

Characteristics of effective learning		
Playing and Exploring: <ul style="list-style-type: none"> • developing curiosity and using senses in exploration • showing a "can do" attitude • seeking challenge within new experiences 	Active Learning: <ul style="list-style-type: none"> • showing high levels of energy and fascination • persisting when challenged and not being distracted • showing satisfaction and pride when successful. 	Creating and Thinking Critically: <ul style="list-style-type: none"> • having their own ideas • solving problems and making predictions • finding new ways to do things
Communication and Language: <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and remember much of what happens • Use a wider range of vocabulary • Understand 'why' questions • Know many rhymes and be able to talk about a familiar story • Develop their communication with more regular tenses used • Use longer sentences of 4-6 words • Be able to express a point of view with words and debate whether they agree or disagree with an adult or friend • Start a conversation with an adult or a friend and continue it • Use talk to organise themselves and their play • <i>Use sentences with joined up words</i> 	Physical Development: <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding wheeled toys and ball skills • Skip, hop stand on 1 leg holding a pose • Take part in group activities such as team games and begin to make some up • Use patterns of movements related to music and rhythm • Collaborate with others to manage larger items • Use 1 handed tools for example scissors to snip paper • Use a comfortable grip with good control when holding pens • Show a preference for a dominant hand • Be increasingly independent in getting dressed/undressed – especially with coats • Be increasingly independent in meeting their own care needs including washing hands and using the toilet • <i>Be reliably dry</i> 	Personal, Social and Emotional Development: <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> • Select and use resources, with help when needed • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people • Play with 1 or more children, extending and elaborating play ideas • Help to find solutions to conflicts and talk with others to solve conflicts • Increasingly follow rules, understanding why they are important • Develop appropriate ways of being assertive • Talk about their own feelings and begin to understand how others might be feeling • <i>Take part in pretend play and assume different roles</i>
Literacy: <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> • Understand that print has meaning and that we read English text from left to right • Spot and suggest rhymes • Count/clap syllables in words • Use some print in their early writing • Recognise words with the same initial sound • Write some of their name 	Maths: <p>Children aged 3-4 will be learning to:</p> <ul style="list-style-type: none"> • Recognise up to 3 objects without counting them (subitising) • Show finger numbers to 5 • Say one number for each item up to 5 • Know the last number counted tells you how many there are. • Compare quantities and size using language 	Phonics: <p>Phase 1 letters and sounds and RWI cards</p> <p>Looking at:</p> <ul style="list-style-type: none"> • Environmental sounds, • Instrumental sounds, • Body percussion, • Rhythm and rhyme, • Voice sounds • Oral segmenting and blending.

Learning outcomes in italics are for those children working at a higher level, who require further challenge and extension within their learning.