  <p><b>Language, Communication &amp; Hearing</b><br/>(Receptive and expressive language &amp; physical communication)</p>   | <ul style="list-style-type: none"> <li>• At least 50% of speech is intelligible</li> <li>• Uses two-to-three word phrases</li> <li>• Comprehends basic nouns, pronouns, and plurals (ball/s, cat/s, he, she, etc.)</li> <li>• Follows through with a simple task</li> </ul>   |
|  <p><b>Physical</b><br/>(fine and gross motor skills, strength, coordination, and visual perception)</p>  | <ul style="list-style-type: none"> <li>• Create scribbles and straight lines with drawing/writing utensils</li> <li>• Walks up and down stairs independently</li> <li>• Builds a tower of four or more blocks</li> <li>• Can pull toys behind them while walking</li> </ul>   |



# WE SKOOLHOUSE

## DOMAINS OF DEVELOPMENT



(Older Toddlers 3 Years Old)

| Domains Of Development  | Learning Objectives  |
|---|--|
|  <p><b>Cognitive</b><br/>(Creative thinking, memory, numeracy, grouping, sorting, comparing, measuring, predicting, and conceptual knowledge of the natural/physical world around them)</p> | <ul style="list-style-type: none"> <li>• Carries out 2-to-3 step directions</li> <li>• Can distinguish between “same” and “different”</li> <li>• Sorts and organizes materials by shape and color</li> <li>• Makes connections of one event and place to another (e.g. “I hear this song at school, too”)</li> <li>• Understands the different parts/order of events of the day (morning, afternoon, and night)</li> </ul> |
|  <p><b>Approaches to Learning</b><br/>(How children learn; Initiative, curiosity, persistence, problem-solving, and attentiveness)</p>  | <ul style="list-style-type: none"> <li>• May begin to ask “why?” more frequently</li> <li>• Begins to form personal interests (e.g. dinosaurs, transportation, princesses, etc.)</li> <li>• Use materials/objects to carry out an idea (e.g. go in a cardboard box and pretend its a car)</li> <li>• Finding new ways to use familiar materials</li> </ul>   |
|  <p><b>Social-Emotional</b><br/>(Self-regulation, self-awareness, social-awareness, relationship skills)</p>  | <ul style="list-style-type: none"> <li>• Begins to express emotions</li> <li>• Comprehends possessions (“mine” and “theirs”)</li> <li>• Uneasy when daily routine is changed</li> <li>• Will seek out and ask caregivers for help</li> <li>• Begins to show more interest in other children</li> </ul>   |
|  <p><b>Language, Communication &amp; Hearing</b><br/>(Receptive and expressive language &amp; physical communication)</p>   | <ul style="list-style-type: none"> <li>• At least 75% of speech is intelligible</li> <li>• Understands prepositions such as “on,” “in,” “over,” and “under”</li> <li>• Uses four-to-five word sentences at a time</li> <li>• Enjoys listening to and discussing storybooks</li> <li>• Pretends to read and write</li> </ul>  |
|  <p><b>Physical</b><br/>(fine and gross motor skills, strength, coordination, and visual perception)</p>  | <ul style="list-style-type: none"> <li>• Can catch, kick, and throw a ball</li> <li>• Successfully pedals a tricycle</li> <li>• Goes up and down steps using alternating feet</li> <li>• Runs well with occasional falling</li> <li>• Cuts with developmentally appropriate scissors</li> <li>• Replicates circles and squares</li> </ul>  |