

Expressive Arts and Design: Being Imaginative

	Development Matters	Look, Listen and Note	Effective Practice	Planning and Resourcing
22-36 months	<ul style="list-style-type: none"> Beginning to make-believe by pretending Beginning to use representation to communicate 	<p>The ways children respond to stories and experiences, for example:</p> <p>Children using drawing, painting and malleable resources to make representations of characters in stories, though these may not always be recognisable to an adult</p> <p>Children making use of role play and small world resources to re-enact what they have seen or heard</p> <p>Children looking closely at artefacts and Pictures</p> <p>Children using movement areas to move to music linked to festivals and celebrations</p>	<p>Consider the religious and other traditions you include, to ensure they are relevant to the children in your setting</p> <p>Sitting alongside children as they use resources and talking to them as they work, will provide insight into their thoughts</p>	<p>Gather pictures and artefacts linked to the festivals relevant to your setting to support conversation and role play</p> <p>Provide a wide range of creative resources for children to use and recognise creativity in different forms</p>
30-50 months	<ul style="list-style-type: none"> Captures experiences and responses with a range of media such as music, dance, paint and other materials or words Developing preferences for forms of expression 	<p>How children respond to experiences, for example:</p> <p>Emma has been introduced to the Diwali Role play area. She is observed making food and 'feeding' the Goddess Lakshmi</p> <p>Hassan uses a variety of resources - construction toys, malleable materials and paints - to make representations of people who are special to him</p> <p>Children saying that the music linked to a festival is 'happy music' and dance to it in the movement area</p> <p>Children returning to themes covered previously, continuing to develop their ideas using the resources in continuous provision areas</p>	<p>Ensure a wide variety of different creative resources are available for the children, being aware that some children will return to the same resources time and again</p> <p>Provide opportunities for children to revisit ideas to develop them further</p> <p>When observing children applying elements of RE in their child-initiated play, consider recording this as a learning story, documenting what the child said and did, and the roles of other relevant people; analyse what the child learned to use as evidence to inform future planning</p>	<p>Display photos and posters of celebrations to stimulate ideas (e.g. in the workshop) and to remind children of previous teaching and learning</p> <p>Display photos of children involved in adult led activities linked to festivals, e.g. photos of children dressed in role play clothes</p>

	Development Matters	Look, Listen and Note	Effective Practice	Planning and Resourcing
<p>40-60+ months</p> <p>Early Learning Goals</p>	<ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • Create simple representations of events, people and objects • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	<p>How children link their experiences, for example:</p> <p>Drawing on previous stories in their responses</p> <p>The range of resources children choose to use in responding to religious stories, festivals and experiences</p> <p>The ways in which children make links between their own experiences and those they have heard about</p>	<p>A Godly Play approach provides opportunities for children to respond in different ways to religious stories</p> <p>Give children opportunities to talk to you about what they are doing and thinking as they play; if you are involved in their play the conversation will be far more natural</p> <p>Ensure that the learning environment supports children in developing their ideas imaginatively and creatively through a child-initiated approach</p>	<p>Provide multisensory experiences linked to festivals, for example cooking and tasting food; if possible involve members of faith communities</p>