

3a Learning Games & Developmental Domains

Engage, Play, Learn, Grow



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The Abecedarian Approach Australia



The Abecedarian Approach Australia (3a) is a research-based early learning model developed from 50 years of scientific study by Professor Joseph Sparling and Dr Craig Ramey. It is grounded in the understanding that high-quality adult-child interactions shape learning and development.

A core component of 3a Learning Games is based on Lev Vygotsky's theory of the Zone of Proximal Development (ZPD)—the idea that children learn best when supported just beyond their current ability level. Through scaffolding, educators provide the right level of guidance, encouragement, and interaction to help children develop new skills and build confidence.

At our centre, we embed 3a practices into every interaction, ensuring a strong foundation for lifelong learning. Our approach is guided by four core mantras that shape our daily practices and relationships.



Our Guiding Mantras for a Thriving Learning Community

Our guiding mantras ensure that every child is supported at their unique learning level, every educator is empowered to extend learning through intentional interactions, and every family feels a sense of belonging.



Mantra 1: Enriched Caregiving in All Routines of the Day

Every moment is an opportunity for learning, connection, and trust-building. Through warm, responsive caregiving, we create a secure and nurturing environment where children feel valued.

Aligned with: EYLF V2 Principles: Secure, Respectful, and Reciprocal Relationships | NQS Quality Area 5: Relationships with Children

Visibility: Educators engage intentionally in daily routines, using attentive, responsive interactions to support children's emotional security and wellbeing.

Mantra 2: Language as a Priority in Every Interaction

Language is a powerful tool for thinking, learning, and relationships. Every exchange is infused with rich conversation, building children's confidence in expressing themselves. Through scaffolding, educators extend children's language skills by adding new words, modelling sentence structures, and engaging in back-and-forth conversations.

Aligned with: EYLF V2 Principle: High Expectations and Equity | NQS Quality Area 1: Educational Program and Practice

Visibility: Educators prioritise high-quality language interactions, modelling new words, engaging in reciprocal exchanges, and supporting children's expressive and receptive communication.

Mantra 3: Engagement Every Day for Every Child

Children deserve our full presence and attention. We ensure every child is actively involved in their learning, feeling seen, valued, and encouraged to explore.

Educators scaffold learning within the child's ZPD, gently supporting them to take the next step in their development.

Aligned with: EYLF V2 Practice:

Responsiveness to Children | NQS Quality Area 1: Educational Program and Practice

Visibility: Educators are attuned and engaged, fostering child-led exploration and guiding learning through scaffolding techniques, such as prompting, questioning, and demonstrating.

Mantra 4: Connection with Every Child, Every Family, Every Educator

Relationships are the heart of our community.

We foster deep connections to ensure every child, family, and educator feels seen, heard, and included. Learning Games create opportunities for shared experiences, strengthening relationships through interactive, engaging play.

Aligned with: EYLF V2 Principles: Respect for Diversity and Partnerships with Families | NQS Quality Area 6: Collaborative Partnerships with Families and Communities

Visibility: Educators build strong partnerships through consistent communication, shared learning experiences, and inclusive practices, ensuring that families are active partners in their child's development.



What are the 3a Learning Games

3a Learning Games are evidence-based, interactive activities designed to support children's cognitive, social, emotional, and language development through playful, meaningful interactions. Developed as part of the Abecedarian Approach Australia (3a), these games are grounded in over 50 years of research by Professor Joseph Sparling and Dr Craig Ramey. Each game is carefully structured to engage children at their current developmental level, while gently scaffolding new skills, based on Lev Vygotsky's Zone of Proximal Development (ZPD). Educators use **intentional language, responsive interactions**, and **hands-on engagement** to guide children's learning in a **natural, enjoyable way**.

Learning Games can be used anytime, anywhere—during routines, play, or small group experiences. They strengthen language skills, problem-solving, creativity, and social connections, all while fostering a love for learning.

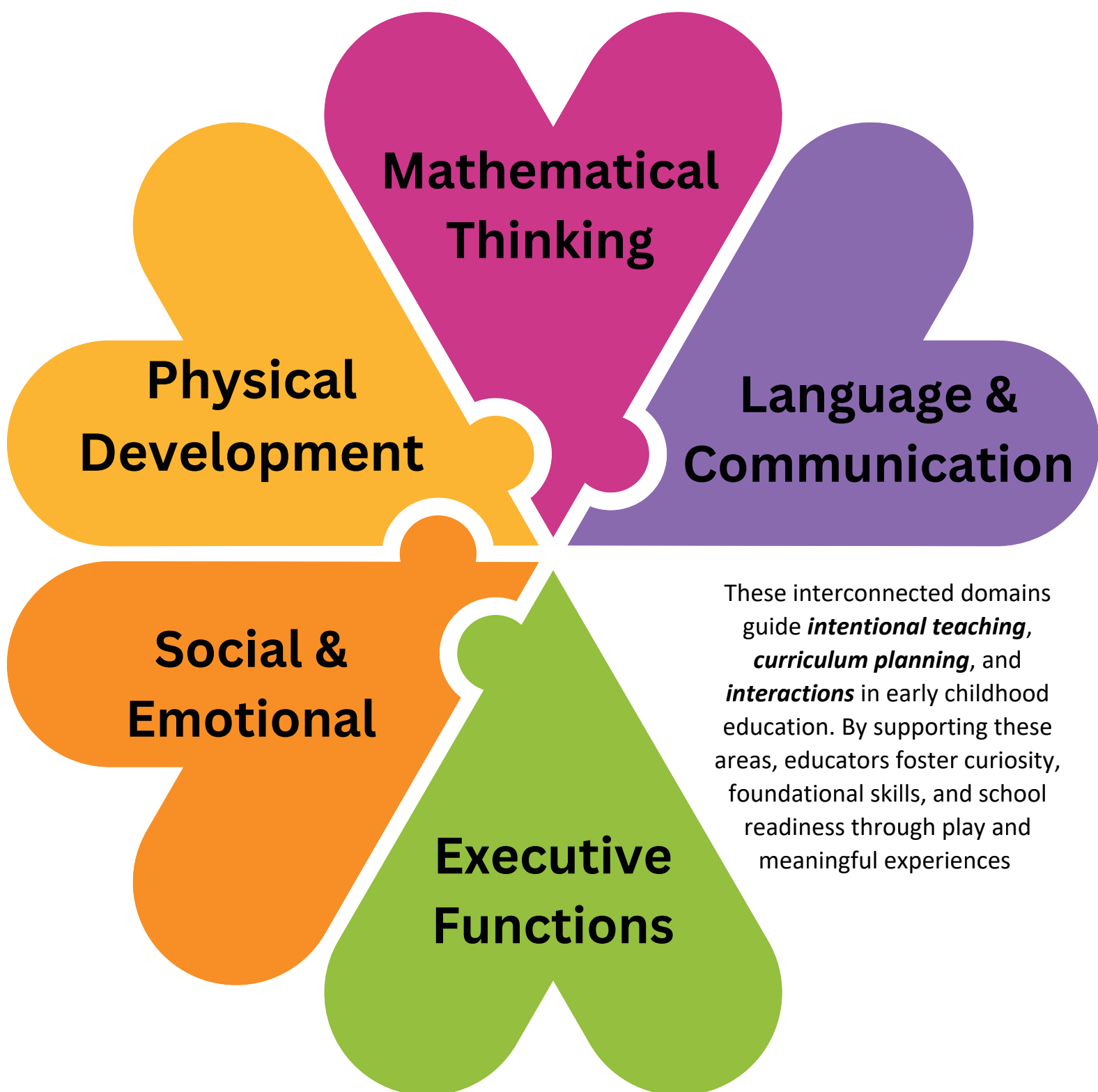


Sparling, J., & Lewis, I. (2005). LearningGames: The Abecedarian curriculum (0-12 months, 12-24 months, 24-36 months, 36-48 months, or 48-60 months). Early Learning Press.

Developmental Domains

Developmental Domains are broad areas of growth that shape a child's learning, including physical development, language and communication, mathematical thinking, and social-emotional learning.

For an easy reference on which **3a Learning Game** to pick for children, we can categorise games into the developmental domains.



Developmental Domain:

Mathematical Thinking

Mathematical thinking involves recognizing numbers, patterns, measurement, and spatial relationships. These skills help children problem-solve, make predictions, and understand the world around them.

Mathematical thinking develops through hands-on exploration, games, and real-life problem-solving. It is divided into four key areas:

Patterns & Predictions – Recognising and creating sequences in objects, sounds, and actions. (e.g., clapping rhythms, sorting by colour, noticing daily routines.)

Shapes & Spatial Thinking – Understanding how shapes fit together and how objects move in space. (e.g., puzzles, building towers, drawing maps.)

Measurement & Data – Comparing and organising information.

(e.g., sorting by size, measuring with blocks, comparing quantities.)

Quantity & Counting – Developing number sense and early counting skills. (e.g., recognising numbers, counting fingers, understanding “more” and “less.”)



Developmental Domain:

Physical Development

Physical development includes gross motor, fine motor, and sensory skills that support movement, coordination, and self-care. These abilities help children explore their environment, gain independence, and participate in everyday activities.

Physical development is strengthened through active play, hands-on learning, and sensory experiences. It includes:

Gross Motor Skills – Large muscle movements that help with balance and coordination. (e.g., running, jumping, climbing, catching a ball.)

Fine Motor Skills – Small muscle control used for precise movements. (e.g., holding a crayon, buttoning a shirt, using scissors.)

Sensory Awareness – Using sight, sound, touch, smell, and taste to explore the world. (e.g., feeling different textures, balancing on one foot, responding to music.)

Physical Health & Self-Care – Developing independence in caring for one's body. (e.g., washing hands, dressing, using utensils at mealtime.)



Developmental Domain:

Language & Communication

Language and communication skills help children understand, express, and share their thoughts, feelings, and needs. Strong language skills lay the foundation for reading, writing, and social connections.

Children develop language through conversations, storytelling, singing, and play-based interactions. It includes:

Receptive Language – Understanding spoken words, instructions, and conversations. (e.g., following directions, identifying objects when named.)

Expressive Language – Using words, gestures, and sentences to communicate. (e.g., telling stories, asking questions, naming objects.)

Emergent Reading – Recognising letters, sounds, and book concepts. (e.g., pointing to words, retelling a story, recognising their name in print.)

Emergent Writing – Beginning to make marks, draw, and form letters . (e.g., scribbling, drawing pictures, writing pretend letters.)



Developmental Domain:

Social & Emotional

Social and emotional learning helps children understand their emotions, develop self-control, and build positive relationships. These skills support confidence, resilience, and empathy in interactions with others.

Children develop social and emotional skills through play, relationships with caregivers, and guided experiences. It includes:

Self-Awareness – Recognising and naming emotions, strengths, and personal preferences. (e.g., identifying “I feel happy,” recognising favourite activities.)

Self-Management – Regulating emotions and behaviours in different situations. (e.g., calming down when frustrated, handling transitions smoothly.)

Social Awareness – Understanding and responding to the feelings of others. (e.g., showing empathy, recognising when a friend is upset.)

Social Management – Interacting with others in positive ways and solving conflicts. (e.g., taking turns, using words to solve problems, working together in a group.)



Developmental Domain: **Executive Functions**

Executive functions are a set of cognitive skills that help children plan, focus attention, remember instructions, and manage impulses. These skills are essential for learning, problem-solving, and adapting to new situations.

In early childhood, executive functions develop through play, interactions, and guided experiences. They are divided into three key areas:

Working Memory – The ability to hold and manipulate information in the mind. (e.g., remembering a song, recalling steps to complete a task, or following multi-step instructions.)

Inhibitory Control – The ability to regulate impulses, emotions, and behaviours. (e.g., waiting for a turn, stopping when asked, or choosing a calm response instead of acting out.)

Cognitive Flexibility – The ability to adapt, switch between tasks, and adjust to changes. (e.g., transitioning from playtime to group time, solving problems in new ways, or understanding different perspectives.)



Abecedarian Approach Australia

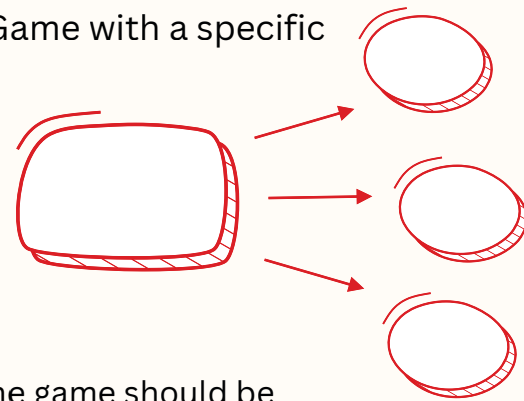


Playing **3a** Learning Games: A Guide for Educators

Step 1: Plan with Purpose

(EYLF Practice: Intentional Teaching, Responsiveness to Children | NQS 1.1.1 Approved Learning Framework, 1.2.1 Intentional Teaching, 3.2.1 Inclusive Environment)

- Observe the child's current abilities – Identify what they can do independently and what skills are emerging. This ensures the game is developmentally appropriate and builds on their strengths (EYLF Outcome 1.2: Children develop their emerging autonomy, interdependence, resilience, and sense of agency).
- Decide on the developmental focus – Align the Learning Game with a specific developmental domain to support the individual child.
 - Cognitive Development
 - Language Development
 - Social-Emotional Development
 - Physical Development
 - Executive Functions
- Ensure the game supports a play-based learning approach – The game should be engaging, interactive, and meaningful to the child.



(EYLF Outcome 4.3: Children transfer and adapt what they have learned from one context to another).

- Create a suitable play environment – The setting should promote engagement, exploration, and participation.

(NQS 3.2.1: Inclusive Environment – Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments).

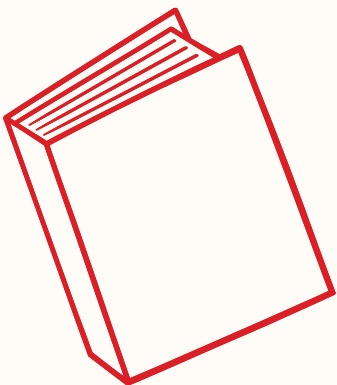
Step 2: Read & Prepare

(EYLF Practice: Learning Environments, High-Quality Interactions | NQS 1.2.1 Intentional Teaching, 5.1.1 Positive Educator-Child Interactions, 1.3.2 Critical Reflection)

- Read the Learning Game instructions to fully understand the purpose and how it supports development.
- Identify key vocabulary and learning concepts to introduce during the game

(EYLF Outcome 5.1: Children interact verbally and non-verbally with others for a range of purposes).

- Gather materials needed for the activity and ensure they are accessible and appropriate for the children participating
(NQS 3.2.2: Resources support play-based learning).
- Consider adaptations to ensure all children can participate meaningfully, including those with additional needs
(EYLF Principle: Equity, Inclusion & High Expectations).



Step 3: Role Play & Engage

(EYLF Practice: Responsiveness to Children, Learning Through Play | NQS 1.2.1 Intentional Teaching, 5.2.1 Collaborative Learning, 5.1.1 Positive Educator-Child Interactions)

- Introduce the game with enthusiasm, using clear language and engaging expressions
(NQS 5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included).

- Model the game first, demonstrating actions and encouraging children to participate

(EYLF Outcome 5.2: Children engage with a range of texts and gain meaning from these texts).

- Foster back-and-forth exchanges to build engagement and learning, using open-ended questions and intentional language

(EYLF Outcome 4.2: Children develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching, and investigating).

- Support children's autonomy by allowing them to take the lead while ensuring they remain engaged and supported

(NQS 5.2.1: Children are supported to collaborate, learn from and help each other).

Step 4: Reflect & Extend Learning

(EYLF Practice: Ongoing Learning and Reflective Practice | NQS 1.3.1 Assessment & Planning Cycle, 1.3.3 Information for Families, 5.2.1 Collaborative Learning)

- Encourage children to
- talk about the game and share their experiences

(EYLF Outcome 1.3: Children develop knowledgeable and confident self-identities).

- Use reflection to connect the game to real-world experiences,
- extending learning beyond the activity

(EYLF Outcome 2.1: Children develop a sense of belonging to groups and communities).

- Document observations and communicate learning with families to strengthen connections between home and early learning settings

(NQS 1.3.3: Families are informed about the program and the child's progress).



Step 5: Revisit & Extend Learning Opportunities

(EYLF Practice: Continuity of Learning & Transitions | NQS 1.2.1 Intentional Teaching, 1.2.2 Responsive Teaching and Scaffolding, 3.2.1 Inclusive Environment)

- Repeat the game in future play sessions to deepen children's understanding and confidence

(EYLF Outcome 4.4: Children resource their own learning through connecting with people, places, technologies, and natural and processed materials).

- Adapt and extend the activity by incorporating new elements, materials, or challenges to maintain engagement and foster ongoing learning

(NQS 1.2.2: Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback).

- Embed the learning from the game into other parts of the day,
- making connections to different activities and experiences

(EYLF Outcome 5.4: Children engage with a range of texts and gain meaning from these texts).



Which **3a** Learning Game should we play today?

With **200 high quality 3a Learning Games** to pick from, let's break it down into age groups, all connected to the developmental domain you may be seeking to support a child's learning.

Children grow and learn in their own way, but there are common stages of development that help us understand what skills typically emerge. These stages guide which developmental domain to focus on, ensuring learning experiences match each child's needs.

- ◆ **Notice** *what the child is working on* – Observe their interests, strengths, and emerging skills.
- ◆ **Intentionally** *choose the domain you are targeting* – Support their next steps with targeted play and interactions.
- ◆ **Keep it engaging** – Learning happens best through play, conversation, and everyday moments.

Remember, **development is not a checklist**—it's about meeting children where they are and helping them grow through meaningful experiences.



The Infant

Birth to 12 months

Babies explore the world through movement, touch, and sound. They build gross motor skills like rolling and sitting, while their fine motor skills develop through grasping and reaching. They communicate through babbling, gestures, and facial expressions, forming strong attachments to caregivers. Learning is sensory, interactive, and built on close relationships.

Let's have a look at some fun 3a Learning Games to play

		Mathematical Thinking				Physical Development				Social & Emotional				Language & Communication				Executive Function			
Game No.	Game Name	Patterns & Predictions	Shapes & Spatial	Measurement & Data	Quantity & Counting	Gross Motor Skills	Fine Motor Skills	Sensory Awareness	Physical Health & Self-Care	Self-Awareness	Self-Management	Self-Awareness	Social Awareness	Social Management	Receptive Language	Expressive Language	Emergent Reading	Emergent Writing	Working Memory	Inhibitory Control	Cognitive Flexibility
1	Building Trust								•	•	•			•	•	•					
2	Singing and Doing												•	•	•	•					
3	Moving Him to See	•				•		•													
4	Calming by Loving								•	•	•			•							
5	Talking for Him to See					•									•	•					
6	Helping Her Hold						•											•			
7	Exploring a Face							•	•	•				•							
8	Propping Her to See					•															
9	Peek-a-Boo	•						•					•	•	•	•					
10	Giving Voice Cues							•							•	•					
11	Helping Him Reach					•															
12	Watching a Toy Go	•						•			•								•		
13	Rolling Over					•															
14	Showing Feelings								•	•	•	•			•	•					
15	Letting Her		•		•			•													
16	Ride-a-Horsie	•				•								•		•	•				
17	Sitting, Turning & Reaching					•	•														
18	Naming with a Mirror								•						•	•					
19	Reading Pictures and Books														•	•	•	•			
20	Making La-La-La Sounds							•							•	•					
21	Hiding & Finding	•											•	•					•		•
22	Introducing Strangers								•	•	•	•	•	•							
23	Peek-a-Boo Mirror	•							•				•	•	•	•					•
24	Helping Her Let Go						•		•											•	
25	Showing to Share									•	•	•	•	•					•		
26	Imitating Actions					•	•						•	•	•	•				•	
27	Standing Up & Moving			•		•															
28	Puzzle Play		•	•			•											•			•
29	“Hi” and “Bye-Bye”									•	•	•	•	•	•	•				•	
30	Providing 2 Ways		•												•	•				•	
31	First Crayons						•			•								•	•		
32	Things to Taste							•													•
33	Hiding a Picture		•										•	•					•		
34	Letting Him Choose									•	•			•		•			•		
35	Helping Pick Up						•		•				•	•						•	



THE ONE YEAR OLD 12 TO 24 MONTHS

Toddlers are on the move, refining walking, climbing, and coordination. Their language bursts, with single words turning into short phrases. They enjoy copying adults, exploring objects, and testing cause-and-effect. Play is hands-on and discovery-driven, supporting their growing confidence and independence.

Let's have a look at some fun 3a Learning Games to play

		Mathematical Thinking					Physical Development					Social & Emotional					Language & Communication					Executive Function		
Game No.	Game Name	Patterns & Predictions	Shapes & Spatial	Measurement & Data	Quantity & Counting		Gross Motor Skills	Fine Motor Skills	Sensory Awareness	Physical Health & Self-Care		Self-Awareness	Self-Management	Social Awareness	Social Management		Receptive Language	Expressive Language	Emergent Reading	Emergent Writing	Emergent Memory	Working Memory	Inhibitory Control	Cognitive Flexibility
36	Doll Babies									•		•	•		•		•	•						
37	Making Animal Sounds																•	•						
38	Making Lines		•				•	•									•	•		•				
39	Pointing to Share											•		•			•	•						
40	Touching Toes		•				•		•			•					•	•		•				
41	Rolling the Ball		•		•		•	•							•		•	•						
42	Helping Him Predict	•										•	•				•	•		•				
43	Making Undressing Easy							•		•							•	•						
44	Talking About Feelings									•		•	•	•			•	•		•				
45	Water Play						•	•	•								•	•						
46	Hide and Seek						•							•	•		•	•		•				
47	Saying and Doing Words						•										•	•						
48	Starting to Jump						•										•	•		•				
49	Singing Together													•	•		•	•		•				
50	First Nesting		•	•				•									•	•						
51	Blowing Things							•	•								•	•			•			
52	Matching Sizes and Shapes		•	•	•			•									•	•						
53	Building Together		•					•							•		•	•		•				
54	Cardboard Boxes		•	•			•	•	•					•	•		•	•						
55	Saying It Clearly											•					•	•		•				
56	Expressing Needs									•							•	•						
57	Sorting with Shapes		•	•				•									•	•		•				
58	Choosing Lids	•	•					•									•	•						
59	Giving Freely											•	•	•	•		•	•		•				
60	Exploring Outdoors		•				•	•	•								•	•						
61	How Does It Feel?	•						•	•				•				•	•		•				
62	Painting with Water							•	•								•	•			•			•
63	Scribbling							•				•					•	•		•				
64	Trying New Motions		•				•	•									•	•		•				
65	Matching colours		•					•									•	•		•				
66	Using Tools							•									•	•		•				
67	See, Show, Say											•					•	•	•	•				

A child is sitting on a light-colored wooden floor, wearing a grey long-sleeved shirt and green overalls. They are holding a green wooden block in their right hand and a small brown toy animal in their left hand. There are several yellow wooden blocks on the floor around them. In the background, there is a large orange cushioned chair. The image is decorated with white wavy lines and a pattern of black dots in the top right corner.

THE TWO YEAR OLD

24 to 36 months

Two-year-olds are curious, energetic, and full of big emotions. Their fine motor skills improve with stacking, scribbling, and self-feeding. Socially, they play alongside others, learning turn-taking and sharing. They ask lots of questions, build early numeracy and literacy skills, and love pretend play and repetition.

Let's have a look at some fun 3a Learning Games to play

		Mathematical Thinking				Physical Development				Social & Emotional				Language & Communication				Executive Function		
Game No.	Game Name	Patterns & Predictions	Shapes & Spatial	Measurement & Data	Quantity & Counting	Gross Motor Skills	Fine Motor Skills	Sensory Awareness	Physical Health & Self-Care	Self-Awareness	Self-Management	Social Awareness	Social Management	Receptive Language	Expressive Language	Emergent Reading	Emergent Writing	Working Memory	Inhibitory Control	Cognitive Flexibility
68	Showing One Part			•	•													•		
69	Making Faces								•	•	•				•	•				
70	Family Circle Games		•	•						•	•	•	•							•
71	Dress Ups								•	•										
72	Playing with a Mirror								•	•	•									
73	Seeing it in a New Way													•					•	
74	What's Your Name								•	•				•	•	•	•			•
75	Chanting Nursery Rhymes	•												•	•					
76	Showing 'one' and 'two'		•															•		
77	Color Sorting		•																	
78	Building Blocks			•	•		•					•					•			
79	Showing Your Needs								•	•	•	•	•						•	
80	Making O's and X's				•		•							•			•			
81	Playing with others					•			•	•	•	•	•	•	•			•		
82	Choosing Dolls Clothes		•				•	•							•					
83	Drawing Around Things		•	•			•										•			
84	Whispering												•	•	•					
85	Happy Face, Sad Face								•	•				•		•			•	
86	Two Together				•					•	•		•							
87	Choosing and Stringing		•				•										•			
88	In out and Around	•	•		•	•								•						•
89	Giving one to Each				•	•				•	•	•	•					•		
90	Making a fun path		•		•	•											•			
91	Using words for time			•										•	•		•		•	
92	Listening and Supporting									•	•	•	•					•		
93	Pairing and sorting pictures	•	•															•		
94	What's gone	•						•			•			•	•				•	•
95	Cutting and Pasting			•			•								•	•	•			
96	Helping Him Help Himself								•						•				•	
97	What Would Happen if...													•	•			•		
98	Running and Walking Together		•			•													•	
99	Telling Family Stories													•	•					•
100	I See Something That Is													•	•			•		
100+	One Picture, Two Labels	•	•	•	•											•		•		

The Three Year Old

36-48 months



Three-year-olds thrive on imagination, conversation, and movement. Their language skills expand as they tell stories and ask 'why.' They refine fine motor skills like cutting and drawing while growing stronger in gross motor activities like running and hopping. Socially, they engage in group play, solve problems, and express emotions more clearly.

Let's have a look at some fun 3a Learning Games to play

		Mathematical Thinking					Physical Development					Social & Emotional					Language & Communication					Executive Function			
Game No.	Game Name	Patterns & Predictions	Shapes & Spatial	Measurement & Data	Quantity & Counting	Gross Motor Skills	Fine Motor Skills	Sensory Awareness	Physical Health & Self-Care	Self-Awareness	Self-Management	Social Awareness	Social Management	Receptive Language	Expressive Language	Emergent Reading	Emergent Writing	Working Memory	Inhibitory Control	Cognitive Flexibility					
101	Soap Curls						•	•	•	•	•								•						
102	A Sharing Place									•	•	•	•												
103	The Duck Said..													•	•										
104	Dough and More						•										•								
105	Matching and Naming Pictures		•												•	•									
106	Seeing Feelings								•	•	•									•					
107	A Book of Me							•	•	•	•			•	•	•	•								
108	Planting Together						•	•				•					•		•						
109	Showing What I Know								•	•	•			•	•	•		•							
110	Our Values								•			•	•		•			•							
111	Comparing Two Amounts		•	•	•		•										•								
112	Restore the Circle			•	•		•										•								
113	The Knee Star				•		•										•								
114	Preparing for Sharing											•	•		•				•						
115	Stories for Three		•						•		•	•			•	•		•							
116	What’s It For	•												•						•					
117	Riding a Trike		•	•		•	•										•	•							
118	Button and Zip		•				•										•								
119	Following Directions			•										•				•	•	•					
120	Family Album									•	•							•							
121	See and Show													•	•	•									
122	Searching for Sounds			•										•				•							
123	Choosing Lids		•	•			•										•	•							
124	Playing with Many Sizes		•	•			•																		
125	Moving and Saying			•	•	•									•										
126	Showing Concern									•	•	•		•					•						
127	Making Handprints						•	•									•								
128	A Handy Tool					•	•										•			•					
129	Painting on Paper			•			•	•							•		•								
130	Matching Nearly-Alikes	•																							
131	That’s Mine									•	•														
132	I Look Great							•	•																
133	Packing my own Picnic								•		•							•							
134	Wearing the ‘Turn Hat’				•							•	•		•										
135	Planning an Event											•			•	•		•							
136	Who, What, Where?	•													•			•		•					
137	That Doesn’t Belong	•	•				•																		
138	Ball in a Bucket		•	•		•								•											
139	An Errand for Two				•						•	•	•												
140	Changing Partner Roles											•						•							
141	Say What Just Happened											•	•	•	•										
142	Changing Things	•				•	•																		
143	Remembering Pictures																	•							
144	Copy Each Other				•						•	•													
145	Saying All I See								•									•							
146	Remembering Things & Places															•		•							
147	Props for Pretending					•	•																		
148	What will happen next?														•	•		•		•					
149	J-O-E-Y Is My Name				•					•	•			•	•	•	•								
150	How Did You Feel When								•	•	•				•			•		•					

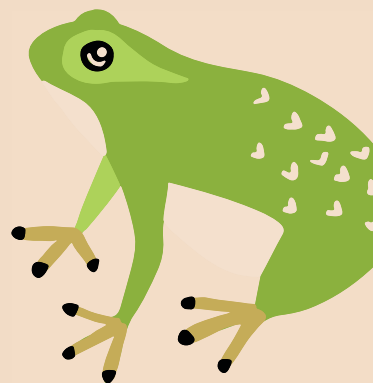


The Four Year Old

48 to 60 months

At four, children are independent thinkers and eager learners. They develop friendships, emotional awareness, and problem-solving skills. Their fine motor control allows for more detailed drawings and early writing. They enjoy structured games, imaginative play, and exploring books and numbers, showing readiness for the next big step—school!

Let's have a look at some fun 3a Learning Games to play



		Mathematical Thinking					Physical Development					Social & Emotional					Language & Communication				Executive Function		
Game No.	Game Name	Patterns & Predictions	Shapes & Spatial	Measurement & Data	Quantity & Counting	Gross Motor Skills	Fine Motor Skills	Sensory Awareness	Physical Health & Self-Care	Self-Awareness	Self-Management	Social Awareness	Social Management	Social Management	Receptive Language	Expressive Language	Emergent Reading	Emergent Writing	Working Memory	Inhibitory Control	Cognitive Flexibility		
151	Sharing Likes and Dislikes									•	•				•	•			•	•			
152	My Family's Family									•	•					•							
153	Retelling a Story														•	•							
154	Inspecting and Collecting		•		•		•	•								•							
155	Bigger than Me		•	•					•						•	•		•					
156	How Are you?							•	•	•	•	•				•			•				
157	Fork Foods				•		•		•						•	•		•					
158	One at each End			•	•										•	•				•			
159	When, How, Why?					•									•	•			•		•		
160	Move Up Five			•	•										•		•						
161	To and From		•	•	•	•				•		•			•								
162	My Favourite Things				•				•	•					•	•	•		•				
163	Searching in Pairs	•	•		•	•						•	•										
164	Serious Questions									•	•				•	•	•		•	•			
165	A Remembering Calendar	•								•					•		•		•				
166	Our Story								•	•	•				•	•	•	•	•				
167	First, Next, Last	•			•											•		•	•				
168	Build a Person	•		•											•	•		•					
169	I Wonder How She's Feeling?												•	•	•								
170	This is Me								•	•	•				•	•			•				
171	Add to the Tale														•	•			•				
172	Sort Any Way You Like	•					•								•	•	•						
173	Scrambled Stories	•													•	•	•		•				
174	Which is Best?										•		•		•		•		•		•		
175	Little by Little			•	•													•					
176	Show Me How It Feels							•	•	•	•				•	•				•	•		
177	Today I Can								•	•					•	•		•					
178	I'll Get it Myself								•	•	•				•	•	•	•		•			
179	Mailing a Letter	•																•					
180	Double Treasure			•	•	•											•		•				
181	Walking Lost		•	•		•									•	•				•			
182	Cutting New Lines						•										•	•	•				
183	Three-Corner Catch	•		•	•	•									•	•		•					
184	I'd Like Help	•							•	•	•				•	•					•		
185	My History in Clothes											•	•		•	•	•						
186	Rules to Grow On																•	•		•			
187	Telling How										•				•	•	•	•	•				
188	Playing School			•	•										•	•	•	•					
189	Let's Imagine								•		•	•	•		•	•			•		•		
190	Wondering What's Caused											•	•		•	•							
191	Clothes for Tomorrow											•	•				•						
192	We Play Relay		•		•	•												•		•			
193	Let's Celebrate								•								•				•		
194	Rhyming	•									•	•			•	•			•				
195	Counting to Ten			•	•										•	•			•				
196	Thinking it Through									•									•				
197	Silly Simon		•		•	•									•			•	•	•			
198	Playing More School	•													•	•		•			•		
199	Same Sounds	•								•	•				•		•		•				
200	Reading Asking Pointing									•	•				•	•	•						



"Play is not just fun—it's a child's way of exploring, experimenting, and making sense of the world. By playing with purpose, we help children develop the skills they need for school and beyond."

Joseph Sparling

