

# Which colours make you feel happy or sad?

LC 1 Why do we know that Little Red Riding Hood liked red the best?

LC 2 What happens when we mix colours together?

LC 3 What sort of colours would the Big Bad Wolf wear?

LC4 What colours are your favourites?

LC 5 How many colours are in the classroom?

LC 6 How can animals hide?

## Festivals/Celebrations:

LC 7 How do people celebrate Chinese New Year?

## Hook for Learning:

- Painters and decorators role play outside
- Granny's Cottage role play inside
- Elmer the elephant stories

## Home Links:

- Make different faces to show different emotions
- Share the story Little Red Riding Hood
- Look for colours around your home/environment
- Find out about Chinese New Year

## Prime Areas

### Physical Development

#### 22-36 months

- Beginning to use three fingers (tripod grip) to hold writing tools
- Beginning to be independent in self-care, but still needs adult support.

#### 30-50 months

- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment e.g. makes snips in paper.
- Dresses with help

### Communication and Language

#### 22-36 months

- Shows interest in play with sounds, songs, 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 months

- 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 vocab that reflects the breadth of their experiences

### Personal Social and Emotional Development

#### 22-36 months

- Expresses own preferences and interests.
- Can inhibit own actions/behaviour e.g. stop themselves from doing something they know they shouldn't do.
- Shows affection and concern for people who are special to them.

#### 30-50 months

- Is more outgoing to 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.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

## Specific Areas

### **Literacy**

#### 22-36 months

- Fills in missing word or phrase in a known rhyme, story or game

#### 30-50 months

- 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..

### **Understanding the World**

#### 22-36 months

- Learns that they have similarities and differences that connect to 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 months

- Knows some 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.

### **Expressive Arts and Design**

#### 22-36 months

- Experiments with blocks, colours and marks.

#### 30-50 months

- 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 texture.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials.

### **Mathematics**

#### 22-36 months

- 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 months

- 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

