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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 in  common.  **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 it  spontaneously.   * 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 out  an imaginary idea or  narrative. |