

	<i>Week1: Engage</i> <i>16.04.18</i>	<i>Week2: Develop</i> <i>23.04.18</i>	<i>Week: 3: Develop</i> <i>30.04.18</i>	<i>Week4: Develop</i> <i>07.05.18</i>	<i>Week 5 : Innovate</i> <i>14.05.18</i>	<i>Week5: Express</i> <i>21.05.18</i>
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<p><i>Personal, Social & Emotional Development – New Beginnings</i></p>	<p>To explain why a healthy diet is important.</p> <p>To be able to talk about ways to keep healthy.</p> <p>To be able to understand some good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Show a range of foods and see if they can recognise which foods are healthy and how they help us keep healthy.</p> <p>Draw their favourite healthy foods.</p>	<p>Can select and use activities and resources with help.</p> <p>PSED SS 3</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>PSED SS 9</p> <p>Choose the resources they need for their chosen activities.</p> <p>Breakfast! Talk to the children about foods they eat for breakfast. Discuss ways that they could make healthier choices such as having porridge or wholewheat cereal instead of sugary cereals. Make porridge with the children and provide a variety of toppings such as raisins, honey, berries and seeds. Ask them to select tools to make the porridge and add different toppings according to their preferences.</p> <p>Allow them to explore ready mixed porridge and oats to compare.</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Work as part of a group.</p> <p>Listen to each other's suggestions and plan how to achieve an outcome without adult help.</p> <p>Let's work together. Explain to the children that they are going to work together to create a lovely, fresh salad. They will share tools and ingredients so that everyone gets a turn. Ask each child to pick a vegetable that they would like to prepare and provide adult support to help them peel and cut. When the salad is ready, mix it well and share it out, praising children for their teamwork. Offer brightly-coloured and scented play dough for children to create fruits and vegetables. Offer plastic knives for 'slicing' their creations and bowls for making 'salads'.</p>	<p>Keeps play going by responding to what others are saying or doing.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Listen to others.</p> <p>Resolve minor disagreements through listening to each other to come up with a fair solution.</p> <p>Food hunt! Hide pictures of different coloured foods around the indoor and outdoor space. Explain to the children that they need to work together in small groups to find food of a particular colour. Give each group a 'Food hunt sheet' that shows them which food to look for. Allow the children time to find and collect the food then work together as a larger group to lay them out in a food rainbow.</p>	<p>This Innovate stage challenges children to decide upon a carrot recipe they would like to make and to work co-operatively to make it.</p> <p>read a range of simple recipes</p> <p>decide what they would like to make</p> <p>listen to instructions</p> <p>follow food hygiene rules and routines</p> <p>use tools to chop, stir, cut and peel vegetables</p> <p>taste their food and give an opinion about it</p> <p>write a letter about their experience to the rabbit</p>	<p>To welcome and value praise for what they have done PSED SS 4</p> <p>To describe self in positive terms and talk about abilities PSED SS 10</p> <p>To try new activities with confidence PSED SS 11</p> <p>Be confident speaking to a class group PSED SS 18</p> <p>Let's perform! P15 Enhanced provision – create a raised staging area with curtains for children to perform. Display the sign 'What a Performance!'</p> <p>To be able to manage my feelings Relax Kids Programme</p>
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<p><i>Communication Language & Literacy</i></p>	<p>MA- To respond to what they hear with relevant questions. To give their attention to what others say.</p> <p>LA- To listen and respond to ideas expressed by others in conversation or discussion.</p> <p>MA- Answer "why" questions about their experiences and in response to events.</p> <p>LA- Uses talk to organise, sequence and clarify thinking ideas, feelings and events.</p> <p>Link to trip to the supermarket, listening to ideas and asking questions about what they found out. Sequence events.</p>	<p>Listens to others one-to-one or in small groups, when conversation interests them.</p> <p>CL LA 5</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>CL LA 11</p> <p>Respond to what they hear with relevant comments.</p> <p>CL LA 15</p> <p>Listen in a larger group.</p> <p>What am I? Collect a variety of food items and hide them in a bag. Choose one item and give the children some facts about it. Can they guess what it is? For example, you could say 'I am green. I am juicy. I have a sweet taste. I grow in bunches.' Allow the children time to think before revealing the food to them.</p> <p>Practitioner note</p> <p>Some children may be able to take the lead in this activity by</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Respond to what they hear with relevant actions.</p> <p>Listen in a larger group.</p> <p>Join in! Sing and recite a range of food-related songs and poems with the children. You could include <i>Oranges and Lemons</i>, <i>One Potato Two Potato</i>, <i>Five Currant Buns</i> and if you're feeling brave, the tongue twister, <i>Betty Botter!</i> Add actions or props and encourage the children to join in.</p> <p>Practitioner note</p> <p>There are lots of similar songs and rhymes online.</p> <p>The BBC's Schools Radio website has plenty of audio and video clips to choose from, including <i>I am the Baker Man</i>, <i>The Magic Porridge Pot</i>, <i>Oats and</i></p>	<p>Listens to others one-to-one or in small groups, when conversation interests them.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Respond to what they hear with relevant questions.</p> <p>Are carrots orange? Show the children the video 'Are carrots orange?' available on The Hub. After watching the video, ask the children questions about things they have seen. For example, 'What colour are apples?' and 'Are carrots orange?' Allow time for them to express their ideas, make comments and ask questions. Invite children to handle and observe a range of brightly-coloured fruits and vegetables, sorting them into colour groups. Why not ask 'What fruit or vegetable would you like to change the colour of and why?'</p> <p>Practitioner note</p> <p>Provide mini-books for the children to write an</p>	<p>Building on children's interests:</p> <p>This Innovate stage challenges children to decide upon a carrot recipe they would like to make and to work co-operatively to make it.</p> <p>read a range of simple recipes</p> <p>decide what they would like to make</p> <p>listen to instructions</p> <p>follow food hygiene rules and routines</p> <p>use tools to chop, stir, cut and peel vegetables</p> <p>taste their food and give an opinion about it</p> <p>write a letter about their experience to the rabbit</p>	<p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Show an awareness of listeners' needs.</p> <p>Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p>What have we learned?</p> <p>Encourage the children to say one or two sentences describing what they have learned during the project. Combine their answers and examples of work to create an assembly for parents and other children. Ask the children who they would like to invite and write invitations on food-shaped cards. Perhaps they could include the school nurse or cook to show them what they know about healthy eating? Enjoy a drink and a healthy snack after the assembly. Give the children time to talk to the visitors and</p>
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		<p>describing some items by themselves.</p> <p>Stick 'Food clue labels' available on The Hub, on cardboard boxes. Encourage the children to read the clues and guess what's inside the box, before opening to see if they were right!</p>	<p><i>Beans and Barley Grow, and Ten Fat Sausages.</i></p>	<p>imaginative story about changing the colour of a fruit or vegetable.</p> <p>Use their senses</p> <p>Put out a range of foods that appeal to the senses on a table top. You could include bowls of cooked spaghetti, lumpy mashed potato, cold custard, smelly cheese, chopped onions, tangy passion fruit, sweet treacle and spicy curry powder. Allow the children to explore the foods using their senses of smell, touch, sight and taste if they are feeling brave! Encourage the children to use the 'Senses word mat' to help them</p>		<p>show them their work.</p> <p>Practitioner note</p> <p>Why not teach a song to the audience or ask parents to take part in an exercise session to make your class assembly interactive? 'Food-shaped invites' are available on The Hub.</p>
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				explain what they can see, smell, taste and touch.		
<i>Physical Development</i>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics - jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics - jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics - jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics - jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics - jumping balancing and travelling in different ways. Swimming</p>	<p>To show good control in large and small movements.</p> <p>To show good co-ordination in large and small movements.</p> <p>Move confidently in a range of ways.</p> <p>Gymnastics - jumping balancing and travelling in different ways. Swimming</p>
<i>Literacy</i>	<p>Create labels for the role play "Healthy Café" Discuss what kind of foods could you have in the café?</p> <p>Visit a local supermarket. Look at the variety of food available, including fruit, vegetables,</p>	<p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence LW 10</p> <p>To use their phonic knowledge to write words that match their spoken sounds LW 13</p> <p>To spell some words correctly LW16</p> <p>To spell some words that are phonetically plausible LW 17</p> <p>To spell phonically regular words of more than 1 syllable as well as many irregular but</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Spell some words correctly.</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>Food labels! Display a range of tinned food.</p> <p>Challenge the children to</p>	<p>Can retell a simple past event in correct order.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Develop their own narrative by connecting ideas or events.</p> <p>Show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Surprise, surprise!</p> <p>Working with a small group,</p>		<p>Sometimes gives meaning to marks they make as they draw and paint.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Write simple sentences which can be read.</p> <p>Spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words.</p> <p>Let's say thank you.</p> <p>Remind the children of their memorable</p>

	<p>cereals, fish, meat, bread, tinned and packaged products.</p> <p>Encourage and help the children to read any labels or signs and find out about the different jobs that people do.</p> <p>Ask them to take photos of the different types of food and complete the 'Supermarket spotting sheet'</p> <p>Write about what they saw in the supermarket.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in</p>	<p>high frequency words LW18 Write instructions how to make a jam sandwich.</p>	<p>say what's inside the tin and to read labelling and packaging, where able. Give each child a 'Label template' asking them to write a label for a tin of soup or other tinned food of their choosing. Wrap and stick the labels onto blank tins then display them in the role play shop.</p> <p>Practitioner note Some children may like to invent a special or magical food. A 'Label template' is available on The Hub.</p>	<p>read <i>Handa's Surprise</i> by Eileen Browne. After reading the story, show the children Handa's basket and allow them to explore the seven types of exotic fruit. Ask each child to take on a role of a character from the story, either an animal or Handa and Akeyo. Encourage the children to retell the story, using the props. Can they tell it in the right order?</p> <p>Practitioner note YouTube has a range of animated versions of the story.</p>	<p>experience at the start of the project. Explain that it's time to say thank you to the staff at the supermarket. Give each child a 'Thank you card template' and ask them to write or say a thank you sentence. Alternatively, arrange for a Skype call where children can show some of the work they have done during their project.</p> <p>Practitioner note 'Thank you card templates' are available on The Hub and have the sentence starter 'Thank you for...'</p>
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	<p>sequence LW 10</p> <p>To use their phonic knowledge to write words that match their spoken sounds LW 13</p> <p>To spell some words correctly LW16</p> <p>To spell some words that are phonetically plausible LW 17</p> <p>To spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words LW18</p> <p>Write about their trip to the supermarket.</p> <p>Display photographs of the memorable experience on a washing line with easy-grip pegs. Include photographs of the journey, the people they met and the food they saw. Offer blank cards and sticky notes for children to add labels and captions.</p> <p>Can the children talk about their experience?</p> <p>Do they show an interest</p>					
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	in drawing or writing about the experience?					
Guided reading	<p>Read labels, signs and prices.</p> <p>Take photographs of amazing or favourite foods.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begin to read words and simple sentences.</p> <p>MA- Understand simple sentences. Read some common irregular words.</p> <p>Provide a range of non-fiction books on the theme. Let the children explore and read the books independently.</p> <p>Do the children look at the books</p>	<p>Shows awareness of rhyme and alliteration.</p> <p>L R 5</p> <p>Continues a rhyming string.</p> <p>L R 20</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>L R 30</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p>Pass the jam! Read <i>Pass the Jam, Jim</i> by Kaye Umansky. Encourage the children to join in with the story, suggesting rhyming words and noticing the alliteration. Offer 'Rhyming word cards' available on The Hub, for the children to read and match.</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Describe the main events in the simple stories they have read.</p> <p>I don't like vegetables! Read the story <i>Oliver's Vegetables</i> by Vivian French. After reading the story, present the children with a basket of vegetables from the story. Give each child a day of the week label and invite them to match the vegetables to the right day. Ask 'Have we got it right?' Read the story again to check whether the children have got it right. Offer children the chance to change their choices after rereading.</p>	<p><u>Linked to Communication and Language</u></p> <p>Responds to simple instructions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Carry out instructions which contain several parts in a sequence.</p> <p>Follow the recipe! Provide the children with a broad range of chopped-up fruit and a kebab stick. Can they follow your instructions to make a fruit kebab? Instructions might be 'Put two pieces of pineapple on the stick, then put a piece of apple on top.' Once they have followed the instructions, the children can eat their kebabs!</p> <p>Warning: Beware of food allergies.</p> <p>Practitioner note</p>	<p>Read the story <i>Too Many Carrots</i> by Katy Hudson.</p> <p>Show the children a sack of carrots and ask 'How many carrots do we have?' and 'What can we make with all of Rabbit's carrots?'</p> <p>Gather the children's initial ideas on a whiteboard then provide a range of recipe books for them to look through. Can they find any recipes that contain carrots?</p> <p>Working in small groups, ask the children to vote for the 'carroty' treat they want to make. Read through the recipes together and decide</p>	

	<p>independently?</p> <p>Do the children ask questions about what they have read?</p> <p>Do they talk with others about what they have read?</p>	<p>Practitioner note</p> <p>After reading, work in small groups to make jam sandwiches using different flavoured jams and marmalades.</p>	<p>Practitioner note</p> <p>'Days of the week labels' and 'Oliver's garden picture cards' are available on The Hub for matching activities. As a special treat, why not make some homemade oven chips for the children to try!</p>	<p>The children could describe how they made their kebab or give instructions to other children so that they can make a kebab too!</p>	<p>what each person will do.</p>	
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Mathematical Development	<p>Use everyday language to talk about time.</p> <p>Use everyday language to talk about money.</p> <p>Uses everyday language related to time. Beginning to use everyday language related to money.</p> <p>Discuss how much the fruit and vegetables were in the shop. Can they find the right pennies to match the price?</p> <p>Discuss when we have certain meals and what time we would normally eat breakfast or tea.</p>	<p>Sometimes matches numeral and quantity correctly.</p> <p>M N 12</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>M N 24</p> <p>Count reliably with numbers 1-20.</p> <p>M N 36</p> <p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>Counting currants! Have fun making and baking biscuits or cakes. Use mathematical vocabulary when weighing ingredients and timing the baking. When the baking has cooled, ice them and challenge the children to decorate them with a given number of currants. Ask questions such as 'Can you put three currants on your cake? Can you count out six currants for this biscuit?' For older or more able children, scatter a number of currants on a table top and ask them to estimate how many before checking by counting.</p> <p>Practitioner note</p> <p>Don't forget to take a photograph of the bakes before they are eaten! Note how</p>	<p>Uses shapes appropriately for tasks.</p> <p>M SSM 11</p> <p>Selects a particular named shape.</p> <p>M SSM 14</p> <p>Describe shapes using mathematical language.</p> <p>M SSM 35</p> <p>Shape toast! Make toast with the children and leave it to cool. While waiting, share a range of shaped cookie cutters with the children. Include those that are regular shapes (circle, triangle, square) and some that are more irregular shapes (star, flower, heart). Give the children instructions to choose a particular shape to cut their toast. For example 'Jack, can you make me some circle-shaped toast? Sumiko, can you make me some heart-shaped toast?' Encourage the children to help each other to select the right shape to cut their toast.</p> <p>Practitioner note</p> <p>Remind them to wash their hands before and after preparing food</p>	<p>Orders two items by weight or capacity.</p> <p>M SSM 17</p> <p>Use everyday language to talk about weight.</p> <p>M SSM 24</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>Weighing. Offer table top, pan, bucket and balance scales for weighing a range of food items. Include baskets of fruit and vegetables, lentils, cereals and pasta for weighing and two hoops labelled 'heavy' and 'light' for sorting. Work alongside the children, asking questions to provoke their mathematical thinking. For example 'What is heavier, two carrots or two apples?' and 'What is lighter, one potato or one cup of pasta?'</p> <p>Practitioner note</p> <p>You can also provide milk or water bottles filled with different volumes of water for weighing and</p>	<p>Orders two or three items by length or height.</p> <p>Use everyday language to talk about size.</p> <p>Estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>What colour are your carrots? Take a final look at the children's grown carrots. Ask the children 'What colour are your carrots?' and 'Whose carrot grew the biggest?' Working in small groups or pairs, ask the children to order some of the carrots according to size, or sort them according to colour.</p> <p>Practitioner note</p> <p>Children could also use standard or non-standard measures to measure their carrots.</p>
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<i>Forest School</i>	To prepare the raised bed area for planting.	To plant seeds in pots and put into greenhouse.	To tidy up the garden stores, thin out and wash all the equipment.	To devise a plan for the garden area based on school council assembly. To make labels.	To plant seeds into the beds.	To care for living things.
<i>Knowledge & Understanding of the World</i>	<p>To make observations about plants. Talk about how environments are the same or different.</p> <p>Talk about what type of jobs you might find in a supermarket.</p> <p>Use their senses to explore a variety of fruits and vegetables</p> <p>What is this food called?</p> <p>What do you notice about this food?</p> <p>Does this food have a smell? Do you like it?</p> <p>How does this food feel?</p> <p>Is this fruit, vegetable, meat or cereal?</p> <p>Which animal does this meat come from?</p>	<p><u>Let's Look Closely</u></p> <p>Display the fruit and vegetables brought back from the supermarket. Leave some items whole and chop and slice the others. Offer hand lenses and tweezers for closer inspection.</p> <p>Can the children describe the different fruits and vegetables?</p> <p>Do they notice specific features, such as texture, smell and shape?</p> <p>Can they compare features of the different fruits and vegetables?</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>UW PC 9</p>	<p>Can talk about some of the things they have observed.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Know the properties of some materials and can suggest some of the purposes they are used for.</p> <p>Talk about changes.</p> <p>Hard spaghetti, soft spaghetti! Explore how some foods change during cooking. Begin by looking at the properties of pasta. Set out a range of different coloured and shaped pasta pieces for the children to handle and sort. Then, cook the pasta and observe it at the various stages of cooking. Once the pasta is soft, drain it and allow the children to explore it, feeling the texture and tasting, if appropriate. Ask 'How has the pasta changed?' Encourage the children to use vocabulary such as hard, soft, cook, boil and cool.</p>	<p>Can talk about some of the things they have observed.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Say how objects are the same or different.</p> <p>Be familiar with basic scientific concepts.</p> <p>Fruit explorers. Display a range of fruits including oranges, lemons, bananas, kiwi, pear, strawberries and melon. Begin by allowing the children to explore the skin of each fruit by running their fingers over it and feeling its texture. Encourage the children to observe the fruits and look for similarities and differences. Ask 'Which fruits can you eat with the skin on?' and 'Which skins can you peel with your fingers?' Investigate further by cutting, slicing and peeling the fruits to see what's inside. Children can also find out the similarities and differences between the</p>		<p>To talk about some of the things they have observed UW TW 4</p> <p>To look closely at similarities, differences, pattern and change UW TW 8</p> <p>To say how materials are the same or different UW TW 11</p> <p>Mystery sounds P15.</p> <p>Enhanced provision - display the mystery bottles with labels for playing and matching independently.</p>

	<p>Do you think this food would be good for you?</p> <p>Can you find food that is red?</p> <p>What types of job do people do in a supermarket?</p> <p>Plant some carrot seeds.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>UW PC 10</p> <p>Say how other traditions are the same or different to their own.</p> <p>UW PC 19</p> <p>Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>Family mealtime. Show the children an image of a family at mealtime, ideally your own or someone the children know well. Encourage them to talk about what they see and then to make some comparisons with their family mealtime. For example 'What is your family's favourite meal? Who usually prepares the meal? Where do you eat?' Invite the children to draw a picture showing their family mealtime or a favourite meal. Encourage the</p>	<p>Practitioner note</p> <p>There are lots of different types of pasta for the children to explore. These include spaghetti, linguine, fusilli, vermicelli, capellini, tagliatelle, pappardelle, fettuccine and conchiglie.</p>	<p>pips of different fruits.</p> <p>Practitioner note</p> <p>You might like to include a few more exotic fruits for investigating including pomegranate, starfruit, papaya and mango.</p>		
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		<p>children to compare and talk about similarities and differences between their own mealtimes and those of others in the group.</p> <p>This activity provides a nice opportunity to celebrate a range of cultures and family customs. Why not offer children samples of food from other cultures to try, such as Chinese spring rolls, Indian poppadoms or Russian potato salad?</p>				
Creative Development	<p>LA - To create simple representations of events, people and objects.</p> <p>Experiments to create different textures.</p> <p>Explores what happens when they mix colours.</p> <p>MA- Represent their own ideas, thoughts and feelings through art.</p> <p>Experiments with colours.</p> <p>Display the fruit and vegetables brought back from the supermarket. Leave some items whole and chop and slice the others. Offer hand lenses and tweezers for closer</p>	<p>Uses available resources to create props to support role play.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Represent their own ideas, thoughts and feelings through role play.</p> <p>Don't forget the bacon! Read the story <i>Don't Forget the Bacon!</i> by Pat Hutchins. After reading the story show the children a range of items and ask 'Which of these things did Mum want from the shops?' Allow the children time to discuss their ideas and choose the correct items. Include the items Mum does want, the six eggs, cake, a bag of pears and bacon and some of the things that the little boy imagines Mum wants including a cape, six clothes pegs and a rake.</p>	<p>Explores colour and how colours can be changed.</p> <p>Explores what happens when they mix colours.</p> <p>Develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Experiment with colours.</p> <p>Edible paint! Ask the children to help you make a range of edible paints, by following the 'Edible paint recipes' available on The Hub. Provide clean brushes, spoons, forks, syringes and squeeze bottles to encourage different mark making on plastic mats or trays. Ask the children questions as they work. What colours can you see? What</p>	<p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Creates simple representations of events, people and objects.</p> <p>Represent their own ideas, thoughts and feelings through art.</p> <p>Talk about the ideas and processes which have led them to make music, designs, images or products.</p> <p>Mr Potato and Mrs Carrot! Provide washed potatoes and carrots and black marker pens. Encourage the children to draw faces and other features onto the</p>	<p>Make the instruments according to instructions from the Hub.</p> <p>Play to an audience.</p>	

	<p>inspection.</p> <p>Draw fruits and vegetables that are of interest to them.</p> <p><u>Still Life</u></p> <p>Provide a range of fruit and vegetables and a variety of art materials and textured papers. Let the children arrange the food and choose materials they want to use.</p> <p>Do the children show an interest in arranging the objects?</p> <p>Can they select appropriate resources for drawing and painting?</p> <p>Do the children combine different materials?</p>	<p>Practitioner note</p> <p>Put all the items and a basket in the role play area for children to act out and retell the story.</p> <p>Shopping list template.</p>	<p>patterns can you make with the paint? What happens when you mix the colours? Things could get messy, but it's lots of fun!</p> <p>Practitioner note</p> <p>Try adding condensed milk, fine oatmeal or plain yoghurt to vary the texture!</p> <p>Warning: Some of the paints can stain, so protect the children's clothing!</p>	<p>vegetables to create characters. Add other loose parts such as stick on eyes, ears and lips for interest. Ask 'What is the name of your character?'</p> <p>Practitioner note</p> <p>Take a photograph of the children's vegetable character in different locations in the setting.</p> <p>Print and display, allowing the children to add speech bubbles and captions for fun.</p>		
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Religious Education	<p>Be able to talk about their own experiences of friendship.</p> <p>(Level 1)</p> <p>Be able to talk about why friendships are important</p> <p>(Level 1)</p> <p>With children, open the Chatterbox together and discover what is inside. The children take turns looking at and handling the objects. The conversation and questions will generate ideas for the learning activities, make notes as you chat and your planning has begun.</p> <p>The children's ideas, comments, questions, work, pictures, writing, photos are all to be recorded in scrap book.</p>	<p>Be able to talk about their own experiences of friendship.</p> <p>(Level 1)</p> <p>Be able to talk about why friendships are important</p> <p>(Level 1)</p> <p>Recap on last weeks items and pictures produced by the chn. Ask chn to explain their pictures/friendships- why are they special? Record in scrap books.</p> <p>Chn write a letter and draw a picture for a reception friend at Greenhead/Henshaw.</p> <p>Photo's as they do this and post in village post box.</p>	<p>Know that Christians consider themselves to be friends of Jesus (Level 1)</p> <p>Be able to recall stories of Jesus with his friends Level 1</p> <p>This is a picture of Jesus with his friends. They are having a meal together. What are they talking about? What do you and your friends like to eat together? What do you and your friends like to talk about?</p> <p>We/Christians are friends of Jesus.</p> <p>There are lots of songs you could sing about being friends of Jesus.</p> <p>Jesus is my Saviour,</p> <p>Jesus is my friend,</p> <p>On the way to school</p>	<p>Know that Christians consider themselves to be friends of Jesus (Level 1)</p> <p>Be able to recall stories of Jesus with his friends Level 1</p> <p>Read/watch the stories of the Miraculous Catch of Fish and the Calming of the Storm.</p> <p>The Rainbow Fish has to learn many lessons about what it means to be a good friend. In the first book he needs to learn how to share.</p> <p>In pairs, make a Rainbow Fish collage. Take photo's or chn sharing and working collectively.</p> <p>Scrap books and fish to be used as display.</p>	<p>Be able to talk about their own experiences of friendship.</p> <p>(Level 1)</p> <p>Be able to talk about why friendships are important</p> <p>(Level 1)</p> <p>Be able to recall stories of Jesus with his friends Level 1</p> <p>Discuss friendships and fallouts.</p> <p>Who has fallen out with a friend before? How did this feel?</p> <p>Did you make up and become friends again?</p> <p>Are all of our friends at school with us now? Talk about friends outside of school and families- Clubs/holidays/Henshaw school etc. How can we remember these friends?</p>	<p>Be able to talk about the feelings associated with friendship</p> <p>(Level 1)</p> <p>Be able to ask questions sensitively about friendship</p> <p>(Level 2)</p> <p>Display some film friendships e.g. Shrek and Donkey, Buzz and Woody, Rapunzel and Pascal, Nemo's Dad and Dory. The children will know lots of others. Talk about these friendships with the children, the ups and downs, the characteristics of the relationship etc.</p> <p>What does Trust mean?</p> <p>Hands are often used as symbol of friendship, I wonder why?</p> <p>Greetings of welcome often use hand gestures, I</p>

	<p>Draw pictures of friends. 'This is me with my friend'.</p>		<p>and home with me again.</p> <p>Helping with my homework,</p> <p>With me when I play,</p> <p>Jesus is a real friend every single day.</p> <p>I do do do do, do do do do</p> <p>Love him more and more.</p> <p>I do do do do, do do do do</p> <p>In my heart for sure</p> <p>I do do do do, do do do do</p> <p>Wanna shout and sing,</p> <p>Jesus is my Saviour,</p> <p>Lord of everything.</p> <p>By Neville Norcross</p> <p>Jesus went fishing with his friends what do you like to do with your friends?</p> <p>Talk- record in scrap book.</p> <p>Chn complete independent writing/drawing in books.</p>		<p>The Bible story of Ruth and Naomi is often used to illustrate the qualities of good friendship. Ruth remained with Naomi when it would have been easy to leave. She went with her to live in a foreign place and to take care of her. Ruth was a faithful and loyal friend.</p> <p><i>There are some lovely paintings interpreting the story of Ruth and Naomi that can be found using a Google image search.</i></p> <p>Make friendship bracelets. (Friendship bracelets originated from the Native Americans.)</p>	<p>wonder why?</p> <p>Shake hands with each other and say hello.</p> <p>Make pictures using handprints.</p>
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