


Colours and Light


4 Season ARP Medium term planning for Spring 2a 2026

Pathway:


Pre-formal Engagement

Cognition, Learning and Engagement	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> ● Matching colours ● Finding colours upon hearing the colour name ● Sorting colours - placing items into same coloured containers ● Developing colour concepts - knowing the colour of an item ● Show having a personal preference by choosing a colour during games and activities ● Begin to respond (e.g., sign or touch a colour when a colour song is sung) and initiate (e.g. approach the adult to request the song prop you want) 	<ul style="list-style-type: none"> ● Is it ...? game with colour names (yes and no - word, head nod or shake, Makaton hand signs) ● Look at photos together (e.g., of animals featured in Brown Bear, Brown Bear) ● Develop 2D visual processing and response skills through watching 'Abstract Liquids!' relaxation videos on YouTube ● Use of Choice boards ● Use Makaton/symbols or simple words to make requests using a simple AAC board ● Intensive Interaction 	<ul style="list-style-type: none"> ● Push and pull (gross motor) practice with a partner e.g., push on a swing, pull in a trolley ● Happy (green) and sad (blue) to introduce the Zones of Regulation (adults will need to support by stating the basic emotions of the children and themselves. ● Can we smile and copy a sad face? (Communicate our basic needs through facial expressions) ● Can we attempt to copy a laugh or cry? (Communicate our emotions through vocalisations)
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> ● Explore colour changing resources (e.g., sensory light table, colour change eggs) ● Looking through different coloured transparent materials ● Observe colour change during 'rain cloud in a jar' (demos on YouTube) ● Spin a colour wheel (cause and effect) - what colour does it land on? 		<ul style="list-style-type: none"> ● Practice transferring objects from one hand to another (e.g., coloured scarves) holding it high in the air after you have changed hands ● Gross motor use with parachute games and rainbow ribbons ● Colour posting (e.g.-coloured envelopes or cards into different coloured mailboxes made from shoe boxes)
My Independence Self-Help/Life Skills/Cooking	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> ● Colourful pancakes for Shrove Tuesday ● Colour sorting fruit and vegetables (for edible messy play/sensory exploration) ● Making coloured playdough ● Beginning to manage own resources (e.g., lunch items, drink, coat). 	<ul style="list-style-type: none"> ● Rainbow song with Makaton ● Colour mixing ● Dough disco with music and different coloured playdough ● Messy play with different colours and textures, e.g., different coloured playdough/rice/spaghetti 	<ul style="list-style-type: none"> ● Reading Hub visit with parents ● Cooking and buddy time
Title	Link/Author	Notes
Wonderful world of Colour	Tim Hopgoods	As a sensory story
Elmer's Colours	David McKee	As a sensory story
Brown Bear, Brown Bear by Eric Carle	Eric Carle	As a sensory story

Pathway: Semi-Formal Explorer

Cognition and Learning Early Development	Communication and Interaction	Personal and Social Development
<ul style="list-style-type: none"> ● Maths (time) what things do we do when it is light and dark or both? - sort pictures of the activities (venn diagram) ● Group items according to colour ● Count items of a specified colour ● Know what colour an item is e.g., choose the correct colour to ● colour in fruit/veg or obvious items such as sun, sky, leaf ● Trace colour names, write the first letter or arrange the letters beneath a model according to child's task preference ● ICT - using touch screen drawing and colouring apps 	<ul style="list-style-type: none"> ● Learn the names of an increasing range of colours use this vocab expressively to request or describe ● Follow simple instructions involving colour e.g., 'Roll the red ball', 'Colour the bear brown' ● Play a true or false/yes or no game with statements involving colour 	<ul style="list-style-type: none"> ● Favourite colours - these could be displayed beside our pictures and used to plan our outfits for dress in your favourite colour day ● Make choices and express your preferences about colours in a range of contexts ● Zones or Regulation - introduce more of the early emotions and place your name/photo within a zone
My World Around Me		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> ● Mixing colours to make new colours with paints and liquids - ● Which colours combine to make green, orange and purple? ● Learn the concepts of light and dark, explore using torches ● Explore shadows using sunlight, torches ● Try some hand shadow animals e.g. swan or dog 		<ul style="list-style-type: none"> ● Fine motor skills sessions ● Dancing and twirling rainbow ribbons (rhythmic gymnastic to music) ● Colouring within a line (e.g., Brown Bear character outlines) and each adding a pen line on a shared template to build up a rainbow
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> ● Colourful pancakes for Shrove Tuesday ● Colour sorting fruit and vegetables (for edible messy play/sensory exploration) ● Making coloured playdough ● Beginning to manage own resources (e.g., lunch items, drink, coat). 	<ul style="list-style-type: none"> ● Rainbow song with Makaton ● Paint a rainbow using long brushstrokes ● Colour in a colour wheel, following an example ● Footprints and handprints with paint ● Colour mixing ● Dough disco with music and different coloured playdough ● Messy play with different colours and textures, e.g., different coloured playdough/rice/spaghetti 	<ul style="list-style-type: none"> ● Reading Hub visit with parents ● Cooking and buddy time ● Road safety
Wonderful world of Colour	Tim Hopgoods	As a sensory story
Elmer's Colours	David McKee	As a sensory story
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Pathway: Semi-Formal Challenger/Formal

English	Maths	Personal, Social & Emotional Development
<ul style="list-style-type: none"> • Spell words, such as, hand • Phase 2 & 3 phonics • Enjoying a range of fiction and non-fiction texts • Use a capital letter and a full stop, when writing sentences • Relating what has been read with own experiences • Answering questions based upon key texts 	<ul style="list-style-type: none"> • Subtraction from 100 • Addition and subtraction number bonds to 10 • Identifying reflective symmetry 	<ul style="list-style-type: none"> • Daily Zones of Regulation check ins • Turn taking activities • Attending assemblies and lessons with mainstream classes • Choosing regulatory items • Considering others' emotions
My World Around Me Science and Humanities		My Physical World Gross and Fine Motor
<ul style="list-style-type: none"> • Learning important stories from different religions • Adventures through time • Creating media – digital painting • Materials 		<ul style="list-style-type: none"> • Daily sensory circuit sessions • Fine motor skills sessions • PE with mainstream classes • Dance and Ball skills
My Independence Life Skills	My Creativity Music/Art/Drama	Enhanced Curriculum Trips/Visits/Experiences
<ul style="list-style-type: none"> • Greeting adults and children • Class jobs • Cooking weekly • Colorful pancakes for Shrove Tuesday 	<ul style="list-style-type: none"> • Changra music • Experimenting with instruments • To explore different materials, tools and techniques and experiment with colour, design, texture, form and function 	<ul style="list-style-type: none"> • Reading Hub visit with parents • Cooking and buddy time • Road safety
Mixed	Aruee Chung	
The Colour Thief	Gabriel Alborozio	
All about Light	Lisa Trumbauer	