



Reception Weekly Planning for Food, Festivals and Celebrations Topic

Autumn 2 2022 - All classes



	Weekly focus	Cooking area	Outdoor area	EAA	UW	ICT
1. Halloween & Bonfire	<p>Weekly Learning objectives</p> <p>To show interest and involvement in role-play area: Potion Lab</p> <p>Introduction: Learn about how Halloween is celebrated in the UK and around the world, recognising that people have different beliefs and celebrate special times in different ways</p> <p>Introduction: sing and perform a Halloween song: '5 Creepy Spiders'</p> <p>Introduction: To understand why and how people celebrate Bonfire night in the UK. Learn about Guy Fawkes and story of the Gunpowder plot. Watch PP presentation about firework night</p>		Use chalk to draw fireworks outside	<p>Halloween colouring sheets</p> <p>Make a skeleton using black card and cotton buds</p> <p>Exploring a pumpkin, looking at seeds and texture in the tuff spot.</p> <p>Make a bonfire picture using sticks collected from outside with tissue paper flames</p>	<p>Look at where the Houses of Parliament are in London on a map. Using photos compare what the Houses of Parliament look like now and in the times of Guy Fawkes.</p> <p>What is the building used for?</p> <p>Using chalk children make firework pictures on the floor outside thinking about patterns and the types of lines they make.</p>	Use the paint programme to make firework patterns using the splat option
1. Bonfire night, Special food and celebrations, remembrance day	<p>Weekly Learning objectives</p> <p>1. Show the children the picture of party food on the flipbook page 3. Together name the different types of food and talk about when they might eat such food. Talk with the children about food they might have had at their own or a friend's party or at any other celebrations or special occasion.</p> <p>Allow the children to play in the 'kitchen' and ask them to prepare and talk about the celebration food that they're making.</p> <p>2. Develop an understanding of what Remembrance day is. Twinkl power-point.</p>	<p>Cooking with Parents</p> <p>To use a set of instructions to make flapjacks.</p> <p>Activity: In small groups children follow instructions to make cakes</p> <p>Language: cook, smell, touch, mix, stir, press, adding, ingredients, instructions, order.</p>	Using a range of tools children make patterns and pictures in the sand of fireworks.	<p>Begin to learn the songs for the Christmas play</p> <p>Pencil control worksheets</p> <p>Collaging poppies, printing poppies.</p> <p>Printing with vegetables</p>	<p>Organise the role-play area as a kitchen. Ask the children for suggestions regarding the items that should be in their kitchen. Allow them the opportunity to explore and play freely in the area.</p> <p>Children use the outdoor mud kitchen to role play being in a kitchen and preparing food using natural materials</p>	Use the paint programme to make firework patterns using the splat option
Assessment opportunities			Key questions			
<p>Do the children use the role-play area?</p> <p>Do they talk about how to prepare a range of foods and how to make ingredients into a dish?</p> <p>Do the children notice how ingredients change as they are mixed together?</p> <p>Are they able to describe any changes that occur?</p>			<p>What's happening in the kitchen? Are you preparing something to eat?</p> <p>Which ingredients will you choose? What do your ingredients feel/smell like?</p> <p>Have you got any runny/liquid ingredients?</p> <p>What do you think will happen/what happens when the ingredients are mixed together?</p> <p>Can you say how the mixture has changed whilst it has been in the oven?</p>			
2 Where food come from	<p>Weekly Learning objectives</p> <p>1: Display different foods on the carpet. Talk about and discuss where the food came from, did it grow? Encourage the children to touch, smell and taste the foods.</p> <p>2: Using the IWB children sort the foods into fruits and vegetables, talking about which foods they like best.</p> <p>Children in need week.</p> <p>Pedestrian Training. Discuss how to keep safe.</p>	<p>Cooking with Parents:</p> <p>Rainbow fruit wand</p>	Children use coloured chalks to draw foods on the floor outside	<p>Begin to learn the songs for the Christmas play</p> <p>Begin to learn the songs for the Christmas play</p>	<p>Use sand to measure out different amounts for making a cake, using everyday objects.</p> <p>Key questions: What are you using to measure the sand with? Why do we need the correct amount of ingredients? What would happen if we didn't follow the right amounts?</p> <p>Objective: To investigate different food in the sand using touch.</p> <p>Activity: Use sand to look and find different food that has been buried. Think about what it looks like and where it's come from.</p>	Use 2Count to find which fruit / veg is their favourite? Interpret the results. Which is most popular? Which is least popular?
Assessment opportunities			Key questions			
<p>Are the children able to describe the appearance of the fruit?</p> <p>Can they describe what the inside of the fruit looks like?</p> <p>Do they notice the criteria that have been used to sort a set of fruit?</p> <p>Can they select their own criteria and use them to sort a collection of fruit?</p> <p>Can they make simple comparisons between different pieces of fruit?</p>			<p>Can you describe the colour/shape/texture of this fruit?</p> <p>What does this fruit look like inside? Can you see any fruits that have the same pattern inside them? Can you see any fruits that have a different pattern inside?</p> <p>Can you describe what it tastes like? Can you describe what it smells like? Does it crunch when you bite it?</p> <p>Which set do you think this fruit belongs in? Can you tell me about how you have sorted the fruit?</p> <p>Why do you think it is important for people to eat food?</p>			

Wk	Weekly focus	Cooking area	Outdoor area	EAA	UW	ICT
3. Healthy or Unhealthy?	1. On IWB children complete the healthy or not healthy foods chart. 2: Using the healthy lunchbox game children have to make a healthy lunchbox selecting what foods to put in and if they are healthy or not.	Cooking with Parents Easy Pizza Create your own pizza Children make up their own pizza creations using their favourite ingredients		Activity: Make a healthy food mobile. Children use lollypop sticks and cut out pictures of healthy foods to make a mobile. Using paper plates children have to make a healthy plate using tissue paper or any other craft materials. Begin to learn the songs for the Christmas play	Objective: To recreate a picture of a fruit or vegetable Activity: Children use coloured chalks to draw foods on the floor outside Key questions: What colours are your foods? Is that a fruit? How many colours are in your picture?	Using the iboard Purple set children have to complete the activities all about the farm Children use CBeebies to complete the section called down on the farm.
Assessment opportunities Do the children mimic the noises that animals make? Can they name a variety of animals? Are they able to talk about some of the things that happen on a farm? Do they use the information that they have seen/heard about farms in their play? Have they made a connection with the animals and crops that are raised on a farm and food that we eat?				Key questions Can you describe what's happening on the farm? How many different animals can you see here? Can you see any differences between these two animals? Can you see any similarities between these two animals? Why do you think that farmers keep animals? Grow crops? Can you see any machines on the farm? Can you describe what the machines are like? What sort of jobs do you think these machines do? What is happening on your farm today? Can you say where this food came from? What this food is made from		
4. Celebrations	Weekly Learning objectives Ask the children what they already know about Christmas (who celebrates it, why?) scribe children's ideas on the IWB Introduction: Read the Christmas story on the IWB, discuss Introduction: Introduce the advent calendar to the class and talk about why we have one and how many days there are in December. Practice singing the Christmas show songs.	Cooking with Parents: Decorate Christmas Biscuits	Sorting celebrations and not a celebration What celebration am I? Construction	Children to paint or create their festival celebration. To make celebration shakers for their favourite celebrations. Sorting artefacts in the classroom and out of the classroom on a bigger scale. Collage of images of different celebrations. Creating diva lamps/advent candles. Role-play – sort the costumes from Halloween/Diwali/Christmas Playdough mats – for Christmas/Halloween/Diwali Independent creative writing – My favourite Celebration – illustrate and label. Construction – make a church or ta temple and label it. Outdoor My favourite Celebration giant floor painting. Begin to learn the songs for the Christmas play	Organise an area (large indoor/outdoor floor area.) where the children can create a celebration of their own.	Children decorate a Christmas tree
Learning objectives For children to share events in their home life with those at school For children to be aware that families are different				Key questions Can you say what this food looks/smells/tastes/feels like? Would you say this food is sweet like sugar or sour like lemon juice? Would you say this food smells sharp like vinegar or sweet and fresh like apple?		
5. Christmas	Introduction: Demonstrate making this week's Christmas crafts. Introduction: Read a Christmas story. Practice singing the Christmas show songs.	Activities completed in preparation for FS musical Christmas nativity "Whoops-A-Daisy Angel" Making crowns and background scene props				
6. Christmas	1: Demonstrate making this week's Christmas crafts. 5 th December 2022- Christmas performance week Objective: To understand that some places are special to members of their community and that people celebrate special times in different ways Visit the Church and understand it is a Christian place of worship and hear the Christmas Story	Using green card and some scissors children cut out the shape of a Christmas tree and fold it and slit it so it can stand up alone. Children can then decorate using glitter Children make a felt stocking using felt using a large darning needle, 2 pieces of felt that have been cut into a stocking shape Junk Modelling – Make a Christmas cracker using cardboard tubes, tissue paper, and decorate. Make a Christmas decoration using bread, glitter etc. Cut the bread, leave to dry out then paint and decorate. Provide card and collage materials for children to make their own Using the foam stamps children stamp freely for decoration. Use the water tray to investigate the snowflakes. Children can discuss the textures they feel and draw snowy wintry scenes using their fingers. Children can take photos of what they have created.				
	Role play area Children gather materials to make a vets RPA in the outside classroom Key Questions: RPA: Café Ask children for suggestions regarding items in the kitchen. Show them Flipbook p.3. Establish picture shows type of foods available at birthday parties. Allow children to play in kitchen and talk about the types of celebration foods being made. Key questions: Encourage the children to ask questions like "Hello, can I take your order today?" "What would you like to eat?" Hello, how may I help you? "Was everything ok with your food?"					

Unit 2 Food

Introduction and overview

During this unit children will

- Show interest and involvement in the role-play area of the classroom
- Use their senses to explore a range of foods
- Describe, compare and sort a range of foods
- Learn about safety whilst cooking
- Learn about how special times are celebrated by different people

Preparation/Resources

To create a role-play area with a 'kitchen' theme collect all manner of unbreakable kitchen equipment. Include weighing scales, mixing bowls, cake tins, plastic cutlery. If possible, collect recipe books. Also look for plastic food, particularly fruit and vegetables as well as beads, buttons, bobbles etc. that could be used to represent food. Collect tea towels and hand towels and a notice board for shopping lists etc.

For activity 2 you will need a selection of pieces of fresh fruit and for activity 4 you will need a selection of vegetables.

For activity 5 consider a visit to a local smallholding/farm. If this is not possible, then look out for videos/picture books about farming.

For activity 6 you will need a range of various foods for the children to smell. A number of small sample pots would be very useful. Dark-coloured paper to hide the contents is required as well as a feely box or plastic-lined feely bag.

Home links

Ask parents/carers to cook/bake with their children – a recipe other than the ones they will make in school. Also ask parents/carers to talk with their children about where food comes from. This could be as they collect items from the shelves in the shops and, if possible, to point out any fruit/vegetables that they see growing in gardens or fields. Visit the Supermarket, name as many fruits and vegetables as they can.

Ask parent/carers to share stories with their children about food, for example,

The Very Hungry Caterpillar by Eric Carle

A Piece of Cake by Jill Murphy

Sam's Sandwich by David Pelham