



Bishop Perrin C of E Primary School

Communication and Language

Children will have the opportunity to continue developing their language: in our catering kitchen role play area; by following and giving simple verbal instructions for others to follow, by playing games in small groups where they need to follow simple rules and acting out familiar stories. They will discuss their food preferences, and listen to the preferences of others.

Literacy

Key Texts: Ketchup on Your Cornflakes by Nick Sharratt, The Giant Jam Sandwich by John Vernon Lord and Mr Wolf's Pancakes by Jan Fearnley, The Gingerbread Man

Key Outcomes: Children will discuss their food preferences, talk about the main events in a story and follow verbal instructions. They will read sentences in a repetitive text, and in simple recipes and instructions. They will write a list of ingredients and simple recipe instructions. They will also retell a familiar story using a story map and write labels and captions for their own designs.

To help your child, you can: talk about their learning at home, encourage children to use a wider range of vocabulary to describe their own creations and designs, encourage them to use the vocabulary of instructions and to follow and give simple sets of verbal instructions. Please share cooking experiences with children and encourage them write shopping lists. Practise correct letter formation when writing and correct pencil grip.

Understanding of the World

Children will discuss and describe the aroma, appearance and taste of a variety of fruits and freshly made treats. They will enjoy sharing food together and test the properties of materials to solve problems, building bridges, containers and ways to transport food. Children will understand the cultural traditions associated with pancakes and explore the similarities and differences between different types of bread. They will also watch online video clips, play games and listen to stories. Children will observe seasonal changes, look at maps to see where their food has travelled from. explore their five senses, discuss healthy and unhealthy food choices and consider where food comes from. They will talk about the past and present in their own lives in relation to food—for example, what did they eat at Christmas or on their birthday. They will watch film clips showing Mary Berry and Julia Child baking and cooking.

Physical Development

Children will develop their gymnastics skills in PE on Friday mornings. They will develop their fine motor skills through the preparation of different food including sandwiches and pancakes. They will use a knife to spread butter and to cut bread and sandwich fillings. They will sieve flour, mix and stir pancake batter and knead dough. Children will use ribbon for threading and paper folding to make a recipe book and select appropriate types of wood to make a boat or raft for the Gingerbread Man.

They will continue to practise the formation of recognisable letters, holding the pencil correctly. They should effectively manage the washing and drying of hands for effective personal hygiene and understand about a range of healthy foodstuffs. Children will practise using a knife and fork to effectively cut their food when eating meals in the lunch hall. Please reinforce this skill at home by not cutting children's food for them. Please also provide the opportunity for children to practise their cutting skills using child-friendly scissors.

Personal, Social and Emotional Development

Children will be encouraged to be confident to speak to others about their own wants, needs, interests and opinions by discussing their thoughts and feelings about food. They will recognise the importance of Shrove Tuesday and appreciate the foods are healthy/unhealthy. We will encourage children to try a range of foods and to explore the texture of different foods. They will work in small groups to follow recipes. Children will be encouraged to use polite manners when sharing meals together.

Maths

Focussed learning: Children will explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. They will continue to consolidate their understanding of cardinality, working with larger numbers within 10. They will become more familiar with the counting pattern beyond 20 and explore the composition of odd and even numbers, looking at the 'shape' of these numbers. They will begin to link even numbers to doubles and to explore the composition of numbers within 10.

They will compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

To help your child you can: play dice games where children count the total dots and say one/two more than the total rolled; talk about how people might be on the bus or in the car if one more got on/off; describe shapes in the environment using the language of sides, corners and faces; challenge children to accurately count sets of coins, buttons, shoes etc, challenge children to say how a number is made eg. 9 is 8 and one more, read scales together, identify maths in real life contexts such as cooking and shopping; access Mathletics for games to play and draw children's attention to the importance of practise and learning—develop their growth mindset - using the word 'yet' ("I can't do it, yet").

CURRICULUM INFORMATION

Friendship Class

RECEPTION

Miss McAvoy

Food and Cooking

RE

Salvation - What is so special about Easter?

In this unit, children will learn about the events of Holy Week, as celebrated by Christians; that Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'; that Christians believe Jesus rose from the dead.

Other information

Visits to the school library will take place on Fridays.

Please practise phonics flashcards and high frequency words at home.

Expressive Arts and Design

Children will have the opportunity to develop their imagination by retelling familiar stories, taking part in role play activities and using props to support them—a kitchen, restaurant, cafe. They will learn poems and songs about food and cooking and perform them in front of an audience, exploring the effect of changing the pitch, tone and volume of their voices. They will make original pieces of artwork and explore the effect of different techniques using tools effectively to make their own 2D and 3D artwork in response to food and cooking themed stimuli. Children will paint foodstuffs and meal and make artwork in the style of Giuseppe Archimboldo. They will mix yellow paint to make different shades and tones, draw and paint objects they can see in front of them in the style of Paul Cezanne and look at food in Pop Art.