

Your child at 2-3years



How our BEE developmental programme can encourage your child's learning?

- extended opportunities for exploration and discovery
- focus on language development using correct pronunciation and grammar
- extensive opportunities for active physical play
- flexible routines that allow for independent choices
- encouraging the beginnings of self-help skills
- extended opportunities for interactive and co-operative play
- a wide variety of resources to enable children to make their own decisions.
- extended opportunities for literacy and numeracy development
- endless opportunities for discussions and decision making
- varied resources and equipment to encourage physical development, both gross motor and fine motor

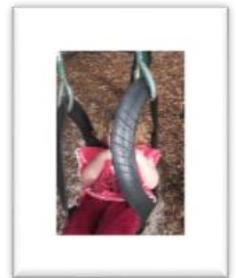
What are some of the different developmental milestones you can observe?

The following information has been sourced from the *Early Years Learning Framework Developmental Milestones booklet*, developed by Community Child Care Co-operative Ltd NSW (CCCC) for the Department of Education.

What are some of the different developmental milestones you can observe?

Physical

- walks, runs, climbs, kicks and jumps easily
- uses steps one at a time
- squats to play and rises without using hands for support
- catches ball rolled to him/her
- walks towards a ball to kick it
- jumps from a low step or over low objects
- attempts to balance on one foot
- avoids obstacles
- able to open doors
- stops readily
- moves to music
- turns pages one at a time
- holds crayon with fingers
- uses a pencil to draw or scribble in circles and lines; may still be held in fist
- gets dressed with help
- self-feeds using utensils and a cup



Social

- plays with other children
- takes part in simple make-believe play
- may prefer same sex playmates and toys
- unlikely to share toys without protest



Emotional

- shows strong attachment to a parent (or main family carer)
- shows distress and protest when a parent or other caregiver leaves and wants that person to do things for them

- begins to show guilt or remorse for misdeeds
- may be less likely to willingly share toys with peers
- may demand adult attention



Cognitive

- builds a tower of five to seven objects
- lines up objects in 'train' fashion
- recognises and identifies common objects and pictures by pointing
- enjoys playing with sand, water, dough; explores what these materials feel like, rather than making things with them
- uses symbolic play, e.g. uses a block as a car
- shows knowledge of gender-role stereotypes
- identifies a child in a picture as a boy or girl
- engages in make-believe and pretend play
- begins to count with numbers
- recognises similarities and differences
- imitates rhythms and animal movements
- is becoming aware of space through physical activity
- can follow two or more directions



Language

- uses two or three words together, e.g. "go potty now"
- 'explosion' of vocabulary and use of some correct grammatical forms of language
- refers to self by name and often says 'mine'
- asks lots of questions
- uses pronouns and prepositions, simple sentences and phrases
- labels own gender
- copies words and actions
- makes music, sings and dances
- likes listening to stories and books



Please seek advice from your local community health worker or doctor if your child:

- is not interested in playing
- is falling a lot
- finds it hard to use small objects
- does not understand simple instructions
- is not using many words
- is not joining words in meaningful phrases
- is not interested in food
- is not interested in others

As a part of Bee service we have the child health nurse visit our centres for family convenience.

Please discuss further with our Centre Supervisor.

