

## READY, STEADY, COOK!

First Hand Experiences

Norse cooking experience / following recipes / planting our own food / farm to fork /pizza express / chef demonstration / having a feast!

<b>Vocab</b>	<b>Knowledge</b>	<b>Skills</b>
<p>Germes Safety (un)Healthy Dairy Protein Carbohydrates Fruit Vegetables Measure Recipes Ingredients Method</p>	<p>Hygiene and keeping safe when preparing and cooking food.</p> <p>Healthy balanced diets vs unhealthy diets effects on our bodies.</p> <p>Why and how do we use recipes to make food?</p> <p>Where does our food come from? (E.g. shops/farms, around the world)</p> <p>How do vegetables grow?</p> <p>What food is included in different food groups?</p>	<p>How to wash our hands properly, managing our own basic hygiene.</p> <p>How to use a knife safely, handling tools with increasing control without direct supervision.</p> <p>To accurately use different measuring tools.</p> <p>To listen or follow instructions- Make a sandwich.</p> <p>To work as part of a group/class to prepare the different elements of a meal.</p> <p>Observing and talking about changes in the natural world, for example plants.</p>
<b>Objectives</b>		<b>Possible Learning Activities</b>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>		<p>Writing Recipes</p> <p>Whole class writing activities: sentence-writing focus.</p> <p>Writing assessment</p> <p>Safety posters</p>

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<ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p>	<p>Healthy/unhealthy posters                  Writing instructions to make a sandwich                  Writing shopping lists                  Writing about Norse experience / making Naan bread                  Labelling a healthy plate                  Creating food menus                  Creating price lists</p>
<p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p>	<p>Reading menus                  Reading price lists                  Reading food labels                  Reading recipes                  Reading simple sentences (assessment)                  Reading Comprehension: Six Dinner Sid</p>
<p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> </ul>	<p>Food labels: how many grams of ____?                  Sharing: cutting apples, sweets etc.                  Halving and doubling: making sandwich (introduce 1 quarter)                  Number of the day                  Comparing amounts: Who has the most ____?                  Food top trumps</p>

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<ul style="list-style-type: none"> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Early Learning Goal: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b></p>	
<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as ‘behind’ or ‘next to’.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul> <p><b>Early Learning Goal: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical</b></p>	<p style="text-align: center;">Creating price lists (ice cream van/food stalls)            Money: paying for food items (role play)            Measuring (weight and length): ordering different fruit and vegetables.            Shape: different foods / cooking equipment / food packaging</p>

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<p><b>language to describe them.</b></p>	
<p><b>RE- What makes a sacred place?</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><b>Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about</b></p>	<p>Meditation Buddhist Centre Visit Comparing a Buddhist temple to the church</p>
<p><b>Communication and Language- Speaking, Understanding, Listening</b></p> <ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul> <p><b>Early Learning Goal: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p> <ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> </ul>	<p>Following instructions Performing class assemblies Role play: restaurant conversations Talking about their food likes and dislikes Understanding and explaining the differences between healthy and unhealthy foods</p>

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<ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Early Learning Goal: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul> <p><b>Early Learning Goal: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p>	
<p style="text-align: center;"><b>Physical Development-</b> <b>Health and Self Care, Moving and Handling</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> </ul>	<p>Using knives carefully when cutting food – practise using playdough Using cooking equipment confidently and safely. Un/healthy foods: what does a healthy meal looks like Making Naan Bread Tasting food from around the world Food top trumps – why do _____ have a high score? Sport day Keeping safe in the sun</p>

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<ul style="list-style-type: none"> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>Early Learning Goal: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Early Learning Goal: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>	
<p><b>Personal, Social and Emotional Development- Making relationships Self-confidence and self-awareness Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>Early Learning Goal: Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive</b></p>	<p>Performing class assemblies Tasting and trying new food Confidently sharing favourite foods with the rest of the class (likes and dislikes) Working with friends to make a meal Taking part in sports day Transitioning to Year 1</p>

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<p><b>relationships with adults and other children.</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Early Learning Goal: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</b></p>	
<p style="text-align: center;"><b>Understanding the World-</b> <b>The World Technology</b></p> <ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p> <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> </ul>	<p style="text-align: center;">Tasting around the world</p> <p>Sharing experiences of going to different restaurants – where do you and your family eat. Walk around town: where could you go to eat? Food hunt (looking for the different food logos)</p> <p style="text-align: center;">Sharing your families meal routine Plants: growing vegetables Animals: where does our food come from? Drawing menus /food items on the IWB</p>

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<ul style="list-style-type: none"> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</b></p>	
<p style="text-align: center;"><b>Expressive Arts and Design-</b> <b>Using Media and Materials Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p><b>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<p style="text-align: center;">Creating food stalls (ice cream) Learning songs food about different foods Creating food using different materials Role play: ice cream van / restaurant / chef / cooking in the home</p>



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<p><b>Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></p>	
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