



Reception Weekly Planning for Food, Festivals and Celebrations Topic

Autumn 2 2020- All classes



	Weekly focus	Cooking area	Outdoor area	EAA	UW	ICT
Bonfire night, 1.	<p>Weekly Learning objectives</p> <p>To show interest and involvement in role-play area</p> <p>To be aware that the appearance of ingredients can change as they are mixed together</p> <p>To know that materials often change when they are heated</p> <p>1. Watch the story of firework night and discuss with the children what they already know about it and why we go to watch fireworks. Watch PP presentation about firework night</p> <p>2. 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>3. Remembrance day powerpoint.</p> <p>Diwali celebrations.</p>	<p>Make chocolate finger sparklers using fingers and sprinkles. (see recipe) and firework biscuits.</p>	<p>Using a range of tools children make patterns and pictures in the sand of fireworks.</p>	<p>Make a bonfire picture using hand prints and tissue paper</p> <p>Make foil sparklers (see sheet)</p> <p>Begin to learn the songs for the Christmas play</p> <p>Pencil control worksheets</p> <p>Stick stars to the firework sheet</p> <p>Chalk firework pictures using black paper</p>	<p>Using chalk children make firework pictures on the floor outside thinking about patterns and the types of lines they make.</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>	<p>Use the paint programme to make firework patterns using the splat option</p>
2. remembrance day	<p>Weekly Learning Objectives</p> <p>To know and understand what we remember on Remembrance Day look at powerpoint</p> <p>Show the minute silence on the iwb</p> <p>To know what Children in Need is and why we give to charity</p>	<p>Biscuit decorating red icing with black dot for poppies</p>	<p>Paint and display poppies in the outside area</p>	<p>Collaging poppies, printing poppies.</p> <p>Pencil control worksheets</p>	<p>Giving to charity helps other people and makes us feel good</p>	
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>			
3. 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 Expresso discuss what we need to do to keep our food safe, look at the videos and discuss</p> <p>3: Twinkl food powerpoint</p> <p>Children in need week.</p>	<p>Objective: 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>	<p>Children use coloured chalks to draw foods on the floor outside</p> <p>Key questions: What colours are your foods? Is that a fruit? How many colours are in your picture?</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>	<p>Use the CBeebies Making Pizza faces programme. Children design their own faces using the different ingredients on the screen</p>
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>			
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4.Farm food	<p>Weekly Learning objectives</p> <p>To explore and recreate the environment of a farm To name and describe a variety of common farm animals To use construction blocks in a variety of ways To know that a variety of animals and plants are farmed to provide food for humans</p> <p>1: Begin the session by sharing picture books/ posters about farm life. Look for resources that show farmers raising crops as well as animals. If possible show the children a video of work that goes on at a farm and the food that is produced. 2: Play games with the children to help them recognise the different characteristics of things on the farm. Try making different noises whilst the children guess who/what you are. 3: Use Resource sheets 5.1– 5.4 Food source to create a matching game about where common foods that we eat originate.</p>	<p>Create your own pizza Children make up their own pizza creations using their favourite ingredients</p>	<p>Experimenting with different sand consistencies Language: How much will you need? Pour, measure, sand, foods, countries, buried, digging, finding, dry, tin, fruits, vegetables, cakes. Key questions: What are you using to measure the sand with? Why do we need the correct amount of ingredients?</p>	<p>Children to paint their models of clay food from last week. Children display their work in the classroom Music: Music express, working world, farm time, page 48-49. Begin to learn the songs for the Christmas play</p>	<p>Organise an area (large indoor/outdoor floor area.) where the children can create a model farm of their own. In addition to any specific farm pieces that you may have, provide other small construction equipment so that the children can add further farm buildings, hedges, tracks etc. Make paper and crayons etc. available also, so children can create fields, ponds, rivers and trees.</p>	<p>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.</p>
<p>Assessment opportunities</p> <p>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?</p>				<p>Key questions</p> <p>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</p>		
5. Healthy or Unhealthy?	<p>1. On IWB children complete the healthy or not healthy foods chart. 2. Using the IWB children sort the foods into fruits and vegetables, talking about which foods they like best. 3: 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.</p>	<p>Make a rainbow fruit star wand</p>	<p>Sort the toy foods into healthy and unhealthy foods in the sand. Prepare the foods in the water, children demonstrate how they would prepare the foods for eating.</p>	<p>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. Music: My World, Taking care of myself, what good strong teeth, page 15. Healthy heart page 12. Begin to learn the songs for the Christmas play</p>	<p>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?</p>	
<p>Learning objectives</p> <p>For children to share events in their home life with those at school For children to be aware that families are different</p>				<p>Key questions</p> <p>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?</p>		
	<p>Introduction: 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.</p>	<p>Activities completed in preparation for FS musical Christmas nativity “away in a manger”</p> <p>CURRICULUM LINKS Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Mary rides on a little grey donkey in the play. What do you think the donkey thought about Mary? Did he guess that she was special? Did he know that she was going to have a baby? • What makes the people around you special? Can you name one special thing about your friends, your teacher and your parent/ carer? • What would it be like to fly like the angels? Where would you go? <p>Make a list of the first five places that you would fly to.</p>				

6	<p>9th December 2013- Christmas performance week Introduction: Demonstrate making this week's Christmas crafts. Introduction: Read a Christmas story.</p>	<ul style="list-style-type: none"> • The birth of Jesus made everyone feel very happy. What makes you feel happy? Communication, Language and Literacy • What do you think it's like to sleep in a stable? Would it be smelly? Would it be dirty? Would it be noisy? Do animals snore? What sort of animals might have been in there? • Sleeping in a stable might be a bit like camping. Has anyone been camping or slept in a barn? Talk and write about your camping experience. • What are babies like when they're born? Do they cry a lot? Can they smile yet? Can they feed themselves? Can they use the toilet? • <i>We'd Like To Tell You A Story</i> is the name of the first song in the play. <p>Can you make up your own story about something really interesting that the rest of the class would like to hear about?</p> <ul style="list-style-type: none"> • What is a miracle? <p>Problem-Solving, Reasoning and Numeracy</p> <ul style="list-style-type: none"> • There are three camels in the play. If each camel had one hump, how many humps would there be altogether? If each camel had two humps, how many humps would there be? • The journey to Bethlehem took a long time for Mary and Joseph. If it took three days and they left on a Monday, on which day would they have got there? What if it took five days? • There is one baby in the story, there are two parents, three kings, four shepherds and five servants. Can you find the doubles of all those numbers? <p>Creative Development</p> <ul style="list-style-type: none"> • Can you think of another story that you really like? Tell everyone what happens in the story. • Make a giant star collage. Collect all sorts of shiny material to put on it and make lots of different stars. Then make one enormous star and stick it over a little stable in the middle of the collage. • Look at pictures of The Plough. Draw or paint your own made-up constellation and give it a really descriptive name. <p>Physical Development</p> <ul style="list-style-type: none"> • Think about the 'clip clop' sound that the donkey's hooves made. Try to think of other sounds that animals make when they move, e.g. a horse galloping, an eagle flying, a whale swimming, a kangaroo jumping etc. Now get your percussion box out and decide which instruments will represent the animal noises that you have thought of. Choose one child to play an instrument and let the rest of the class act out that animal's movements.
7.	<p>1: Demonstrate making this week's Christmas crafts. Introduction: Read a Christmas story. 2: Practice singing the Christmas show songs.</p>	<p>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</p> <p>Children make a felt stocking using felt using a large darning needle, 2 pieces of felt that have been cut into a stocking shape</p> <p>Junk Modelling – Make a Christmas cracker using cardboard tubes, tissue paper, and decorate.</p> <p>Make a Christmas decoration using bread, glitter etc. Cut the bread, leave to dry out then paint and decorate.</p> <p>Provide card and collage materials for children to make their own</p> <p>Using the foam stamps children stamp freely for decoration.</p> <p>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.</p>
	<p>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?"</p>	

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

Organisation

The activities in this unit are best carried out in numerical order. At the start, the role-play area is set up as a kitchen. By activity 4 you may want to convert the kitchen to a café. The children could use some of the recipes that they have actually prepared by this stage to put on their (pretend) menu and serve to customers.

This unit is organised into six activities. Many of them could be extended. For example, activity 5 could be broadened and linked closely with Unit 3 Animals or Unit 5 Plants. The learning that could take place in activity 5 could be enhanced if a visit to a local smallholding or farm were possible.

The theme of Food provides an excellent opportunity to observe fruit/vegetables/farm animals in nearby fields/gardens if at all possible. It is therefore a good theme for the spring/summer months.

In activity 1, any celebration/recipe pertinent to events in your school could be selected for the children to think about and make. Choosing a specific event provides a link with the 'sense of time' or 'cultures and beliefs' sections of the Knowledge and understanding of the world early learning goal.

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.

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