


Individual Activity Lesson Plan

Glitter CD Chime- Five Senses- Sight

Date: 22 nd April 2020.	
Activity Title: Glitter CD Chime.	
Learning Intention: To experiment with colours and marks.	Activity Overview: Your child will cover a CD in glitter. They will shine a light onto the CD to see the effects the light has on the glitter.
Links to EYFS: Expressive Art and Design: Exploring and using Media and Materials: 22-36 months. Other links to the EYFS Understanding the World: The World: 30-50 months: Talks about why things happen and how things work.	
Resources: <ul style="list-style-type: none"> • An old CD • Paint (Any colour) • Lots of Glitter!- You can use sequins if you do not have glitter • Table cloth/newspaper/magazines • A torch/spotlight (if possible) • Containers • Ribbon/string/old shoelace 	Key vocabulary: CD, shiny, glitter, sparkle, light, shine, bright, stick, glue, spin, light, dark, look, eyes, paint, paintbrush, spread, cover.
ACTIVITY IMPLEMENTATION (including key question)	
<p>Introduction:</p> <ul style="list-style-type: none"> • Show your child this image of what they are going to make. • Talk about our ‘five senses’ (sight, hearing, taste, smell and touch). In this activity we will focus on the sense sight. <p><i>*What do we use to look/see?</i></p> <ul style="list-style-type: none"> • Cover the table with a large piece of material or old tablecloth. • Lay out a CD, some paints, paintbrushes and bowls of different coloured glitter. <p>Main Activity:</p> <ul style="list-style-type: none"> • Encourage your child to paint all of the shiny side of an old CD. They can use a variety of different coloured paints or just one colour, whichever they choose to do. • Once painted, cover the paint with a variety of different coloured glitters. Role model picking the glitter up out of a bowl using a pincer grip (thumb and index finger) and sprinkle it over the CD and encourage your child to use a pincer grip also. • When the CD is covered in paint and glitter, leave it on the side to dry. • Once dry, tie a ribbon or piece of string through the middle of the CD so it can be hung up. • Discuss what you can see. Role model language such as shiny, sparkling, glistening. • Give your child a torch or spotlight and support them to shine it directly onto the glittery CD. <p><i>*What happens when we shine the light on the CD?</i> <i>*What can you see?</i></p>	
	
Activity review: <ul style="list-style-type: none"> • Take the CD into a dark room. Can you see anything in the dark? Now shine the light on it whilst in a dark room. What has happened? What can you see? 	
Additional ways to support your child: <ul style="list-style-type: none"> • Support your child in understanding that we use our eyes for “looking.” • Ask your child questions that require a one worded answer such as: ‘What colour glitter can you see?’ 	Extension: <ul style="list-style-type: none"> • Encourage your child to decorate more than one CD, using different colours. For example, paint one CD red with red glitter, and one CD yellow with yellow glitter. Now compare the differences.

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