

# Individual Activity Lesson Plan

**Date:** Wednesday 29<sup>th</sup> April 2020

**Activity Title:** Cardboard City

**Learning Intention:**

To select and use activities and resources with help.

**Links to EYFS:** Personal, Social and Emotional Development

**Activity Overview:**

Use a range of recycled materials to create a city or town.

**Resources:**

Boxes, cardboard containers, any recycled materials, card (large and small pieces), paint, pens, stickers, tape, glue, scissors, paper.

**Key vocabulary:**

Build, make, construct, use, design, card, recycle, environment, imagine.

## ACTIVITY IMPLEMENTATION (including key questions)

**Introduction:**

\*Show your child the pictures below to help them decide what they would like to make.

- Ask some questions to ensure your child is thinking critically and creatively (see examples below).
- What are the towns/cities made of/from?
- What would you like to make for your town/city?
- What could we use to make it?
- How can we make sure that it will stay together?

\*Invite your child to collect any cardboard/recycled packaging from around the house (you may have useful items in the recycling bin).

\* Gather all of the extra resources (listed above) you need and place them on the table or floor (put newspaper or a washable mat down first to protect any surfaces).



- How are we going to make the buildings?
- Why do we need lots of different shapes and sizes?

**Main Activity:**

\*Ask your child what type of buildings they would like to make: houses, office blocks, fire stations, police stations, hospitals, cottages, garages, shops, schools, Post offices, roads (don't forget trees and flowers); the list goes on.

\*There is no one set way of creating a cardboard city: support your child with painting, cutting, sticking and decorating the recycled materials you have available.



*Remember the learning opportunities are within the processes (of painting, drawing, cutting and sticking) and not in the outcome, so focus on supporting your child with developing the skills required, rather than being too concerned with the overall outcome.*

\*When your child has finished creating buildings, let the models dry.

\* Once dry, encourage your child to gather any small world figures they have available (toy cars, doll house figures etc.)

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\*Now it's playtime! Model introducing storylines to enhance imaginative play using the model city/town (and any small world figures).

### **Challenge:**

Ask your child to think about what is missing from the city. Is there anything else they can add, by making or gathering another resource? Can they find other recyclable materials to use? What could they use newspaper and plastic bottles for? Challenge your child to make a famous London landmark to add to their scene.

### **Additional ways to support your child:**

-Support your child by modelling the correct way to hold a pencil, hold scissors and use a glue stick.  
Encourage them to copy and praise any effort to correct their grip.

### **Extension:**

- Invite your child to add another of their toys to the city, e.g. how about using bricks to make a building site; adding a large doll to be a giant; or, adding a dinosaur to encourage further imaginative play.

