

**Ambitious, capable learners who.....**



**Enterprising, creative contributors who....**



**Ethically informed citizens who.....**



**Healthy, confident individuals who.....**

- Set themselves high standards and **enjoy challenges.**
- **Question and enjoy problem solving**
- Undertake research
- Have the skills to connect and apply the skills learned in other contexts.
- Can explain the concepts and ideas that they are learning about.
- Can understand how to interpret data and apply mathematical concepts.
- Use ICT creatively to communicate, interpret and find out information.
- Can communicate in English and Welsh.
- Can undertake research and evaluate critically what they find. ....so they are ready to learn throughout their lives.

- Take measured risks.
- Connect and apply their knowledge and skills to create ideas and products.
- **Think creatively to reframe and solve problems.**
- Identify and grasp opportunities.
- Lead and play different roles in teams effectively and responsibly.
- **Express ideas and emotions through different types of media.**
- Give of their skills and energy so that other people will benefit. ....so they are ready to play a full part in life and work.

- Find, evaluate and use evidence in informing views.
- Engage in contemporary issues based upon their knowledge and values
- Understand and exercise their human rights and responsibilities.
- Understand and consider the impact of their actions when making choices.
- Are knowledgeable about their culture, community, society and the world – now and in the past.
- Respect the needs and rights of others as a member of a diverse society.
- Show their commitment to the sustainability of the planet. ....so that they are ready to be citizens of Wales and the World.

- Have secure values and establishing their spiritual and ethical beliefs.
- Are building their mental and emotional well-being by developing confidence, empathy and resilience.
- Apply knowledge about the impact of diet and exercise on their physical and mental health.
- Know how to find the information to keep safe and well.
- **Take part in physical activity.**
- Take measured decisions about lifestyle and managing risk.
- **Have the confidence to participate in performance.**
- **Form positive relationships based on trust and mutual respect.**
- Face and overcome challenge.
- Have the skills to manage life independently. ....so that they are ready to lead fulfilling lives as valued members of society.

**WOW start:**

**Welcome back to school party - wear patterned and coloured clothes**

**EXPRESSIVE ARTS**

**(Music, Art, Drama, Dance, Film and Digital Media)**

**WM3 Creative work combines knowledge and skills using the senses, inspiration and imagination**  
 Make a large-scale rainbow collage on the floor using coloured objects from school/ home  
 Go on a colour hunt  
 Make instruments  
 Paint using coloured ice, coloured shaving foam  
 Weaving patterns using ribbons etc  
 Make and use coloured play dough and observe colour mixing  
 Create texture/patterns in dough/clay  
 Observe and identify patterns in nature  
 Colour mixing using primary colours  
 Symmetry  
 Rubbings using crayon/pencil/chalk  
 Role play area – Preparing for a party (dressing up and setting the table)  
 Using the iPad to take pictures in and outside of the classroom  
 Use the interactive whiteboard for art packages/ playing games etc  
 Learn rhymes and songs relating to colour e.g. Lliwiau'r Enfys, I can sing a rainbow  
 Look at the work of artists e.g. Swci Boscawen, Rhiannon Roberts, Damien Hirst, Owen Jones, Yayoi Kusama, Wassily Kandinsky  
 Colour feely boxes/bags - exploring textures  
 Bark/wall patterns – bumpy/ smooth

**HEALTH AND WELL-BEING**

**(PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)**

P.E: Participate in The School Mile/ Sticky fingers cd/ Parachute games / Outside play - bikes and climbing frame/ Explore rainbow sensory trays, use tools such as pipets and pincers (fine motor skills)  
 Make healthy fruit/ vegetable kebabs focusing on colour/ sequencing  
 Create pathways in zig – zag circular patterns etc  
 Making friendship bracelets with the Mini Vinnies  
 Circle Time: feelings – link with colour / caring for our environment and animals  
 Reinforce class rules and routines – carpet time, tidy up time and listening time  
 Demonstrates friendly behaviour  
 Expresses own preference and interests  
 Explore colour theory – colour as emotion  
 Can select and use activities with growing independence  
 Look at how colours are used to keep us safe e.g. red – stop, green – go  
 Learning to learn/ attitudes to learning – taking turns, listening and responding to others, expressing needs, resilience, overcoming disappointment

**CELEBRATION finish:**

**Art Exhibition**

**SCIENCE and TECHNOLOGY**

WM1 Being curious and searching for answers helps further our understanding about the natural world and helps society progress  
 Learn about rainbows and how they are made  
 Look at pictures and videos of rainbows on the internet  
 Observe and experiment with chromatography  
 Experiment with colour changing using different mediums  
 Colour mixing – water/food colouring, paint  
 Colour kebab making using a repeat pattern  
 Making milkshakes using coloured fruits  
 Matching games  
 Make 'Elmer' Elephants from milk cartons  
 Design stained glass using coloured plastic /tissue paper  
 Observe and sort animals into colour groups  
 Look at how animals adapt to environment through camouflage colours e.g. chameleons, owls, snow leopards, stick insects etc  
 Observe colours and patterns in the natural world  
 Outside/inside looking and feeling patterns using the iPad to take picture  
 Food tasting

**TOPIC: Pattern and Colour**



**MATHS AND NUMERACY**

Number songs /rhymes and finger play  
 Counting 1-10  
 Sequencing/ordering  
 Matching numbers 1-10 (consolidation)  
 Recognising numbers 1-10  
 Numicon  
 Naming simple 2D shapes  
 Water play – floating sinking, containers, bubbles etc  
 Graph – favourite colour  
 Sort coloured objects e.g. natural and manmade e.g. sort coloured beads into boxes  
 Number games  
 Colour matching games  
 Use construction to explore different patterns – length and height  
 Matching coloured socks on a line  
 Learning all about the number '3'  
 Repeat patterns using colour  
 Follow instructions to cook coloured biscuits or cake (weigh out ingredients, count eggs etc)

**WELSH DIMENSION**

Tedi Twt stories/ colours  
 Welsh songs e.g. llywiau Enfys, Oes Gafr Eto  
 Welsh artists – Owen Jones, Rhiannon Roberts (Enfys Snowdog), Swci Boscawen  
 Dydd Santes Dwynwen (Saturday, 25 January) – look at the colour red (hearts) and blue (ice)  
 St David's Day – Traditional colours – Red (dragon) yellow (daffodils) green (leeks) National dress – label colours on a Welsh lady, colours on the Welsh flag

**HUMANITIES (History, Geography, RE)**

Come and See – Celebrating  
 Prior learning – Children will have experienced celebrations at home  
 Know and understand: What is a celebration– Explore  
 How the parish family celebrate – Reveal  
 Prayers and assembly  
 Ten:Ten  
 Look at cultural celebrations such as Chinese New Year (25<sup>th</sup> January) and St David's Day (1<sup>st</sup> March). Focus on traditional use of colour e.g. Chinese use of red and gold

**LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages)**

**WM2 Learners who listen and read effectively are prepared to learn throughout our lives**  
 Responding to the language pattern - Bore da/ Sut mae twydd heddiw? /Sut wyt ti?  
 Learn colour names in welsh and English  
 Answer the register in welsh  
 English: Self-registration  
 Mark making – patterns/colour using different tools and mediums  
 Label pattern names e.g. zig – zag, spots etc  
 Explore patterns in story and rhyme  
 Colour themed stories e.g. Elmer, Rainbow Chameleon, Brown bear brown bear what do you see? Red rockets and rainbow jelly, Monsters love colour, The Crayon Box that Talked  
 Repetitive stories and rhymes  
 Learn to sign colours – perform llywiau Enfys or I can sing a Rainbow with signing  
 Investigate how colours are used to communicate meaning in our environment e.g. traffic lights, hot and cold taps  
 Circle time  
 Oral stories using puppets  
 Go for a colour walk  
 Play I spy colours  
 Colour Dazzle day  
 Tree House Tales  
 Recognise and write our names  
 Phase 1 (and introduce phase 2) letters and sounds

