**Building the Ambition**

National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014

**Our Early Learning and Childcare Experiences for Toddlers**

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| Delivering on the principal drivers of early development and learning - **Wellbeing** | How do we know? | Actions | Progress |
| Give daily access to the outside to look at and investigate the immediate environment which helps the toddler to feel settled, happy and promotes a response from the toddler to show others how they feel.  Encourage the toddler to wait their turn with their friends in short games, for example, being outside and having the patience to wait for a  turn on a bike, or dig in the garden.  Encourage the toddler to walk, jump and run with support if necessary.  Support the toddler to understand their emotions of feeling happy, sad,  frustrated, calmly and reasonably.  Encourage toddlers to be socially comfortable with others by “reading” the messages a friend may give, for example, being unhappy, sad or  upset and trying to resolve this perhaps by sharing a special toy or book or giving a hug.  Develop physical skills by building with blocks, strengthening muscles by moving in and around objects inside and outside. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Communication** | How do we know? | Actions | Progress |
| Provide interesting objects to touch which encourage questions and language.  Encourage verbal games, learning rhymes and an abundance of stories.  Provide a well-resourced home corner and/or other role play areas which combine familiar items with new objects to widen experiences for  the toddler for example, pictorial stories or cards.  Give opportunities for the toddler to listen both to adults and other children using gestures, visual clues and active involvement to encourage  the toddler to participate and explore language.  Introduce a widening range of items to make marks, draw, paint, and  dress up. |  |  |  |
| Delivering on the principal drivers of early development and learning - **Promoting curiosity inquiry and creativity** | How do we know? | Actions | Progress |
| Help the toddler to see how things work, how objects can be moved and transported around; how similar things can be grouped together; how  things balance.  Give the toddler time and space to be involved in their own schematic play and adults who support this.  Provide resources that toddlers enjoy, such as bags, boxes and containers to put smaller items in, to move, empty out, and scatter about.  Give opportunities to mix and combine messy materials.  Provide appropriate resources for the toddler to make clear marks with the correct tools and equipment, paint and appropriate sizes of brush;  and a selection of paper which is neatly arranged and used appropriately with care and attention which value the child’s efforts.  Give the toddler experience of everyday activities, splashing in puddles, being blown by the wind, digging holes, making collections |  |  |  |