



<b>Creating with materials</b>		
<b>2-year olds</b>	<b>N1</b>	<b>N2</b>
<ul style="list-style-type: none"> <li>• Explore a range of mediums – paint, chalk, crayons, water, gloop, rice</li> <li>• Explore mediums using different resources – fingers, large scale paint brushes and working on a large scale</li> <li>• Provide opportunities to manipulate, play and explore different materials with all their senses</li> <li>• Notices and becomes interested in the transformative effect of their action on materials and resources</li> <li>• Explore and identify colours</li> </ul>	<ul style="list-style-type: none"> <li>• Allow children to explore ways to enclose a space, create shapes</li> <li>• Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>• Provide opportunities to use 3D and 2D structures to explore materials and/or to express ideas</li> <li>• Provide opportunities for children to explore materials/resources and decide how they want to use them</li> <li>• Provide opportunities to join different materials and explore different textures – glue sticks, masking tape</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises</li> <li>• Explore colour including how to use powder paint, how to mix colours and how colours can represent emotions</li> <li>• Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>• Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>• Uses tools for a purpose</li> <li>• Join different materials and explore different textures – glue spreaders, staples, paper fasteners</li> </ul>
<b>Stonehill Milestones</b>		
<b>2-year olds</b>	<b>N1</b>	<b>N2</b>
<ul style="list-style-type: none"> <li>• Happily uses a range of media, using fingers, body parts, brushes and other tools.</li> <li>• Starting to develop the different movements needed to make marks – for example up and down and round etc.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand and can demonstrate that materials can be used for different purposes</li> <li>• Begin to join materials together using different methods</li> <li>• Begin to use colours more accurately in their paints, drawings</li> </ul>	<ul style="list-style-type: none"> <li>• I can join up lines on paper to make different shapes and I can use these shapes to make things that I know. Such as faces...</li> <li>• I am able to explore different materials and use the most suitable for my chosen task.</li> <li>• Able to problem solve to overcome any issues.</li> </ul>
<p>Early Learning Goals:                      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.</p>		

Progression document: Expressive arts and design

<b>Being imaginative and expressive</b>		
<b>2-year olds</b>	<b>N1</b>	<b>N2</b>
<ul style="list-style-type: none"> <li>• Mirrors and improvises actions they have observed, e.g. clapping or waving</li> <li>• Model pretend play, pretending that one object represents another, especially when objects have characteristics in common</li> <li>• Expresses self through physical actions and sound</li> <li>• Sing/vocalises whilst listening to music or playing with instruments/sound makers</li> <li>• Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> <li>• Creates sound effects and movements, e.g. creates the sound of a car, animals</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to make believe by pretending using sounds, movements, words, objects</li> <li>• Beginning to describe sounds and music imaginatively, e.g. scary music</li> <li>• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> <li>• Creates rhythmic sounds and movements</li> <li>• Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>• Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns, dancing, ring games in response to music, stories and ideas</li> <li>• Sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>• Sing the pitch of a tone sung by another person (pitch match), sing the melodic shape (moving melody such as up and down, down and up) of familiar songs</li> <li>• Taps out simple repeated rhythms</li> <li>• Show the children how to play a range of instruments with increasing control and to create a desired effect</li> <li>• Using their prior knowledge to inform their role play and able to select objects around them to represent something else or make an object to use in their play</li> <li>• Make imaginative and complex small world with blocks and construction kits such as a city with different buildings and a park, developing more complex stories</li> </ul>
<b>Stonehill Milestones</b>		
<b>2-year olds</b>	<b>N1</b>	<b>N2</b>
<ul style="list-style-type: none"> <li>• I am able to join in with songs and rhymes.</li> <li>• Happily take part in an activity using musical instruments</li> <li>• I am able to pretend this is, with toys that represent real objects.</li> <li>• I am able to observe and mimic the actions of others (making a cup of tea)</li> </ul>	<ul style="list-style-type: none"> <li>• I join in with and sing a familiar song or rhyme.</li> <li>• Begins to play instruments to create a different sound or purpose</li> <li>• Take part in more complex single action pretend play activities such as bathing, feeding etc.</li> <li>• I am able to take on a simple role of someone familiar to me.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing a song accurately with increasingly correct pitch</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> <li>• I am able to think of my own play scenario with regards to small world and role play (for example a train crash or a rescue with a fire engine)</li> </ul>
<p>Early Learning Goals:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		