

2 – 3 YEARS

Two year olds typically have an expressive vocabulary of up to 300 words or maybe more; they recognise and understand even more words. They continue learning new words daily and they will understand more and more complex language concepts during this age period. The length of their spoken sentences will increase, and their speech will become easier to understand.

By the time they reach the age of three, most toddlers can say their name and if they are a boy or girl when they are asked, use personal pronouns such as **I, me and mine** and most plural and prepositions appropriately. They will frequently ask questions and maybe able to count to ten although they will have little understanding of quantity. They may even know the names of some colours.



Activities

Cooking



Cooking is can be a great learning experience for your child. Let your child help you make some biscuits or cakes. Let them measure and pour the ingredients into a bowl, mix and roll out the mixture.

Cooking provides a good opportunity to talk about **wet** and **dry**, and **fast** and **slow**, and **full** and **empty** as they mix and stir the ingredients. While your child measures and stirs the ingredients encourage counting and introduce shapes when they use the cutters on the mixture.

Sorting Colours



Before your child learns colours they will probably learn how to match them first.

Give your child some small containers. Help your child to match coloured objects into the right box, such as all the blue blocks in one box and all the red blocks in another box. As your child practises to sort objects, they will not only learn the names of colours but also the concept of **same** and **different**.

Play dough



Play dough is a wonderful toy for children to use their creativity or to express their feelings.

You are able to make play dough at home with the following recipe:

3 cups of flour

1 cup of salt

2 cups of water

3 dessert spoons of cooking oil

4 teaspoons of cream of tartar

Food colouring

Mix the above ingredients together and heat gently in a heavy based saucepan until the mixture comes away from the sides of the pan and forms dough like consistency. Let the mixture cool slightly and knead together until any lumps have disappeared. Store in an airtight container.

Activities

Finger Painting



Most young children really enjoy getting their hands dirty. Using some paints, you only need to use a few colours, dip your child's finger in the paint and get them to make marks on some paper. Talk about the marks they have made; short and long, fat and thin, and high and low.

Using "-ing"



Music can make learning the use of **ing** more interesting. To help your child learn to use the **ing** at the end of action words, get your child to act out certain activities, such as **running**, **jumping**, **sitting** and **clapping** while you sing or say the words as they are acting them out.

The following song will help your child:

Running, running, running, run.

Stopping, stopping, stop.

Clapping, clapping, clap.

Sitting, sitting, sit.

Encourage your child to sing with you.

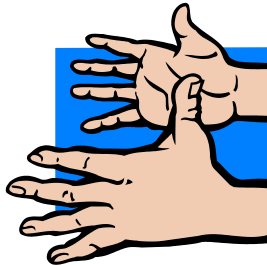
Puppets



Get your child to draw a picture of some family members and glue them on to wooden sticks, like lolly pop sticks. Use the puppets to tell stories about your family and actual events that have happened. Let your child play with the puppets alone and see if they tell stories themselves.

Activities

Clapping Hands



To encourage your child to use the plural form of words, e.g. hands, say the following poem together while you perform the corresponding actions;

One hand, two hands,

Clap, clap, clap

One foot, two feet,

Stomp, stomp, stomp

One eye, two eyes,

Blink, blink, blink

One arm, two arms,

Up they go!

If your child learns the poem by heart, let them be the 'leader' as you do the actions.

Tea Party



Tea parties provide wonderful fun for your child. Invite some of your child's friends round for tea and set up a small table at home with cups and plates. Talk about **my** cup, **your** plate, **her** juice, and **his** spoon. This is also a good activity to introduce the **s** possessive for e.g. "Sarah's cup is empty" "Jordan's dinner is big."