

Autumn 2 Nursery: How do colours make you feel?

This is primarily focused on children starting to understand feelings and other children may have different feelings.



WOW	Creating large art works outdoors showing children's favourite colours.	Parents/Carers: Send in pictures children have created using different colours.
LC1	What are your favourite colours?	
LC2	What happens when we mix colours together?	

Autumn 2 Nursery:

How do colours make you feel?

Prime areas	Specific areas
<p>Personal, Social and Emotional Development</p> <p>22-36 Expresses own preferences and interests. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Shows affection and concern for people who are special to them. 30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Literacy</p> <p>22-36 Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Ascribes meanings to marks that they see in different places.</p>
<p>Communication and Language</p> <p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating. 30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. "What do we use to cut things?"). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Mathematics</p> <p>22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. 30-50 Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>
<p>Physical Development</p> <p>22-36 Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support. 30-50 Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Understanding the World</p> <p>22-36 Learns that they have similarities and differences that connect them to, and distinguish them from, others. Notices detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating equipment. 30-50 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows that information can be retrieved from computers.</p>
<p>Suggested links to EYFS related to the main learning challenge, time of year and age of children.</p>	<p>Expressive Arts and Design</p> <p>22-36 Experiments with blocks, colours and marks. 30-50 Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>

