

EYFS EARLY LEARNING GOALS

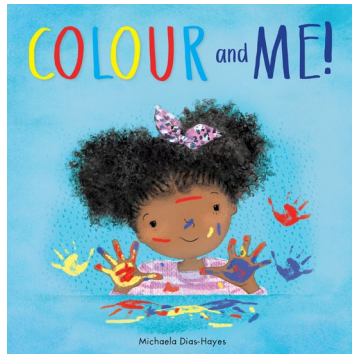
AREA OF LEARNING	ASPECT	EARLY LEARNING GOAL
Personal, Social, Emotional Development (PSED)	Making relationships	Work together to investigate colour mixing using paints. Take it in turns to add a colour and mix.
	Self-confidence and self-awareness	We are all beautiful and unique. There are lots of things that are similar and different about all of us. Reflect on some of these, perhaps making a display.
	Managing feelings and behaviour	Talk to children about all the different colour skin they have. Talk positively and objectively about skin colour and challenge any negative comments. Look in mirrors at your own skin and use positive language to describe the colour of your own and others skin.
Communication & Language (C&L)	Listening and attention	Listen to the story being read and respond appropriately with comments/questions.
	Understanding	Ask and answer questions about the story, and important words.
	Speaking	Ask and answer theirs and others' questions about theirs and others' experiences of colours.
Physical Development (PD)	Moving and handling	Fine motor skills: using paintbrushes, fingers, sticks to mix paint and different tools to mark make and create own faces.
	Health and self-care	Keeping our hands clean, washing them carefully after using paints. Look at the colour of foods – can you match them to colours you create? A colourful plate is a healthy plate.
Literacy (L)	Reading	Recognise colour words – use colour labels to label paints and new colours created. Choose books to reflect the diversity of your class and the wider world.
	Writing	Use finger in air to 'write' colour words. Use the correct colour to write the colour word. Write own labels for new colours and objects to match, using teacher models to support.

EYFS EARLY LEARNING GOALS

AREA OF LEARNING	ASPECT	EARLY LEARNING GOAL
Maths	Number	Sorting objects by colour. Introduce venn diagrams to support colour mixing: use 2 hoops e.g. one blue, one yellow and overlap to put green objects in. Create pictograms of items of different colours in your classroom.
	Shape, space and measure	Measuring liquids. Can you add different amounts of different colours? What happens if you add a tiny/small/medium or large amount of one colour to another?
Understanding the World	People & communities	Our community is full of different colours e.g. hair, eye, skin, clothes. Some people have favourite colours – what's yours? Create a display of portraits of your class with realistic skin colour.
	The World	Cut from magazines different eye, hair, skin colours and create a continuum of the resulting colours in a display.
	Technology	Can you create a realistic skin colour for you in a 'paint' programme? Save this for your class to use.
Expressive Arts and Design	Exploring and using media and materials	Paint mixing. Encourage careful mixing of two colours. Find objects that match the colours. Encourage mixing of three colours and find things that match the colour brown. Be careful to challenge statements that contain negative connotations.
	Being imaginative	Encourage all children to mix a colour that matches their skin. Can they do this with paint, pencil... does it work with pens? Make sure you have crayons and paper in the classroom that reflect skin colours in your class and encourage children to use these thoughtfully whenever they create artwork with people.

HOME LEARNING

We are learning from the book 'Colour and Me' by Michaela Dias-Hayes.



This book celebrates different skin colours and how we can make colours by mixing paint, including beautiful brown if we mix all three primary colours (red, yellow and blue). Please stick a photo below of your child, and work with them to make the exact colour of their skin using paint, pencils or any other materials. Practice with your child how they made it so they can show us at school. We'll make a display of their work and look forward to showing you.

Photo of your child

Their skin colour