

Curriculum Web: Connection, Communication, Cooperation

Class: Pearl Class

Year groups: Pre-Reception and Reception

Term: Term 3 Summer Term 2022

Topic: Creating and Cooking (Science Focus)



Core texts, songs and rhymes	Inspire - Immerse - Investigate - Interact	Enabling Environments
<p>Songs and Rhymes: Little Bees Work Very Hard, The Leaves Are Green, Blessings on the Blossom and other songs inspired by growing and harvesting food to eat.</p> <p>Stories: to include Books connected to cooking and creating such as Oodles of Noodles, Billy and the Beast, Ten Ways to Hear Snow as well as non-fiction books with child friendly recipes.</p>	<p>With Science as our term's focus we will be getting curious about Creating and Cooking things to eat and drink.</p> <p>During the term, children will have the opportunity for some food themed adventures like a visit to the farm and to a cafe..</p> <p>Super Starter: Let's get cooking! We'll dive straight into the new term with some exciting recipes to get the children engaged with the new</p>	<p>The children will have access to a reading/calm corner as well as indoor and outdoor play zones. Some of the areas will be themed for our topic to support the children's learning through play.</p> <p>To include:</p> <p>Kitchen Area: the children's role play area will be set up to explore make believe cooking using dry ingredients such as lentils, rice and beans.</p>

 <p>Diversity: Books will represent our diverse world and show a commitment to promoting diversity in all its forms. Each term EYFS pledge a commitment to including more culturally diverse reading material to the setting.</p>	<p>topic.</p> <p>Marvellous Middle: June 1st - Whole School Event: World Food Day. Ella will focus on food experiences from around the world, utilising produce from the garden.</p> <p>Fantastic Finish: Children prepare and present a meal for their parents and give them a copy of our Pearl Class cookery book as a souvenir.</p>	<p>Play Dough Zone: using different smells and flavours such as cinnamon and cocoa the children will have regular access to play dough creation for motor skill development.</p> <p>Tuff Tray Pouring and Measuring: time for children to practise their pouring and measuring skills with various utensils including funnels, sieves and jugs.</p> <p>Edible Garden: It is the perfect topic to get the children to enjoy planting some fast growing crops and to learn about the magic of sprouting.</p>
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Prime Areas:

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p>Outcome of learning: <i>Create activities that develop their listening, attention, understanding and speaking skills connected to the theme of creating and cooking.</i></p> <p>Cooking also supports children's developing communication, language, and literacy as they talk about what they are doing and collaborate with others. Children will often have to follow precise instructions from adults and use talk to organise, order and clarify what they are doing.</p> <p>Listening, Attention and Understanding: Children follow instructions (e.g. using a visual recipe) involving several ideas or actions.</p>	<p>Outcome of learning: <i>Children will develop their moving and handling skills as well as health and self care by being exposed to a variety of daily activities including PE, gardening, drama, indoor and outdoor play opportunities.</i></p> <p>Children can use tools for a purpose, supporting their physical development and learn about keeping safe whilst experiencing risks such as cutting safely and grating. They can find out how substances (such as egg white) can be changed by using tools, for example by whisking.</p>	<p>Outcome of learning: <i>Cooking helps children's personal, social and emotional development by providing opportunities for exploration, developing motor skills, confidence and autonomy, and sometimes focus for long periods of time with or without adult support. Cooking can be challenging, so children feel a sense of pride and satisfaction when they eat or take home what they have made.</i></p> <p>Self Regulation: Learning how to work as a team for group baking activities, understanding the importance of waiting (for example for</p>

<p>Speaking: Participate in small group or one-to-one cooking experiments, offering explanations for why things might happen and expressing their ideas and feelings about the finished product.</p>	<p>Fine and Gross Motor Skills: Harvesting vegetables and fruits from the garden for our recipes. Using cookery tools such as spoons, whisks, sieves and funnels. Writing out our recipes and drawing pictures for our Pearl class cookery book.</p> <p>Gardening:</p> <ul style="list-style-type: none"> - use a range of gardening tools with care. - connect with the topic by harvesting items from the gardening for our recipes. -growing plants and learning how to sprout. -watching how a bean grows in a see-through jar. 	<p>something to cook in an oven), giving focused attention to the instructions.</p> <p>Managing Self: Develop the confidence to try new activities and use new tools. Show independence, resilience and perseverance in face of challenge. Know the importance of their own basic hygiene and personal needs when cooking food for others.</p> <p>Building Relationships: Work cooperatively and take turns when cooking as a team. Show sensitivity to the needs of others.</p> <p>Mindfulness Class: food themed yoga story.</p>
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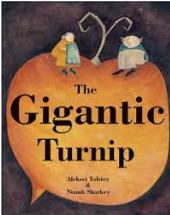
Specific Areas:

Literacy (Phonics)	Mathematics (Number)	Understanding the World	Expressive Arts and Design
<p>Outcome of learning: <i>Explore fiction and non-fiction texts about the topic and encourage the children to develop a love of reading and exploring books.</i></p> <p>Reading: Decoding recipes using simple words and images. Writing: Creating our own Pearl class recipe book, giving purpose to</p>	<p>Outcome of learning: <i>To provide children with opportunities to develop and improve their skills in counting, understanding and using numbers.</i></p> <p>Children develop their problem-solving, reasoning and numeracy by finding out about quantity, starting with ideas of</p>	<p>Outcome of learning: <i>To allow children to understand where our food comes from, how we can prepare it and what we need to do to turn it into a meal.</i></p> <p>Cooking is a good context for children to expand their knowledge and understanding of the world, finding out about different</p>	<p>Outcome of learning: <i>Opportunities for children to express themselves creatively through cooking</i></p> <p>Children’s creative development is supported as they develop their own ideas and tastes in cooking. They can talk about and evaluate</p>

<p>our writing.</p>	<p>'more', 'less', and over time developing more sophisticated ideas of exact measurement of quantity, weight, size and time. Cooking presents a real context for the use of numbers – counting out the spoons of flour, for example, correctly reading a number in a recipe, or placing cake mixture into cases to experience division.</p> <p>Numbers: Building on and establishing existing knowledge. Looking at practical number use in the topic such as measure out 3 spoons or half a cup.</p> <p>Shape, space and measures: Weighing and measuring ingredients for the recipes. Comparing quantities, using cups, spoons and other tools for measuring.</p>	<p>ingredients, what happens when things are mixed together and how heat and cold change substances. Through preparing and eating food, children can find out about other cultures and traditions. Whilst cooking, children can observe materials closely and explore them with all their senses and talk about what they see and how things change. They can gain first-hand experience of cause-effect relationships and observe which changes are one-way and which are reversible. You can melt ice, but can't get the flour and butter back from a cake you have baked.</p> <p>Past and Present: Explore traditional recipes from the past and recipes from the present.</p> <p>People, Culture and Communities: Explore foods from different communities, religions and traditions. Children share recipes and food from their own cultures.</p> <p>The Natural World: Understand where food comes from and how we obtain it by exploring what we can grow in our own gardens and</p>	<p>what they have done.</p> <p>Cooking is a sensory experience that can often engage all five senses, making it a memorable experience and truly engaging the children in the Early Years. Cooking also gives children knowledge about food, where it comes from and what is healthy and unhealthy. It also gives them valuable self-help skills.</p> <p>Creating with Materials: Safely use and explore a variety of ingredients, tools and techniques, experimenting with different recipes.</p> <p>Being Imaginative and Expressive: Children use their own ideas to influence the recipes thinking about what would work and what wouldn't. Children can represent their own ideas, thoughts and feelings using role play and creative play.</p>
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		also the source of animal products like milk, eggs, meat and fish.	
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Additional:

Portuguese	Expressive Arts: Music and Drama	Home and School
<p>Preparing for the Dia da Mãe celebration and learning vocabulary connected to this. Develop number skills 1-20 to be reinforced in recipes. Follow simple cooking instructions when creating food. Learn about the food traffic light for healthy eating. Discover vocabulary associated with cooking such as fruits, vegetables, utensils. Consider language connected to the farm and garden. Explore the story The Gigantic Turnip.</p> 	<p>ELG: Creating with Materials + Being Imaginative and Expressive</p> <p>Drama/Music:</p> <ul style="list-style-type: none"> • Read and perform the story “The magic Porridge Pot” • Read and perform the story “The little gingerbread man” • Learn song and actions “cauliflower’s fluffy and cabbage is green” • Learn song and actions “all around the kitchen, Cock a doodle do” • Memory game “I went to the supermarket and I bought...” 	<p>Parents and Carers should know:</p> <p>In connection with the topic, parents are invited to share culinary talents with their children and there will be opportunities for co-learning experiences.</p> <ul style="list-style-type: none"> -how EYFS is delivered -the range and type of activities and experiences provided -how learning can be shared at home -the child’s key person and their role -emergency contact numbers for the school