

Understanding the World

Explore light and darker places in school. Use projectors to make a shadow puppet show.
Learn about light sources & electricity.
Explore materials of different colours, textures and sort those which are dull and shiny. Investigate which materials would make a good reflector for bikes/coats when out in the dark.
Explore instruments & songs from diff. cultures
Cooking – same colour fruit salads, (use fruit from diff. countries) or make dishes reflecting countries flags, e.g. Italy and the caprese salad. What dish & colours could represent our school?
Where do we get coloured powders/dye from for our clothes, paints, etc?
Learn about how light & colours is used in festivals and celebrations (fireworks, lanterns, candles, special effects – look at festivals relating to diff. cultures, e.g. Diwali or Holi)
Visit to Science Museum, the National Gallery – look at specific artist’s work and their use of colour and light? Or visit a local church to review its stained glass windows.
Identify sounds heard in different places, e.g. checkout, road crossing, flowing river.
Computing – Colour Magic (drawing program) & changing font colour and styles, e.g. when typing rainbow song.

Communication, Language & Literacy

Role Play: Artist’s studio, Sound studio, florist (children pattern their own paper to wrap flowers in)
Instructions for making musical instruments
Sound effects when performing poems/stories, using instruments & props, e.g. shoes on table for walking sound effect.

Texts:
Rainbow Fish, Mixed up Chameleon, A Dark, Dark Tale, This is the Bear and the Scary Night, All Join In, Higgledy Piggledy - the Hen Who Loved to Dance, The Animal Bop, Old Mac Donald (animal sounds), Brown Bear, What do you see? Peace at Last, Handa’s Surprise, Colour Dance, Oliver’s Fruit Salad, The Lighthouse Keeper’s Lunch, Elmer the colourful patchwork elephant.
Poems: Noisy poems, colour poems and similes, ‘As green as...’

Activities from texts:
Camouflage own chameleon to hide in the classroom.
Own version of A Dark, dark tale (In a light, light...)
Match sound to object – Peace at Last

Personal, Social & Emotional Development

Discuss being scared of the dark and loud noises.
Turn taking/sharing instruments and sensible noise levels.
Discuss not looking directly at the sun/shining torches into people’s eyes.
Discuss reflectors to keep us seen & safe in the dark.
Discuss the significance of different sound and colour signals, e.g. traffic lights, fire alarms, door bell, telephone, lighthouse, etc.
Discuss people who are blind, deaf – how do they have to adapt to the world? They cannot see the green man when crossing roads...(link to senses)
Discuss how colours, lighting and music affect moods (create a tranquil area/ energising area & review colour charts from DIY stores)
Learn colours in Makaton signs, French + other languages
Sense of identity: appreciate our different skin colours.

* RE lessons also taught from Come & See scheme.

Rainbows and Rhythms (Colour, light and sound)

Physical Development

Responding to music/instruments with movement – move confidently, freely and imaginatively.
Dances inspired by the texts: Higgledy Piggledy - the Hen Who Loved to Dance or The Animal Bop.
Dances from other cultures, e.g. Irish dancing.
Play traffic lights game (PE warm-up)
Colour Dance (refer to story book) – children dance with coloured scarves.
Physical skills in creating a stained glass window using black sugar paper and coloured tissue paper: Folding, cutting, snipping, unfolding, measuring, ripping, sticking, etc.
Handling torches, kaleidoscopes, prisms, plus a range of instruments and mark-making tools, e.g. stampers, paintbrushes, etc.

Mathematics

Number: count on and back 0-100, read, write and order numbers.
Count on and back in steps – guess next number in sequence.
Sort and match items by colour – counters, pencils. Play colour games (see selection in school).
Problem solving/investigations: How many combinations can we make for double-scoop ice cream cones when you have three flavours e.g. strawberry, chocolate and vanilla? How can we record the options? How can we begin to work systematically?
Tally charts/bar charts/pictograms of favourite colours and songs.
Repeating patterns with colours and sounds - use beads and laces & instruments.
Listen and count sounds (claps, finger clicks, dropping pennies in a pot).
Make colourful, shape tessellations/concentric shape pictures.

Expressive Arts & Design

Learning colours of the rainbow and more, e.g. mauve, indigo, plum - not just common colour names, (sing rainbow song). Keeping a rhythm, e.g. 4 beats to Frere Jacques.
Colour mixing – which two colours make purple? Can you mix your skin colour? (adding black and white to colours to darken/lighten them respectively) – learn primary colours?
Jackson Pollock project – explore colour and movement (maybe look at other artist’s work and their use of colour)
Explore sounds in nature and outside environment – what can we tap, scrape, rustle?
Design and make musical instruments (use in music lessons to explore sounds, pitch and tempo)
Collage with reflective materials (rainbow fish)
Making hanging mobiles – colours and light reflecting.