<table>
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<tr>
<th>EAD</th>
<th>Exploring and using media and materials</th>
<th>Being imaginative</th>
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| **Birth – 11 months** | • Holds objects in both hands.  
• Bang objects together.  
• Experiments with different sounds they can make.  
• Explore objects and materials with hands and mouth.  
• Explores different textures with hands and mouth.  
• Discover mark making by chance, noticing, for instance, that trailing a finger through split juice changes it.  
• Respond to different textures.  
• Respond to different visual stimulation.  
• Respond to a range of familiar sounds e.g. turning to a sound source such as voice.  
• Recognises everyday familiar sounds.  
• Recognises voices of familiar people.  
• Bangs two objects together.  
• Quietens when listening to music.  | • Smile with pleasure at recognisable play things.  
• Shows displeasure using facial expressions.  
• Shows discomfort using facial expressions. |
| **8 – 20 months** | • Explores and experiments with a range of media through sensory exploration, and using whole body.  
• Move their whole bodies to sounds they enjoy, such as music or a regular beat.  
• Imitates and improvises actions they have observed, e.g. clapping or waving.  
• Uses equipment appropriately e.g. brush to brush hair, spoon to eat with, etc.  
• Experiments in things that fix together e.g. duplo, stickle bricks etc.  
• Shows curiosity and interest in things that are built up and fall down, that open and close  
• Plays with malleable materials.  
• Experiments with paints.  
• Dances to music that is familiar to them.  
• Experiments with a range of vocal sounds.  
• Experiments with a range of musical instruments.  | • Enjoy making noises or movements spontaneously.  
• Engages in simple pretend play.  
• Demonstrates the use of objects e.g. brush to brush hair, cup to drink from.  
• Begins to play in simple combinations e.g. puts doll in a push chair and takes it for a walk. |
| 16 – 26 months | Begins to move to music, listen to or join in rhymes or songs.  
| Notice is interested in the effects of making movements which leave marks.  
| Are interested in pushing and pulling things, and begin to build structures.  
| Investigates objects by stretching, pulling, squeezing etc.  
| Experiments opening objects by screwing and pushing.  
| Uses a range of tools to make marks.  
| Explores malleable materials e.g. playdough, clay, paint etc.  
| Explore dressing up clothes and uses them to dress up.  
| Create and experiment with blocks, colour and marks.  
| Using different colours when painting.  
| Can make a choice of their preferred colour from a choice of 2.  
| Is aware when they have mixed colours.  
| Begins to make 3D structures.  
| Joins in with actions of familiar songs and rhymes.  
| Begin to build a favourite repertoire of favourite songs.  
| Raises and lowers volume of their voice.  
| Make a range of babbling sentences.  
| Make vocal sounds in response to music.  
| Expresses self through physical action and sound.  
| Pretends that one object represents another, especially when objects have characteristics in common.  
| Imitates everyday actions in pretend play e.g. makes a cup of tea, feeds the teddy.  
| Start to develop simple play sequences e.g. put a doll into a buggy and go for a walk. |
| 22 – 36 months | Joins in singing favourite songs.  
| Creates sounds by banging, shaking, tapping or blowing.  
| Shows an interest in the way musical instruments sound.  
| Experiments with blocks, colours and marks.  
| Are curious and interested in making things happen.  
| Investigate various construction materials.  
| Realise tools can be used for a purpose.  
| Use construction equipment to make structures.  
| Take things to pieces.  
| Begin to make models out of recycled materials and experiment how to join them together.  
| Begin to combine movement, media or marks.  
| Explore colour and begin to differentiate between colours.  
| Uses arrange of shapes/objects to print with.  
| Sings while playing.  
| Copy a simple rhythm.  
| Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’  
| Beginning to make-believe by pretending.  
<p>| Copies an adult in longer play sequences e.g. makes toast, puts butter and jam on it and feed it to teddy. |</p>
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<th>30 – 50 months</th>
<th>40 – 60+ months</th>
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| - Enjoys joining in with dancing and ring games.  
- Sings a few familiar songs.  
- Beginning to move rhythmically.  
- Imitates movement in response to music.  
- Taps out simple repeated rhythms.  
- Explores and learns how sounds can be changed.  
- Explores colour and how colours can be changed.  
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  
- Beginning to be interested in and describe the texture of things  
- Uses various construction materials.  
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  
- Joins construction pieces together to build and balance.  
- Realises tools can be used for a purpose.  
  - Begin to try out a range of tools and techniques safely.  
  - Uses equipment appropriately e.g. scissors, staplers, hole punches, glue sticks etc.  
  - Make models out of recycled materials and explain how they are going to fix them together.  
  - Differentiate marks and movements on paper.  
  - Use their bodies to explore texture and space.  
  - Creating patterns using different colours and textures.  
  - Sing to themselves and make up simple songs.  
- Developing preferences for forms of expression.  
- Uses movement to express feelings.  
- Creates movement in response to music.  
- Sings to self and makes up simple songs.  
- Makes up rhythms.  
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  
- Engages in imaginative role-play based on own first-hand experiences.  
- Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  
- Uses available resources to create props to support role-play.  
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.  |
| - Creating patterns using different colours and textures.  
- Uses various construction materials.  
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  
- Joins construction pieces together to build and balance.  
- Realises tools can be used for a purpose.  
- Begin to try out a range of tools and techniques safely.  
- Uses equipment appropriately e.g. scissors, staplers, hole punches, glue sticks etc.  
- Make models out of recycled materials and explain how they are going to fix them together.  
- Differentiate marks and movements on paper.  
- Use their bodies to explore texture and space.  
- Creating patterns using different colours and textures.  
- Sing to themselves and make up simple songs.  |

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<th>Early Learning Goal</th>
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| Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  

Early Learning Goal  
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.