

# Hazelbury Bryan Primary School

## Owls Class

### Autumn:1 2023/2024



## The Colour Monster



### Theme:

#### The Colour Monster

#### Emotions

#### Feelings

#### Cof EL:

- Continue PDT- all children to now record planning each session -focus on independent sentence writing

#### Communication and language

- The Colour Monster Story
- Naming feelings
- Recognising feelings through facial expressions and words
- Sharing All About Me observation from home
- Drawing and discussing things that make them feel happy and sad
- Exploring other vocab for different feelings
- Ask questions related to how and why they are feeling that way and what we can do to help

#### Personal, social, emotional development

- Golden Rules
- What are feelings?
- When I am Feeling...book series - explore all feelings
- Things that make me feel ...
- Colour Monster my feelings display
- What do monsters eat? Design a healthy monster meal?
- Rainbow food challenge
- Autumn 1 - SCARF 'Me and My Relationships'
  - All about me
  - What makes me special
  - Me and my special people
  - Who can help me?
  - My feelings
  - My feelings (2)
- Mental Health and Wellbeing workshop (16.9.21)

#### Physical development

- Balance Bikes
- Yoga
- Games (Friday pm)
- Daily mile
- Storycises
- Colour monster sewing
- Owls' photo portrait puzzles
- People puzzles
- Teach pincer grip - tweezer and pinching activities
- Tweezer different coloured beads into colour monster measuring tubes
- Colour monster colouring
- Colour monster puppets-cutting activity
- Make playdough monsters using a range of resources
- Sorting coloured spaghetti with spoons, forks, tweezers
- Colour sort peg boards
- Sticklebricks- Can you make a same coloured house

Literacy	Mathematics	Understanding the World	Expressive arts and design
<ul style="list-style-type: none"> <li>• Name copying/writing self registration system</li> <li>• Mark making development display - first star entry for display</li> <li>• All About Me and All About My family first 'writing' piece</li> <li>• LAS Phase 2</li> <li>• Start LAS Phase 3 when ready</li> <li>• Flower words (Tricky words)</li> <li>• Monsters don't eat broccoli</li> </ul>	<ul style="list-style-type: none"> <li>• 10 frame self registration</li> <li>• Colour sorting</li> <li>• WRM - Getting to Know You and Phase 1: Just Like Me! when ready Match; sort; comparing amount; compare size, mass and capacity; exploring pattern</li> <li>• Phase 2 - It's Me 1,2,3!: Introduce 0-3; representing 1,2,3; comparing 1,2,3; composition of 1,2,3; circles and triangles; spatial awareness</li> <li>• Threading colour monster feeling colours</li> <li>• Colour monster numicon</li> </ul>	<ul style="list-style-type: none"> <li>• Taking photos of each other with ipad - for puzzle making.</li> <li>• Internet Safety</li> <li>• Using Talking Tins</li> <li>• Using IWB to draw and mark make</li> <li>• Our Classroom and School environment.</li> <li>• Colour walk around school</li> <li>• Where do you go when you feel...?</li> <li>• Special places to different people. Church. Christians.</li> <li>• Special people, how do they make you feel?</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed media colour monster display - painting, sponge printing, cutting, texturing cardboard, paint blowing(C19?)/marble painting , sticking with PVA, 3D tube colour monster sculptures, clay colour monsters and paint</li> <li>• Digital art on IWB</li> <li>• Self portrait paintings looking in mirror</li> <li>• Kandinsky shapes - collage</li> <li>• Handprint colour monsters</li> <li>• String painting colour monsters</li> <li>• Make lava lamps</li> <li>• Colour monster colours in shaving foam</li> <li>• Design own colour monster and colour him/collage him</li> <li>• Feelings music- how can we make different feelings using instruments?</li> <li>• Baking rainbow feelings cakes</li> <li>• Colour monster symmetrical painting</li> <li>• Charanga- Autumn 1 "Me."</li> </ul>

*This plan is a starting point for our curriculum. However, due to the nature of EYFS, it is recommended that planning is altered to accommodate the children's observations, interests and experiences as they arise. This plan is set as a guide and all activities are suggestions, other activities may be added, whilst some may be discarded.*