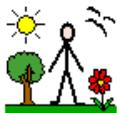


Topic:		Colour and Light		EYFS	Term	Class	Access	EYFS	
 Rights Respecting		 Learning Outside the Classroom		 International Understanding		 Environmental & Ethical Awareness			
<ul style="list-style-type: none"> 31 - Every child has the right to play and to take part in cultural and creative activities 		<ul style="list-style-type: none"> Finding different colored objects within the environment Woodland animal hunt Autumn scavenger hunt Minibeast hunt 				<ul style="list-style-type: none"> Looking after our environment when 'out and about'. 			
Areas of Learning	Faculties of Learning	 Communication & Language		 Behaviour & Awareness		 Movement & Co-ordination		 Thinking Skills & Problem Solving	
	Contributing	Literacy Texts: Bear Sees Colour by Karma Wilson Elmer the patch work Elephant by David McKee Can't You Sleep, Little Bear by Martin Waddell The Dark Dark Night by Chirstina Butler		<ul style="list-style-type: none"> Sitting in a small group Attending to whole class story Following instructions to transition to different areas both and in and outside the classroom To engage in a joint activity e.g. mark making alongside peers To complete 3 tasks at a TEACCH station independently. 		<ul style="list-style-type: none"> Turning pages in a book Developing pincer grip To demonstare vertical and horizontal scribble To copy circular patterns. To copy horizontal and vertical lines Overwriting simple patterns or letters as part of a structured hand writing program. Isolate finger for pointing Using a range of tools to make marks 		<ul style="list-style-type: none"> Copying simple actions Points to objects in a book when asked. Rembering actions over a longer period of time Recognising familiar characters Recognising symbols related to the story Repeats words or phrases from familiar stories. Matching picture to picture, picture to object Takes part in listening games Copies sounds and vocalisations Selects objects related to the story. Sequecing a story Anticipating what will happen next in a familiar story. Repeating repetitive phrases within a story. 	

	Mathematics	<ul style="list-style-type: none"> • Using PECS, signing, PODD or verbal language to say colour or number names. • To enjoy listening to number rhymes 	<ul style="list-style-type: none"> • Waiting and taking turns during group work or games. • To find own resources. • To tidy away resources. • To complete 3 tasks at a TEACCH station independently. 	<ul style="list-style-type: none"> • Picks up small counting objects using pincer grip. • Threading different coloured beads. • Grasping objects transferring to a container and releasing. • Complete gross motor actions correctly. • Places counting objects in a line. • Isolates finger to point to items as they count. 	<ul style="list-style-type: none"> • Joining in with number and action rhymes • Follows counting sequence • Recognising numbers • 1:1 number correspondence • To recognise numerals 1-3, 1-5, 1-10, 1-20 • To begin to count out objects to 3,5,10. • To be able to count how many objects to 3,5,10. • Recognising colours • To recognise groups of 2 and 3. • To match and sort objects with one or two criterion • To sort by given criteria • Exploring big and small • To match objects by size. • To order objects by size. • To recognise simple patterns • To re-create and copy simple patterns
	Number	<ul style="list-style-type: none"> • To choose a number rhyme using symbols/signs/words. • Predicts/ anticipates actions in number rhymes and songs. • Responds to 'How many' • Uses mathematical language (e.g. numbers) in play. 			
	Colour				
Size					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Choices</p> 	<p>Understanding of the World</p> <p>Woodland</p> <p>Seasons – Autumn, Winter</p> <p>Light and Dark/Night and Day</p> <p>Celebration – Halloween, Diwali, Christmas, Bonfire night, Harvest</p>	<ul style="list-style-type: none"> • Understands single words/symbols relating to : • Woodland features (Tree, grass, leaf, acorn, pinecone, flower) • Woodland animals(mouse, bird, badger, deer, rabbit, squirrel, fox, owl, fox, owl, hedgehog) • Nocturnal animals (fox, owl, hedgehog, bat) • Mini-beasts – ant, spider, caterpillar, lady-bird, snail, slug, beetle, butterfly, bee, fly 	<ul style="list-style-type: none"> • Listens to instructions in adult-led activities in various environments. • To find places in the environment when shown a photograph or told verbally. • To walk with the group when transitioning around school and school grounds. • To anticipate where to go when transitioning around school as part of our routine. • To wait in a given space. 	<ul style="list-style-type: none"> • Use simple tools to effect changes of materials with control. • Manipulates materials in a range of ways e.g by tearing, pressing, shaking etc • Handles tools, objects, construction materials safely and with increasing control. 	<ul style="list-style-type: none"> • To recognize colors within our environment • To have an awareness of celebrations from different cultures e.g Halloween, Diwali, Christmas, bonfire night • To recognize the different woodland features and animals including minibeasts. • To sort animals according to their habitat. • To have an awareness of light and dark, day and night. • To explore sources of light, • To recognize nocturnal animals. • To explore shadows, opaque, translucent and transparent materials. • To recognize the changes in seasons – autumn, winter. • To explore Harvest, the different foods and where our food comes from.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community</p> 	<p>Personal, social and emotional development Turn taking</p> <p>Colour me happy by Shen Roddie</p>	<ul style="list-style-type: none"> Attends to and listen to what others are saying. Communicates with peers with adult support 	<ul style="list-style-type: none"> Plays alongside others Interacts with others and explores new situations supported by a familiar adult. Shows interest in the activities of peers. Play cooperatively with a familiar adult. Demonstrates friendly behavior and forming good friendships with peers and familiar adults. 	<ul style="list-style-type: none"> Removes coat independently Removes pants Removes top Puts on pant Puts on top Puts on shoes Loads a fork/ spoon Brings fork/ spoon to mouth Drinks from a lidded cup Drinks from an open cup 	<ul style="list-style-type: none"> Recognizing self and peers Exploring emotions Expressing likes and dislikes Sharing experiences of different celebrations and comparing how we differ Recalling past events Recognizing family members
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">H & Wellbeing</p> 	<p>Expressive Arts and Design</p> <p>Colour</p>	<ul style="list-style-type: none"> To use words/signs/symbols to indicate chosen colour or request equipitment To imitate sounds To make sounds at different volumes Chooses which song to sing using symols 	<ul style="list-style-type: none"> To sit and attend for five minutes at a time to a range of Art activities using a range of media. To use items safely and appropriately. Sits and waits until it is their turn to choose. 	<ul style="list-style-type: none"> To mix with a palmer grip Uses whole arm when painting To squeeze a paint bottle. To make snips with scissors 	<ul style="list-style-type: none"> Explores and experiments with a range of media through sensory exploration. Deliberately mark makes with a variety of materials Explores colour and how colour can be changed. To use different colours when painting/colouring Experiences a range of musical instruments. Joins in with familiar nursery rhymes
<p>Physical Development</p> <p>Games – Sending and receiving</p>	<ul style="list-style-type: none"> To follow simple one step instructions To imitate an adult using PE equipment To choose an activity station To indicate where they want to go 	<ul style="list-style-type: none"> To willingly engage in PE activity To walk with the group whilst transitioning to the MUGA To be able to engage in a calming session after exercise To use PE equipment safely and appropriately 	<ul style="list-style-type: none"> To throw objects using one and two hands To throw overhand and underhand To catch large objects To move around a space confidently To strike an object with an implement. 	<ul style="list-style-type: none"> To remember simple games and activities over longer periods of time To become more independent dressing and dressing for PE To throw or kick towards a target with increasing accuracy 	