

Getting dressed Vocabulary And Facts Colouring Page

EYFS / Reception - Physical Development

Find the sock and shoe. Which goes on your foot first? Tell an adult what comes next.



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Find the sock and shoe. Which goes on your foot first? Tell an adult what comes next.

Parent & Teacher Guidance

Curriculum focus

Topic: Getting dressed. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: EYFS learning and development: purposeful play, communication, physical development and expressive learning.

Before you begin

Review the picture together and ask the learner what they already notice about Getting dressed. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Getting dressed. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

Can the learner identify the pictured sock and shoe and put the two dressing steps in order?

Answers and checking

The sock usually goes on before the shoe. Ask for first/next language; let the child explain any practical exception.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
