

Individual Activity Lesson Plan



Date: Thursday 30 th April 2020	
Activity Title: Free Painting of My Body	
Learning Intention: To begin to use representation to communicate	Activity Overview: To freely paint a picture of their interpretation of how their own body looks, using paint and paper.
Links to EYFS: <ul style="list-style-type: none"> Expressive Art and Design: Being Imaginative: 22-36 months: Beginning to use representation to communicate Communication and Language: Understanding: 16-26 months: Understands simple sentences and understands more complex sentences 22-36 months. Understand 'who' 'what' 'where' in simple questions. Physical Development: Moving and handling: 16-26 months: Makes connections between their movements and the marks they make and may be beginning to show preference for a dominant hand: 22-36 months. Literacy: Writing: 22-36 months: Distinguishes between the different marks they make. 	
Resources: <ul style="list-style-type: none"> Paint Paper Picture of your child (head-toe picture) Paintbrush 	Key vocabulary: body, head, eyes, nose, mouth, arms, hands, fingers, tummy, back, legs, feet, toes, difference, big, little, tall, short.
ACTIVITY IMPLEMENTATION (including key question)	
Introduction: <ul style="list-style-type: none"> Talk about your body, identifying different parts and what you use them for. You can ask your child to find their hand and to find your hand (this can be repeated for various parts of your body). Can you play a game where you touch toe to toe, finger to finger, nose to nose, and so on with your child? Show your child a picture of them, asking them various questions: Where is your head? Where are your hands? Where are your legs? Can you show me where your feet are? Ask your child if they would like to paint a picture of their body. Main Activity: <ul style="list-style-type: none"> Give your child a large piece of paper. Your child could lay down on this piece of paper and an adult could draw around the child's body outline. If you do not have paper long enough, do not worry. Allow your child to freely paint a picture of their body. Explain that they will use paint and a paintbrush to paint their body. As they begin to paint, let them paint freely, how they see their bodies. It is important to allow them to create their own painting with their own hand. This activity is the beginning of ascribing meaning to the marks they make, as initially they will be focusing on painting their bodies. It is possible this will change and that is ok. You can ask questions to keep them on the right track to painting their bodies. You can ask some questions along the way, for example: "What have you painted there?" "Can you show me where you've painted your legs?". Point to parts of the painting, "What is this?" Activity review: <ul style="list-style-type: none"> Get your child to talk about what they have painted; Encourage your child to talk about the different parts of the body that they have painted. Sing songs about the body; 'Hokey pokey', 'If you're happy and you know it.' 	
Additional ways to support your child: <ul style="list-style-type: none"> Model your own painting of your own body and show it to your child, describing your body parts. Repeat names of body parts as you point to them and 	Extension: <ul style="list-style-type: none"> Understanding the World: People & Communities: 22-36 months: Learns that they have similarities and differences that connect them to, and distinguish them

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<p>encourage them to copy or point.</p>	<p>from, others.</p> <ul style="list-style-type: none">- Can your child compare two pictures: one of you and one of themselves? Using the concept of big and little can they identify whose arms are bigger, whose legs are smaller?- Can they notice any differences between the two of you? Hair colour, eye colour etc
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