


# Individual Activity Lesson Plan

<b>Date:</b> Friday 1 <sup>st</sup> May 2020	
<b>Activity Title:</b> Foot and Toe Printing	
<b>Learning Intention:</b> To begin to use the language of size	<b>Activity Overview:</b> Your child will create a beautiful piece of art using paint and their feet. We will reinforce that our feet are a part of our body and explain what we use them for and the importance of them.
<b>Links to EYFS:</b> <ul style="list-style-type: none"> <li>Maths: Shape, space &amp; measure: 22-36 months: Begins to use the language of size.</li> <li>Maths: Numbers: 16-26 months: Says some counting words randomly. Recites some number names in sequence: 22-36 months.</li> <li>Communication and language: Understanding: 16-26 months: Understands simple sentences.</li> <li>Communication and language: Understanding: Understands more complex sentences: 22-36 months.</li> <li>Communication and language: Understanding: Developing understanding of simple concepts (e.g. big/little)</li> <li>Communication and language: Speaking: Uses a variety of questions. Uses simple sentences: 22-36 months.</li> <li>Physical development: Moving and handling: Makes connections between their movements and the marks they make: 16-26 months.</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>-Newspaper/Large sheets of paper: You could also use an old sheet, bin bags taped together or any scrap paper</li> <li>- Paint</li> <li>- Something to hold paper down/ tape, containers, rocks etc</li> <li>- Large bowl for washing off paint</li> <li>-Paper towels for clean up</li> </ul>	<b>Key vocabulary:</b> Foot, toe, bone, print, paint, stamp, dance, walk, run, hop, stand, balance, big, little, colour, colourful, art, mix
<b>ACTIVITY IMPLEMENTATION (including key question)</b>	
<b>Introduction:</b> <ul style="list-style-type: none"> <li>- This is an activity great for sensory exploration, colour exploration, artistic expression, gross motor development (specifically balance), language development and creativity.</li> <li>- This activity can be done inside or outside.</li> <li>- Roll out the paper/alternatives you are using and stick/hold it down with tape or weighted objects.</li> <li>- Explain to your child that they will be making footprints on the paper with paint: You can use a brush to paint their feet, or you can drizzle various colours of paint across the paper.</li> <li>- Ask your child some questions and introduce our feet as one of our body parts - "Do you know what body part this is called? (point to feet)" "What do we use our feet for?" "How many toes do we have? Shall we count?" "Can you jump using your feet?"</li> </ul>	
<b>Main Activity:</b> <ul style="list-style-type: none"> <li>- Remove socks (can they remove their own socks?) and allow your child to immediately begin exploring – for those with siblings it would be a lovely group art piece of different sized feet. It would be lovely if you as parents and siblings would like to join in with them too! Your child might prefer that you model what to do and encourage them! We can also introduce the concept of big/little by identifying our big toe and our little toe and different sized print on the paper.</li> <li>- Comment on what your child is doing, reinforcing that we use our feet every day! "I like the way you are using your feet to walk" "Look! You're using your feet to help you balance" "Look at your footprint!"</li> </ul>	

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- Colour mixing will be evident during this activity and is a good

opportunity to introduce your child to the outcomes of mixing colours together- "Look! I made green, I mixed blue and yellow together using my feet".

## Activity review:

- Ask your child questions about the activity: "What did you use to make prints with the paint?" "What else do we use our feet for?" "Can you show me a movement using your feet?"
- Sing a song about body parts, for example 'Hokey Pokey' - Add other body parts to this song! We typically sing to put our feet, hands, heads. Add ear, nose, tongue, bottom, elbow, chin!

## Additional ways to support your child:

- Continue to reinforce that our feet and toes are parts of our body. Point to your feet and compare with your child's foot – Who has a bigger foot?
- Count your toes, encourage your child to count with you.
- If your child does not have the vocabulary yet, continue to repeat key words, e.g. 'toes' 'foot'. Can your child point to their own feet? Can they point to their toes? Can they jump, walk, hop?

## Extension:

- A house hunt, looking for objects/toys that have feet. For example, toy people, animals, pets, family members.
- Can they show you different moves that involve using their feet?