



## Child Transition Milestones

### From Infant to Young Toddler

**Children should meet the following milestones to move to the Toddler Room:\***

- Have their first birthday.
- No longer need a bottle during child care hours.
- Drinking whole milk.
- Able to drink from a sippy cup.
- Able to walk.
- Able to eat solid foods.
- Able to feed finger food to themselves.
- Able to nap with little assistance. (We are happy to rock children and pat backs to help them rest. Holding for long periods is not an option in the Toddler Room.)
- Nap one time per day.

We will assist you in gradually transitioning your child as much as we can. Once your child is nearing their first birthday:

1. Your child will explore and play in the toddler room when space is available.
2. **We will make an effort to extend their naptimes to see if they are able to make it until 12:00 noon for their nap. This may take a while to accomplish for some and for some this won't be an issue.**
3. We will begin to put your child down for nap time with the other children.

## From Young Toddler to Older Toddler

**Children should meet the following milestones to move to the Older Toddler Room: \***

- Have their second birthday.
- Separate from parents without undue anxiety.
- Able to follow simple 1-2 directions.
- Sit at a table to play and eat.
- No longer rely on binkie or bottle.
- Feed self with fork, spoon, and cup.
- Use some language or sign.
- Walk well.
- Able to push, pull, and climb.
- Help put things away.
- Able to participate (or sit) at circle time for short periods.
- Stay on a mat at nap time.
- Able to nap with little assistance.

## From Older Toddler to 3-Year-Old

**Children should meet the following milestones to move to the 3-Year-Olds Classroom: \***

**Entry:**

- Have their third birthday.
- Potty trained; no pull-ups, independent with reminders (except nap time).
- Talk; explain what they want, have conversation with staff and children.
- Sit for meals; use fork and spoon.
- Self-control; no hitting/biting, can calm themselves.
- Self-help skills; bathroom work, putting personal items away, attempts to put on shoes/coat.
- Can put items away in correct areas (ex. blocks in block area, etc.).
- Can clean up area/project when moving on (task completion).
- Listen and follow oral directions.
- Share toys.
- Conflict resolution; uses words for social problems (ex. Stop, no hitting/biting).
- Recognizes name.
- Sings alphabet/counts 1-10.
- Circle time: able to sit, listen to story, sing songs.
- Independent.

## **From Older Toddler to 3-Year-Old (Continued)**

### **Departure:**

- Self-help skills; bathroom independence, wiping, flushing, washing hands.
- Dressing mostly on own, asks for help as needed.
- Uses language to solve problems; identifies feelings, asks for help, tolerates some frustration without hitting, controls and calms body.
- Follows directions; listens to staff and peers.
- Engages in conversation with children and staff.
- Interest in friendships and plays with peers, cooperates most of time.
- Has meal time manners.
- Attend group time/story time, sit and listen to story (10 minutes).
- Numbers/letters.
- Identify written name.
- Interest in developing drawing and writing skills.
- Interest in learning language, stories, letters, number, time.
- Uses scissors, stapler, hole punch.
- Can put things away where they belong, task completion.
- Growing confidence and competence in gross motor skills.
- Can run, throw, gallop, hop, pedal, strike at object.

## **From 3-Year-Old to Pre-Kindergarten**

**Children should meet the following milestones to move to the Pre-Kindergarten Room: \***

### **Entry**

- Self-help skills; bathroom independence, wiping, flushing, washing hands.
- Dressing mostly on own, asks for help as needed.
- Uses language to solve problems; identifies feelings, asks for help, tolerates some frustration without hitting, controls and calms body.
- Follows directions, listens to staff and peers.
- Engages in conversation with children and staff.
- Interest in friendships and plays with peers, cooperates most of time.
- Has meal time manners.
- Attend group time/story time, sit and listen to story (10 min.).
- Numbers/letters.
- Identify written name.
- Interest in developing drawing and writing skills.
- Interest in learning: language, stories, letters, number, time.
- Uses scissors, stapler, hole punch.

## **From 3-Year-Old to Pre-Kindergarten (Continued)**

- Can put things away where they belong, task completion.
- Growing confidence and competence in gross motor skills.
- Can run, throw, gallop, hop, pedal, strike at object.
- Able to nap without assistance.

### **Departure**

**When children leave for kindergarten we hope they will have the following skills:**

- Competent and confident in self-help skills (dressing, toileting, daily routines).
- Participates in circle activities and story times (15-20 minutes).
- Competence with fine motor skills: uses scissors, writes name, draws recognizable figures.
- Shows skill in problem-solving and task-completion with games and peers.
- Understands real vs. make-believe, participates in organized dramatic play themes.
- Identifies key parts of a story, tells own stories.
- Knows most letters and letter sounds, may write own words/ask for help in writing.
- Counts to 20, can go beyond with prompts.
- Understands the sequence of daily events.
- Shows organization skills, can “plan and do” own activities.
- Confidence in body control skills: can skip, catch & throw ball, balance, repeat a rhythm in beat or clapping.
- Uses manners at greetings, meal times, shows patience and politeness most of time.
- Shows self-confidence, willing to try new skills, understand it’s important to keep trying, has “I can” attitude!

\*Special needs will be considered for the benefit of the child.