

## **Month: January – Don't take communication for granted**

Instructions: This is the month to talk to all pupils, using language that is appropriate for their level of understanding. This is a simple activity that can be modelled by all staff supporting early years pupils.

These sheets can be printed out and laminated to play games at a desk or on the floor with a box of toys. Pupils will be communicating choices and working on recognition of symbols while engaging in a play activity that provides for an inclusive environment.

### **Page 3: What colour car next?**

- The pupil follows the instructions of the adult to make a line of cars. They can be in order of the sheet, jumbled or in a pattern, i.e red, green, red, green.
- The pupil can use the sheet to point to the colour of the car to line up next. The adult can select the car to match. Sometimes the adult should select the wrong car.
- At all times, the pupil should have an adult talking through the activity, reinforcing the task using simple phrases such as: "What colour car goes next?" "Put the red car behind the blue car." "Find two red cars, find two blue cars."

### **Page 4 and 5: Coloured cars**

It is important to start off this activity with toy cars so the pupil works with concrete materials. You can then move to using the symbols on this sheet.

Four cars of each colour are provided so that may be used to line up in a row as a next step to the activity. They can also be used to label the toy cars, play snap and counting activities. Print the sheet more than once to count to higher numbers or include more children.

There is an additional sheet with the colour names. These cards can be used to supplement the activities, such as matching or snap games.

**Important note:** The cars in this example can be replaced with other symbols as the pupil progresses on from real objects. Symbols that interest the pupil can be chosen such as: toys, flowers, items of clothing or animals. Please refer to the tutorial 'Editing the colour chart' to learn how to do so.

**Objectives:**

- To know the colours and select a 'red car' from a selection in a box
- To match the correct symbol to the object
- To count up to four of each colour
- To make a set, all of one colour
- To make a set, one of each colour
- To make a simple pattern of cars in a row

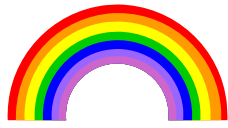
Throughout this activity the adult can monitor the pupil's understanding of the language used: Do they understand 'which one next? Can they match colours? Can they find the 'red car' without a colour cue?



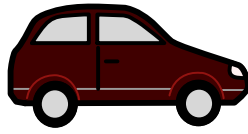
Resource produced in conjunction with CENMAC for the 'Hello' campaign. Many thanks for their original idea.



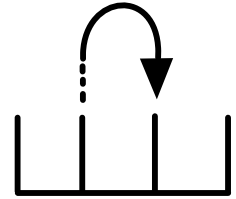
What



colour

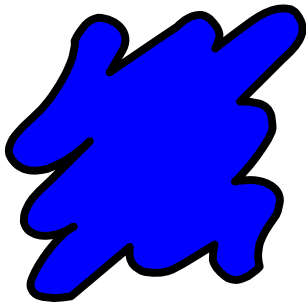


car

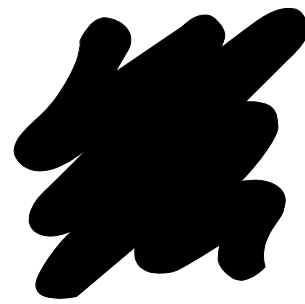


goes

next?



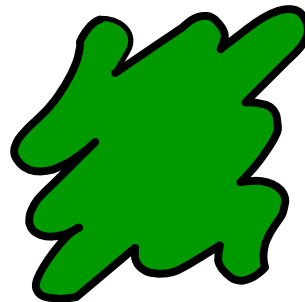
blue



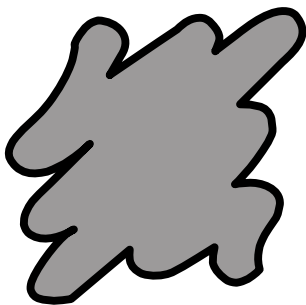
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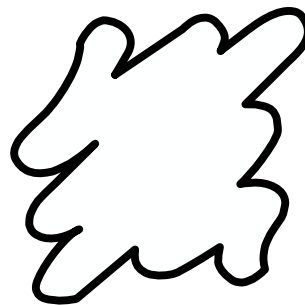
red



green



grey



white

