

Pilgrim Federation Curriculum Coverage Ideas and Resources for the Learning Theme:  
Colours

EYFS	
Continuous provision will be in place throughout the learning theme based on PLODS (Possible Lines Of Development)	
Art & Design	Computing
<p><b><u>Creating with Materials ELG</u></b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Develop a wide range of techniques – working with glass, silk painting etc. Famous works of colour – e.g. Blue dog paintings by Rodrigue</p> <p>Colour wheel</p> <p>Investigate how to make secondary colours as well as shades of colour.</p> <p>Vincent van Gogh, Sunflowers, 1888 Vincent van Gogh, The Night Café, 1888</p> <p>Paul Gauguin, Still Life with Mangoes, 1891-1896</p> <p>Mark Rothko, Untitled (violet, black, orange, yellow on white and red) 1949 Robert Adam, The Croome Court tapestry room, Worcestershire 1758-67</p>	<p>Create, develop and debug simple programmes – colour based games. Use of technology – projectors, light boxes and photographic equipment.</p>

Design & Technology	Geography
<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria – E.G. Glass work – stained glass and pottery work.</p> <p>Make a rainbow cake using different food colourings</p>	<p><u>People Culture and Communities ELG</u>  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Colourful places of awe and wonder:  Gamla Stan, Stockholm, Sweden  Willemstad, Curacao  Balat, Istanbul, Turkey  Wroclaw, Poland  Grand Prismatic Spring, Wyoming (Yellowstone National Park), USA  Rainbow Row, Charleston, South Carolina, USA  Vinicunca, Peru, South America  Bo-Kaap, Cape Town, South Africa  Chefchaouen, Morocco  Colmar, France  Procida, Italy  Burano, Italy  Rainbow Village, Taichung, Taiwan  Old Havana, Cuba – UNESCO World Heritage Site  Little India, Singapor  Nyhavn, Copenhagen, Denmark  La Boca, Buenos Aires, Argentina  Guatape, Columbia  Kampung Pelangi, Indonesia  Cinque Terre, Italy  Tobemory, Isle of Mull (Balamory CBeebies )</p>

	<p>Identify seasonal and daily weather patterns – links to light and weather.</p> <p>Creating Maps for the colour blind <a href="https://www.rgs.org/schools/teaching-resources/colour-blind-friendly-mapping/">https://www.rgs.org/schools/teaching-resources/colour-blind-friendly-mapping/</a></p>
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History	Music
<p><b><u>Past and Present ELG</u></b> Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce.</p> <p>Medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p> <p>Fox Talbot – invention of photography and changes to colour</p>	<p><b><u>See also Charanga Schemes of work</u></b></p> <p><b><u>Being Imaginative and Expressive ELG</u></b> Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</p> <p>Listening to a wide range of recorded and live works – Famous music named after colours e.g. Gershwin's Rhapsody in blue. Colour, mood and music</p> <p>The rainbow song performed with coloured ribbons or items.</p> <p>Sing the rainbow song using sign language.</p> <p>Can we hear colour in music? <a href="https://www.bbc.co.uk/programmes/articles/3f0PKVN1k6GYJJy8Zkdt7Lx/can-we-really-hear-music-in-colour">https://www.bbc.co.uk/programmes/articles/3f0PKVN1k6GYJJy8Zkdt7Lx/can-we-really-hear-music-in-colour</a></p>

Physical Education	Science
<p><u>See also RealPE Schemes of work.</u></p> <p><u>Gross Motor Skills ELG</u>  Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Perform dance with simple movements as patterns –  Responding to colour</p>	<p><u>The Natural World ELG</u>  Explore the natural world around them, making observations and drawing pictures of animals</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials. Why are certain things made in a particular colour (etc. traffic signs, tennis balls, fluorescent clothing)</p> <p>Compare and group together a variety of everyday materials On the basis of their simple physical properties.</p> <p>Senses (light and sight) – links to animals and bodies.</p> <p>Flower colours, colours in nature.</p> <p>Evergreen trees vs. deciduous leaf change.</p> <p>The most colourful animals in nature:  Mandrill  Wattle-cup caterpillar  Peacock mantis shrimp  Greater earless lizard  Blue-ringed octopus  Gouldian finch</p>



English	Maths
<p><b>Fiction:</b>  Eric Carle - Brown Bear Brown Bear  The Magic Paintbrush – Julia Donaldson  The Day the Crayons Quit – Drew Daywalt  <i>The Rainbow Bear - Michael Morpurgo</i>  Elmer The Patchwork Elephant – David McKee  The mystery of the colour thief by Ewa Jozefkowicz  Little Red Riding Hood  The Colour Monster by Anna Llenas  Rainbow Fish – Marcus Pfister (link to water and colour)</p> <p><b>Non-Fiction:</b>  Pezzettino – Leo Lionni  Blue – Nana Ekua</p> <p><b>Poetry:</b>  My Many Coloured Days – Dr. Seuss  How do you make a rainbow? – Caroline Crowe</p> <p><b>Song:</b>  Rainbow song  Who put the colours in the rainbow?</p> <p><b>Drama:</b></p>	<p>Measure and scale (when using maps)</p>

Courageous Advocacy	Developing Spirituality
Thinking about those that are partially sighted or blind and advocating for them to have greater equality in their day to day lives.	Developing a sense of awe and wonder in the colours all around us. Developing a sense of awe and wonder in art in all its forms. What would the world be like with no colour? What is like to be blind or partially sighted.
Other Ideas	
Rainbow party – children bring in an item of food that has one of the colours of the rainbow – display on the page.  Children come dressed in as many different colours as possible? Or Each child chooses a single colour and wears as many things as they can with that colour.	