

Range 3 (18-24)	Range 4 (24-36)	Stage 5 (36-48)
• Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals	• Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements	• Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories 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
Adult Interactions • Show genuine interest and be willing to play along with a young child who is beginning to pretend. • Model or join in pretend play, such as pretending to drink from an empty toy cup. • Observe and sometimes take part in children's make-believe play in order to gain an understanding of their interests. • Observe and reflect on the children's own explorations and creations.		Environment • Provide a range of resources including familiar and non-specific items that can be used in a range of ways, such as magazines, real kitchen items, fabric, hoops, sponges, rope etc. • Offer a variety of stimulating resources that can be used in different ways both inside and outside e.g. fabric, boxes, sound makers, water, string bags and planks. • Create time and space for children to develop their own creations, e.g. photographs, sounds, movement, constructions, stories, collages

Range 5 (Autumn)	Range 6 (Spring)	ELG (Summer)
•Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories 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	• Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play •Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	ELG: Being imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
Adult interactions •Ensure children have opportunities to experience the world outside the setting, e.g. through walks, visits, visitors, links with children’s homes. • Support children’s development of imaginary worlds by encouraging new experiences, inventiveness, empathy and new possibilities. • Share a diverse range of text, image-based and oral stories to stimulate imaginative responses. Support children to gain confidence in their own way of representing and sharing ideas. • Be aware of the link between children’s imaginative play and how they develop a narrative structure. • Recognise and promote children’s agency in expressing their unique and subjective viewpoint through the arts. • Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas. • Introduce descriptive language to support children within the context of their own imaginative experiences. • Celebrate children’s imaginative ideas and creations by sharing them, e.g. impromptu performances, learning journeys with families, display documentation, digital portfolios		Environment •Tell stories based on children’s experiences and the people and places they know well as well as stories that stimulate the imagination. • Create spaces for children to respond to stories and their representing their ideas of what they hear, imagine and enjoy through a variety of art forms and materials •Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking Enrich the environment inside and out with materials, resources, natural objects, images, music, dance (via image, film) for children to inspire their imagination. • Make materials accessible so that children are able to imagine and develop their enquiries and ideas while they are still fresh in their minds. • Provide children with opportunities to develop their enquiries using materials and tools over extended periods of time