**DT**

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| Ages and Stages  | Steps |
|  | Creating with Materials | Being Imaginative and Expressive |
| **Birth to three**• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.**Three to four**Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. **Children in Reception**Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. **Early Learning Goal** Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.  | **Step 2** * Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration.

**Step 3*** Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.
* Notices and becomes interested in the transformative effect of their action on materials and resources.

**Step 4*** Uses 3D and 2D structures to explore materials and/or to express ideas

**Step 5*** Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.
* Uses tools for a purpose.

**Step 6*** Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.
* Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.

**Step 7** Children at the expected level of development will: * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
* Share their creations, explaining the process they have used.
* Make use of props and materials when role playing characters in narratives and stories.
 | **Step 2*** Responds to and engages with the world that surrounds them, e.g.

sounds, movement, people, objects, sensations, emotions (her own and others).**Step 3*** Pretends that one object represents another,

especially when objects have characteristics incommon.**Step 4*** Uses everyday materials to explore, understand

and represent their world – their ideas, interests and fascinations.**Step 5*** Notices what other children and adults do, mirroring what is observed, adding

variations and then doing itspontaneously.* Engages in imaginative play based on own ideas or first-hand or peer experiences.
* Uses available resources to create props or creates

imaginary ones to support play.* Plays alongside other children who are engaged in

the same theme.**Step 6*** Creates representations of both imaginary and

real-life ideas, events, people and objects.* Uses combinations of art forms, e.g. moving and singing, making and

dramatic play, drawing and talking, constructing and mapping.* Plays cooperatively as part of a group to create,

develop and act outan imaginary idea or narrative. |