

	Year group: Reception	Area/topic: Food and Nutrition Chapattis
<p>(objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> <li>➤ Explore different materials freely, to develop their ideas about how to use them and what to make (Three - Four)</li> <li>➤ Develop their own ideas and then decide which materials to use to express them (Three - Four)</li> <li>➤ Join different materials and explore different textures (Three - Four)</li> <li>➤ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</li> <li>➤ Share their creations, explaining the process they have used. (ELG)</li> </ul>		

Prior learning	Future learning
Children will have some experience to looking at, feeling and trying new foods.	Children will continue to develop their skills of cooking and making food They should also think about what steps to take independently.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>➤ Children will experience and have a go at making chapatis as part of the feast.</li> <li>➤ They should use simple and basic cooking skills like mixing, stirring and combining ingredients.</li> <li>➤ Children should know the steps to good hygiene around food.</li> </ul>	Children to make their own chapatis to taste as part of their feast. Photographs and quotes
Key vocabulary	
Hygiene, mix, stir, combine, ingredients, recipe, Washing hands	
Common misconceptions	Books linking to this area
Children might not understand that they are not eating the food there and then.	Oliver's Fruit Salad The Runaway Pea The Runaway Chapati
Children might not understand that every time they are unhygienic they will need to rewash their hands.	
Memorable first hand experiences	Opportunities for communication

Making their own food that will be tasted by their friends and family at their fairytale ball.

Children will be able to discuss the steps they have taken with their friends and family at the ball that they have taken to create their sandwiches.

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Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Repetition of skills Photo examples Check understanding regularly Verbal responses being scribed by adults Large scale if fine motor is a barrier</p>
Social, Emotional and Mental health	Sensory and Physical
<p>Allow access to a quiet area Give them a special role to boost their self-esteem Seat pupil with more confident friend - talking partners Now and next board Sand timer Step by step guides with visuals/pictures/photos</p>	<p>A range of tools/scissors Gloves for sensory issues Explore new textures Carpet space position Reduce background noise</p>