

	Year group: Year 1	Area/topic: Colour
	<p>(objectives from NC/ELG/Development matters)</p> <p>Through recap and discussion ensure children know the names of primary and secondary colours with confidence.</p> <p>Ensure that children know how to make the secondary colours and they can recall what colours need to be mixed.</p> <p>Find collections of colour (different shades) differentiate by using light/dark to compare shades within the same colour.</p> <p>Children to understand that using white will lighten a colour when mixing and black will darken a colour when mixing.</p> <p>Know colours can be mixed to match real life objects and understand how to create this realistically using paints.</p> <p>Relief printing – string, card etc.</p>	

Prior learning	Future learning
Children have learnt to colour mix in previous years.	Children will begin to colour mix to make realistic colours that will compliment their art work.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Artist Inspiration: Cher-nee Sutton</p> <p>Through recap and discussion ensure children know the names of primary and secondary colours with confidence.</p> <p>Ensure that children know how to make the secondary colours and they can recall what colours need to be mixed.</p> <p>Find collections of colour (different shades) differentiate by using light/dark to compare shades within the same colour.</p> <p>Children to understand that using white will lighten a colour when mixing and black will darken a colour when mixing.</p> <p>Know colours can be mixed to match real life objects and understand how to create this realistically using paints.</p> <p>Relief printing – string, card etc.</p>	<p>Paints to include acrylic and water colour.</p> <p>Relief art work</p> <p>Including string</p>
Key vocabulary	
<p>Primary colour</p> <p>Secondary colour</p> <p>Collections of colours</p> <p>Shades</p> <p>Light colours</p> <p>Dark colours</p> <p>Realistic</p> <p>Relief</p>	
Common misconceptions	Books linking to this area
Children may over use paints to blend. They should be taught to only use a small amount and keep adding small amounts if needed to deepen or lighten colours.	Pocket full of colours

Memorable first hand experiences	Opportunities for communication
Children to create their own colour wheels and charts with colours that they have mixed themselves [shades together].	Children to talk through the process that they went through, and what colours they used to mix different shades of colours.

DCINS Reasonable adjustments for pupils with SEND

<p style="text-align: center;">Communication and Interaction</p> <p>Visual aids Modelling – through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p style="text-align: center;">Cognition and Learning</p> <p>Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards Verbal responses being scribed by adults Large scale if fine motor is a barrier</p>
<p style="text-align: center;">Social, Emotional and Mental health</p> <p>Allow access to a quiet area Give them a special role to boost their self-esteem Seat pupil with more confident friend – talking partners Now and next board Sand timer Step by step guides with visuals/pictures/photos</p>	<p style="text-align: center;">Sensory and Physical</p> <p>Chunky crayons/paintbrushes A range of tools/scissors Gloves for sensory issues Explore new materials Carpet space position Reduce background noise Mixing and painting with body parts</p>