

5. To be able to create a 3D model

Pre-Milestones

- Moves hanging rattle or soft toy while moving arms or legs
- Shows interest in new experiences – for example, when shown a new toy
- Shows interest in small objects or the detail of a toy – for example, will gaze at small beads in a rattle
- Smiles with pleasure at recognisable playthings
- Shifts visual attention by looking from one object to another and back again
- Repeats actions that have an effect – for example, kicking or batting a mobile to create movement, shaking a rattle so it makes a sound again
- Plays with and explores objects by touching them, looking at them, bringing them to the mouth and listening to the sounds they make
- When sitting, can lean forward to pick up small toys
- Persistently and deliberately reaches out for toys
- Notices changes in groupings of objects, pictures and sounds - example they may look puzzled, unsettled or stop what they are doing
- Plays with objects, by banging, shaking, turning them around in their hands
- Looks towards the floor when object is dropped by other people and looks for objects they drop themselves
- Explores new objects in an orderly way to investigate cause and effect – for example can pull on a string to get the connected toy
- Knows there are different ways to play with different toys – for example, that a ball is for rolling or throwing and a car is for pushing
- Realises one object can act as a container for another – for example, puts smaller objects inside bigger ones and removes them again
- Shows interest in things that go together – for example, cup and saucer
- Experiments – for example, if two things don't fit together one way then tries another way
- Shows understanding that things exist, even when out of sight; will refer to, request or search for objects that are not currently in sight
- Begins to predict what happens next in predictable situations
- Enjoys playing with objects of different sizes that go together – for example, stacking cups

5. To be able to create a 3D model

Milestone 5.1

The child can explore and manipulate different materials using all their senses to investigate them.

Milestone 5.2

The child can manipulate materials to represent something that is familiar to them. The child begins to use their imagination.

Milestone 5.3

The child can make simple models which express their ideas. The child uses tools with support of an adult.

Milestone 5.4

The child can use a range of materials and resources to make imaginative and complex models.
The child can use a range of tools and know how to use these safely.

Possible sequence of learning:

- Explores and experiments with a range of sensory materials
- Initiates and continues repeated actions
- Selects resources and materials with adult help
- Manipulates playdough
- Uses one handed tools
- Threads using a variety of large resources
- Builds, stacks, rolls and lines up objects independently with a range of appropriate resources
- Uses one word to describe a model
- Uses resources to represent something else
- Explores different joining materials i.e. tape, string
- Completes inset puzzles
- Explores shapes and talks about their properties
- Puts materials together i.e.-playdough and shells
- Copies simple models i.e. adult makes a rocket and child copies
- Notices patterns and arranges objects in patterns
- Selects shapes for a purpose
- Uses language of size and capacity i.e. big and small, heavy and light, long and short, full and empty
- Uses one-handed tools and equipment with a purpose in mind
- Selects resources and materials independently
- Builds with large and small loose parts
- Manipulates a variety of resources with increasing control and intent
- Shows control using one handed tools
- Engages in complex block play including enclosures
- Combines shapes to make new ones

- | | |
|--|---|
| | <ul style="list-style-type: none">• Uses and understands positional language• Uses sentences to describe their model or structure• Uses a comfortable grip with good control when using pens and pencils• Uses comparative language of size and capacity i.e. big, bigger, biggest• Finds solutions for problems in their creations• Uses shape names and talks about properties• Recognises, repeats and talks about patterns• Plays collaboratively using language to negotiate and co operate |
|--|---|

Final Milestone

The child decides on the model they will make. The child can choose the materials/resources they want to use, shape materials with tools and join materials together. The child can talk about their model and reflect on their learning.