

Individual Activity Lesson Plan

Date: Wednesday 17th June 2020

Activity Title: Jungle Painting

Learning Intention: to paint a jungle animal.

Activity Overview: look at a range of jungle animal photographs and select one to paint.

Links to EYFS:

Expressive Arts & Design

-Begins to understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.

-Creates simple representations of events, people and objects.

Physical Development:

-Uses one handed tools and equipment

Equipment:

-paint (if possible, use primary colours and encourage your child to mix the colours to create secondary colours)

-a paint brush

-large paper

-scissors

-Jungle Animal Images (no need to print – the images can be viewed on a device)

Key vocabulary: jungle animals, habitats, environment, colours, mix, shape, size, describe.

ACTIVITY IMPLEMENTATION (including key questions)

Introduction:

*Read today's focus story: *Rumble in the Jungle* by Giles Andreae.

*Invite your child to list the animals which were in the story.

*Look through the 'Jungle Animals' images and talk about the different features of the animals.

-Can you describe the texture of the snake's skin?

-What patterns do you notice on the tiger's fur?

-Is this a large animal or a small animal?

Main Activity:

*Explain to your child that he/she is going to paint one of the jungle animals.

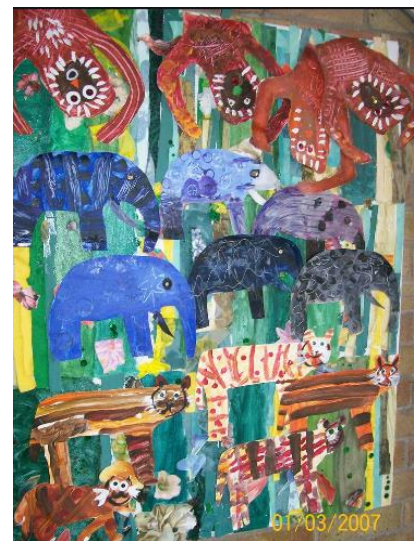
*Gather the resources required for painting (listed above).

*Encourage your child to refer to the jungle animal images to make an observational painting.

*Model painting the animal yourself and verbalise your thinking, to support your child's thinking process.

-*'I'm going to start by painting the tiger's body. I'm going to paint it in the centre of the paper. It's going to be a big oval shape. I'm going to take my time and move the paintbrush slowly, so I can think about the shape.'*

*Once the painting is complete and dry, invite your child to cut around the animal and stick it onto a piece of coloured card (if you don't have coloured card/paper, you could create one by painting a piece of white card).



Activity review:

-Ask: what did you do well?

-What do you like about your painting?

-If you were going to do your painting again, is there anything you would do differently?

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Additional ways to support your child:

If your child finds fine motor activities more challenging, give him/her a larger piece of paper to work with.

Extension:

Invite your child to write a label for the jungle animal they have painted.