

STARTING POINTS

Children are starting school life- most have previous experience of a pre- school setting.
Lots of environmental changes around the school evidence of leaves changing colour.
Class display/bulletin boards are different colours.
The children are all different. Talk about our hair/eye colour.

MATHEMATICS AND NUMERACY IN CONTEXT

Children will:

- Use mathematical ideas and methods to solve practical problems
- Talk about, recognise and recreate patterns
- Look in the environment for evidence of mathematics.
- Sort objects by colour.
- Explore shape in the sand tray.
- Explore capacity in the water tray.
- Explore colour.

Activities

- Sort objects in the home corner for their colour e.g. red cup/ red plate/ red fork/ red knife.
- Sort and name the various food/utensils found in the kitchen where do they belong?
- Set the table are their enough utensils for each person coming to tea?
- Talk about the time - e.g. breakfast time what will I eat?

THE ARTS

Children will:

- Explore colour, texture, shape, form and space in two or three dimensions.
- Use their imagination in art and design, music, dance, imaginative and role play and stories.

Activities

- Experiment with colour commit ideas to paper put the paintbrush back into the correct paint pot. Use colour appropriately e.g my dog is yellow so I need yellow to paint my dog.
- Explore the musical instruments to create sounds look at the colour how does that make me feel. Yellow - happy music.
- Participate in singing number rhymes/ colour songs/ I'm a little Leprechaun.
- Take on role of family member in the role play area.

PSED

Children will:

- Maintain attention, concentrate, and sit quietly when appropriate.
- Respond to significant experiences showing a range of feelings when appropriate
- develop skills in taking turns and working collaboratively with one another.

Activities

- PSED "There's no one quite like me"

TOPIC OVERVIEW

Reception
COLOUR
Term 1 2017
(After Baseline)

LANGUAGE AND LITERACY IN CONTEXT

Children will:

- Identify their first name.
- Develop their fine motor skills
- Follow a set of verbal instructions.
- Orally retell with accuracy main parts of the story 'Elmer'
- Correctly assign colour labels to the appropriate colour.
- Listen to various sets of instructions.

Activities

- Talk about Elmer. How is he different? How might he feel? Work together with friends to put some colour back into Elmer. Discuss the different colours you can see in Elmer the patchwork elephant.
- Listen and adopt approaches regarding book handling.
- Browse through picture books on colour topic and discuss different colours you have seen.
- Name correctly the objects in the role play area extending children's vocabulary.
- Encourage mark making when at writing table. Begin to write own name to work/ paintings....

R.E. - Creation

Explain and introduce the Sign of the Cross
Explore ways of talking to God through prayer
Know that the Creation story is a special story from the beginning of the Bible
Visit St Bernadette Church

THE WORLD AROUND US

Children will:

- Find out about and identify the uses of everyday technology and use communication technology and programmable toys to support their learning.
- Investigate objects and materials by using all of their senses as appropriate.
- Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary

Activities

- Talk about colour in our environment. Go on a colour walk around school grounds. Paint a picture using 'colour focus'
- Explore mixing colours to make a new colour
- Explore dark/light colours.
- Explore shiny/ dull colours.
- Look at signs/ commands on the Bee-Bot
Red- danger/stop
Green- go
Orange- get ready

PHYSICAL DEVELOPMENT & MOVEMENT

Children will:

- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Travel around, under, over and through balancing and climbing equipment.

Activities

- Follow a series of one part instructions when moving from one colour to another colour cone.
- Develop skills of independence when changing for PE follows a visual timetable.
- Develop pedalling skills when using the vehicles.
- Know that red hand scissors are to be used by right handed children and green and yellow scissors for left hand children.

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