

# Learning Map

Topic:	Colour and Light	Class:	Key Word Level :	One	Personalised Learning Outcomes highlighted
Key Skills					
Faculty of Learning	 <b>Communication</b> <i>(Communication &amp; Language Development)</i>	 <b>Behaviour &amp; Awareness</b> <i>(Personal, social and emotional development)</i>	 <b>Movement &amp; Co-ordination</b> <i>(Physical Development)</i>	 <b>Thinking Skills &amp; Problem Solving</b>	 <b>Home Learning</b>
 <p style="text-align: center;"><b>Contributing</b></p> <p><i>Literacy Development &amp; Mathematics</i></p>	<ul style="list-style-type: none"> <li>-To understand single words related to a familiar story</li> <li>-To find objects related to a familiar story or activity.</li> <li>-To frequently copy words or sounds</li> <li>-Points to objects when asked</li> <li>-Responds to gestures using gestures</li> <li>- Asks for more of something with symbols or words</li> </ul>	<ul style="list-style-type: none"> <li>- Takes part in quiet activity</li> <li>- Willingly shares a book with a member of staff</li> <li>- Sits in a small group to listen to a story</li> <li>- Waits and takes turns during a maths activity</li> <li>- To share central equipment with peers</li> <li>- Accepts support from an adult during work activities</li> </ul>	<ul style="list-style-type: none"> <li>- Uses chalk, pencil</li> <li>- Copies simple actions</li> <li>- Demonstrates vertical scribble with writing/drawing tool</li> <li>- Demonstrates horizontal scribble with writing/drawing tool</li> <li>- Picks up and puts down single objects</li> <li>- To use finger to select objects on interactive whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Turns pages when sharing a book</li> <li>- Pauses to look at pictures in a book</li> <li>- Looks for a specific book</li> <li>- Looks for specific objects in a book</li> <li>- Begins to line up objects</li> <li>- Follows a sequence of pictures linked to rhymes</li> <li>- Begins to place objects in groups</li> <li>- Follows counting sequence</li> <li>- Helps a member of staff count objects</li> <li>- Puts small objects into a box</li> <li>- Takes large pegs out of a peg board</li> <li>- Takes ring of a stack</li> <li>- Puts rings on a stack</li> <li>- Matches objects by size</li> </ul>	<p>Pauses to look at pictures in a book.</p>

 <p><b>Choices</b></p>  <p><b>Community</b></p> <p><i>Understanding the World</i></p>	<ul style="list-style-type: none"> <li>- Asks for action to be repeated</li> <li>- To communicate by pointing to objects in the environment.</li> <li>- From a choice of two, say the food he wants at snack time.</li> </ul>	<ul style="list-style-type: none"> <li>- Joins in adult-led group activity</li> <li>- Shares objects with others</li> <li>- To play with his peers unsupported for 3 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore objects using different approaches; poking, shaking, hitting, feeling, tasting, pulling, turning.</li> <li>- Uses sand, modelling dough or pliable material</li> <li>- Passes object to peer in adult led activity</li> <li>- Moves hand to help with dressing</li> <li>- Moves foot to help with dressing</li> </ul>	<ul style="list-style-type: none"> <li>- Relates pictures to objects in the environment</li> <li>- To closely observe colours in the environment</li> <li>- To watch animals with interest</li> <li>- To have experience changes in the weather</li> <li>- To show an awareness of changes in dark and light</li> <li>- To copy an adult saying words related to the topic e.g. colours, light, dark</li> <li>- To know things are used in different ways e.g. roll a ball, push a car</li> <li>- Demonstrates recognition of some of their own belongings</li> <li>- Recognises himself from a choice of two photographs</li> </ul>	<p>To use pliable material and copy an adult poking, squeezing, pulling, pinching, rolling.</p>
 <p><b>Wellbeing &amp; Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>- To imitate an adult using PE equipment</li> <li>- To point to where he wants to go during PE</li> </ul>	<ul style="list-style-type: none"> <li>- To willingly engage in PE activity</li> <li>- To be able to engage in a calming session after exercise</li> </ul>	<ul style="list-style-type: none"> <li>- To sit crossed legged for 5 minutes.</li> <li>- To hold and release a variety of balls.</li> <li>- To use both hands to push a ball down a ramp.</li> </ul>	<ul style="list-style-type: none"> <li>- Attempt to do a movement action.</li> <li>- To show an awareness of stop and go.</li> <li>- To hold a ball and wait until signalled to release.</li> </ul>	<p>To build a tower of 5 blocks.</p>
	<ul style="list-style-type: none"> <li>- To use symbols, sign or words to request different equipment</li> </ul>	<ul style="list-style-type: none"> <li>- To sit and attend for five minutes at a time to a range of Art activities using a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses sand, modelling dough or pliable material</li> <li>- To mix with a palmer grip</li> <li>- To put and take out different coloured bricks into the basket developing grasping and different grips e.g. pincer, palmer etc</li> </ul>	<ul style="list-style-type: none"> <li>- To watch two colours being mixed together</li> <li>- To independently experiment mixing colours</li> </ul>	



Home Learning

To find objects related to a familiar story and copy adult naming it.

To respond to visuals such as quiet, waiting, finished.

To copy an adult doing vertical and horizontal scribble.

Places objects into groups

LOYNE

