

# 3 & 4 year olds

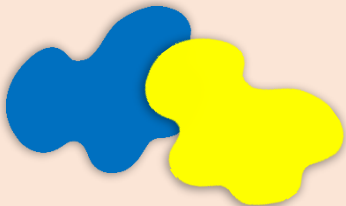
## Examples to support learning

Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners.

Provide lots of flexible and open-ended resources for children's imaginative play.

Children generally start to develop pretend play with 'rules' when they are 3 or 4 years old. Suggestion: offer pinecones in the home corner for children to pour into pans and stir like pasta. Some rules are self-created (the pole is now a horse, or the pinecones are now pasta in the pot). Other rules are group-created (to play in the home corner, you must accept the rule that one of your friends is pretending to be a baby).

Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?”



Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.

## Expressive Arts and Design 1

Listen and understand what children want to create before offering suggestions.

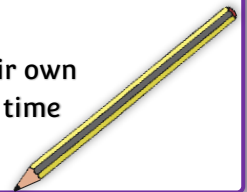
Encourage children to draw from their imagination and observation.

Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in.

Offer opportunities to explore scale. Suggestions:

- long strips of wallpaper
- child size boxes
- different surfaces to work on e.g., paving, floor, tabletop or easel

Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them.



Show interest in the meanings children give to their drawings and models. Talk together about these meanings.

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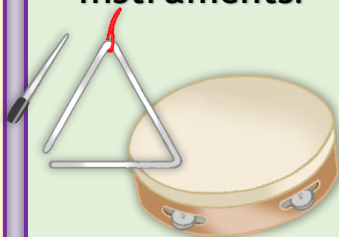
Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

Clap or tap to the pulse of songs or music and encourage children to do this.

When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout.

Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.

Encourage children to experiment with different ways of playing instruments.



## Expressive Arts and Design 2

Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.

Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'.

Play sound-matching games.

Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.

Play, share and perform a wide variety of music and songs from different cultures and historical periods.



Sing slowly, so that children clearly hear the words and the melody of the song.

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