

KS1 – Lesson Plan 1 – Science

How can mixing different colours help us create new ones?

<p>Aim: Children will explore primary colours, discover how to mix them to make secondary colours, and understand how light affects the way colours appear.</p>	<p>Key Words:</p> <ul style="list-style-type: none"> • Primary colours, secondary colours, mix, blend, shade, tone, light, dark. 	<p>Preparation:</p> <ul style="list-style-type: none"> • Red, blue, and yellow paints (washable) • White and black paint for lightening/darkening colours • Paintbrushes, palettes, water pots, paper towels • Mixing charts or colour wheels • Torches or desk lamps for light experiments • White paper and dark paper for comparison
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Prior Learning: Children may know the names of some colours and have experience painting, but may not yet understand colour mixing or the concept of primary and secondary colours.

<p>WC / PT</p>	<p><u>Warm-up:</u> Show children the three primary colours and ask them if they know what happens when we mix them. Introduce the idea of a “colour family” and use a simple colour wheel to show how colours are related. Shine a torch on a red, blue, and yellow object to see how light changes their appearance.</p>	<p>0-5 mins</p>
<p>WC</p>	<p><u>Main Teach:</u> Demonstrate mixing two primary colours to create a secondary colour (red + yellow = orange, yellow + blue = green, blue + red = purple). Show how adding a little white can make a colour lighter (tint) and how adding a little black can make it darker (shade). Link this to science by explaining that our eyes see colours because of light bouncing off objects.</p>	<p>5-10 mins</p>

I / S	<p><u>Activity:</u> Children work in small groups to:</p> <ol style="list-style-type: none"> 1. Mix their own secondary colours. 2. Create a simple colour wheel. 3. Experiment with light and dark versions of one secondary colour by adding white or black paint. 	10-30 mins
I	<p><u>Extension Challenge:</u> Can you invent a brand-new colour and give it a name? Can you create a painting that uses only secondary colours and shades?</p>	30-35 mins
WC	<p><u>Plenary:</u> Circle time “gallery walk” where children show their work. Discuss which colours were easy to mix and which were tricky, and reflect on how light made the colours look different.</p>	35-40 mins

WC – Whole Class

PT – Partner Talk

I – Independent

S - Support

Challenge A	<p>Science Link: Test what happens if you shine coloured light (red/blue/green) on a painting – does it change the colours you see?</p>
Challenge B	<p>Geography Link: Research which colours are common in nature in different seasons and try to mix them.</p>