

Individual Activity Lesson Plan

Easter Chick Fork Painting

Date: Monday 6th April 2020

Activity Title: Easter Chick Fork Painting

Learning Intention: To start showing control in holding and using tools such as a fork.

Activity Overview:

Create a chick by using a fork and paint.

Links to EYFS:

Physical Development: Moving and Handling

To show control in holding and using tools such as mark making tools.

Resources:

- Yellow paint. (If you don't have paint available you could draw a chick instead using coloured pencils)
- Forks (plastic/metallic)
- Paper
- Googly eyes (or use a black pen to draw eyes)
- A small piece of orange felt or card (use recycled food packaging or colour a piece of paper orange using a coloured pencil)
- Scissors, glue
- Tray/bowl/plate

Key vocabulary:

Chick, fork, yellow, orange, glue, lines, fluffy, eyes, beak, circle, legs, baby chicken, Easter, celebration, "What sound does a chick make?"

ACTIVITY IMPLEMENTATION (including key question)

Introduction:

- Show your child the pictures of the chicks below:



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- Find orange paper/card (see alternative above) and cut out a beak as well as two legs. It is easier if you fold the paper and cut it at the same time so the pieces can be equal in size and shape. Put these to the side for later.
- Pour the yellow paint into a small bowl/container (or gather yellow colouring pencils).
- Questions to ask before painting: "Can you tell me what animal is this?", "What colour are the chicks?", "What sound do they make?", "Who is their mummy?"



Main Activity:

- Now you are ready to start painting! Start by modelling the process to your child.
- Dip the fork into the paint and then use the back of the fork to make yellow marks for the chick's body.
- Direct your child to make the body shape as circular as possible, putting more and more paint and prints on the paper.
- After you have created the body, allow the painting to dry.
- Once dry, support your child to glue on the eyes, legs and beak: "Where should we put the eyes?", "Where should we put the beak and legs?", "How does it look?", "Is it big and fluffy or small and rough?"

Activity review:

Can your child show control when eating with a fork? Encourage him/her to use a fork when eating.

Additional ways to support your child:

Model the name of resources and encourage your child to repeat them: "yellow chick", "fork".

Extension:

Encourage your child to do the activity independently and support them to describe what they are doing by using short sentences such as: "I'm making a chick", "I'm putting glue here", "I'm using a fork", etc.