

	<p>Year group: Reception - Autumn 2</p>	<p>Area/topic: Colour</p>
<p><i>(Objectives from NC/ELG/Development matters)</i></p>		
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects (Three – Four)</p>		
<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (Three – Four)</p>		
<p>Use drawing to represent movement or loud noises (Three – Four)</p>		
<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (Three – Four)</p>		
<p>Explore colour and colour mixing (Three – Four)</p>		

<p><i>Prior learning</i></p>	<p><i>Future learning</i></p>
<p><i>Children have had some experience of naming basic colours.</i></p>	<p><i>Children will begin to look at colours for a set purpose.</i></p>
<p><i>Children have had some experience of mixing their own colours.</i></p>	<p><i>Children will be able to decide when a colour is used for a purpose.</i></p>
	<p><i>Children will be able to name more complex colours such as indigo, violet etc.</i></p>

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Artist inspiration: Vincent Van Gogh

Experiencing and using primary colours predominantly - ensure that they know their names.

Children should locate where they might be used in a realistic way and where they might be located within an indoor and outdoor environment.

Experimentation of mixing begin to discuss colour mixing and what colours go together to secondary colours make others. (green, purple and orange to be specific).

Use a range of tools and equipment to make coloured marks on a piece of paper.

Children to understand that the marks they make on paper can create a piece of art work that can be developed and changed as they go.

Children to apply appropriate colours for specific purposes.

Children to use their own experiences of colours for certain times of day and certain objects. Green for a leaf, dark colours for a night sky.

Get Squiggling will be introduced to follow a guided tutorial - children might begin to colour what they have drawn in these sessions and name the colours.

Key vocabulary

Colour mixing  
Indoor environment  
Outdoor environment  
Realistic

Common misconceptions

Children might not understand what an environment is.

Books linking to this area

Little People Big Dreams: Vincent Van Gogh  
Mix it up

Children might not understand what purposeful means.

Children might not understand what realistic means.

Memorable first hand experiences

Dark Den and star lights to link the artist work.

Working within the dark den.

Opportunities for communication

What colours can you see?

What colours would you use for...?

When might you use this colour?

What colours could you use instead?

What colours do you mix to create this colour?

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Reasonable adjustments for pupils with SEND

<p>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>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>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>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>