## TOPIC: COLOUR

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Teaching activities</th>
<th>Assessment; links to BSquared</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All will</strong></td>
<td></td>
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<tr>
<td>• Observe different coloured objects.</td>
<td>• Massage</td>
<td>P1(ii)</td>
</tr>
<tr>
<td>• Sit in colour boxes to experience 'moods'.</td>
<td>• Sensory room</td>
<td>• Turns towards bright light.</td>
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<tr>
<td>• Experience mixing of colours.</td>
<td>- ball pool</td>
<td>• Encounter the colours of nature.</td>
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<tr>
<td>• Experience dyeing things different colours.</td>
<td>- bubble tubes</td>
<td>• Encounter plants in different seasons.</td>
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<tr>
<td>• Hear language related to colour.</td>
<td>- soft play</td>
<td>• With help, takes part in action rhymes showing some awareness</td>
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<tr>
<td>• Explore different colour plants and flowers.</td>
<td>- disco floor</td>
<td>• Walk through garden.</td>
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<tr>
<td>• Experience pictures/videos of fireworks.</td>
<td>- kaleidoscopes</td>
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<tr>
<td>• Experience splitting of white light.</td>
<td>• Rough and tumble (hall)</td>
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<tr>
<td>• Observe rainbows.</td>
<td>- big pink ball</td>
<td></td>
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<tr>
<td>• Experience wearing sunglasses.</td>
<td>- walking along P.E bench</td>
<td></td>
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<tr>
<td>• Experience stained glass windows in a building.</td>
<td>• New sensory room</td>
<td></td>
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<tr>
<td>• Experience coloured lights.</td>
<td>- ultra violet balls</td>
<td>• Handles flowers.</td>
</tr>
<tr>
<td>• Observe traffic lights.</td>
<td>- slinky springs</td>
<td>• Handles with assistance a range of materials with strong visual qualities.</td>
</tr>
</tbody>
</table>
- Experience photography.

**Most will**
- Take part/encounter mixing colours and dyeing things.
- Begin to sort objects according to colour.
- Play with brightly coloured instruments.
- Explore different coloured flags.
- Encounter brightly coloured Christmas decorations.

- **Messy play**
  - mixing paint
  - spreading paint
  - jelly bath
  - play dough
  - colouring water
  - coloured sand
  - bubbles

- **Outdoor**
  - parachute games
  - big pink ball
  - kites
  - exploring sensory garden/flowers
  - coloured balloons

- **Off site**
  - Taplow
  - Garden centre

- **Music**
  - xylophone

- **Aware of light and dark.**
- Watches light in direct line of vision.
- Briefly tracks moving objects.
- Show an awareness that the room light has been turned on (from very dark).
- Follows light by moving head.

**P2(ii)**
- Responds to visual stimulus ie puppet
- With assistance put objects of the same colour together
- Handle autumn leaves.
- Play with water.
- Run hands through sand.
- Watches animals with interest.
- Shows preference for certain images.
- Turns head to follow light pattern.
- Attracted by bright lights.
**Some will**
- Sort objects according to colour.
- Sit and listen to stories.
- Will actively participate in dyeing foods/ materials and mixing colours.

<table>
<thead>
<tr>
<th>coloured bells</th>
<th>bright coloured drums/percussion</th>
<th>10 green bottles</th>
</tr>
</thead>
</table>

**Creativity**
- Making stained glass windows.
- Mixing lights/observing shadows.

<table>
<thead>
<tr>
<th>Make light patterns on a wall with a torch.</th>
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</thead>
</table>

**P3(i)**
- Looks at pictures with staff.
- Picks flowers/leaves.
- Reaches for light.
- Notice shadows.
- Aware of central light.

**P3(ii)**
- Pauses to look at pictures in a book.
- Makes marks on paper.
- Begins to place objects in groups.
- Matches objects.
- Pours sand/water out of a container.
- Takes part in action rhymes.
- Explores different liquids.
- Use a range of musical instruments.
- Examines a plant.
- Uses art package with touch screen to create effects.
| Track a light source in a darkened room. |
| Observe the drawing of a silhouette. |

**P4**
- Demonstrates preferences.
- Uses crayons/pens/pencils/paint.
- Enjoys number rhymes.
- Uses play dough.
- Mix substances in water.
- Sort objects by colour when 2 colours present.
- Aware if it is light or dark.
- Activate a range of lighting effects - on the computer or multi-sensory environment.
- Knows it is dark when they close their eyes.

**P5**
- Aware of print in the environment.
- Overwrites patterns.
- Uses a drawing package to...
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
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<tbody>
<tr>
<td>create a pattern on the screen.</td>
<td></td>
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<tr>
<td>Uses a variety of colours.</td>
<td></td>
</tr>
<tr>
<td>Changes colour within a drawing.</td>
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<tr>
<td>Joins in familiar poems/songs.</td>
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<tr>
<td>'Colours' picture.</td>
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<tr>
<td>Sorts 3 colours ie red, yellow, green bricks.</td>
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<tr>
<td>Group objects by colour.</td>
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</table>