

Expressive Arts and Design	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Creating with Materials	<ul style="list-style-type: none"> • Experiment with blocks, colours and marks using different tools. • Make marks intentionally • Manipulate and play with different materials. • Make simple models to express their ideas. 	<ul style="list-style-type: none"> • Begin to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’ • Explore different materials freely, in order 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. • Explore colour and colour-mixing. • Experiment with blocks, colours and marks 	<ul style="list-style-type: none"> • Join different materials and explore different textures e.g. using tape or glue. • Use collage to make different creations. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Develop their own ideas and then decide which materials to use to express them. • Use construction materials to make different creations. 	<ul style="list-style-type: none"> • Uses a range of different techniques and variety of materials, e.g. paint, collage. • Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. • Uses drawing materials to create pictures with a range of lines and shapes with increasing complexity. • Use a variety of different construction materials to build and balance.
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Begin to make-believe by pretending. • Join in singing favourite songs. • Create sounds by banging, shaking, tapping or blowing. • Show an interest in the way musical instruments sound. 	<ul style="list-style-type: none"> • Make-believe by pretending e.g. making dinner. • Enjoy singing favourite songs and sing some from memory. • I can create sounds by banging, shaking, tapping or blowing. • Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. • Show an interest in the way musical instruments sound. • Sing to myself and make up simple songs. • <i>Remember and sing entire songs.</i> • Notice what adults do, imitate what is observed and then do it spontaneously when the adult is not there. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 	<ul style="list-style-type: none"> • Experiments with a range of percussion instruments. • Joins in with singing in a familiar group. • Knows a number of familiar songs. • Explores different ways to move and dance. • Accesses role play and small world resources, sometimes playing with others to develop storylines. • Use available resources to create props to support role-play. • Respond to what they have heard, expressing their thoughts and feelings