

Context

This scheme of work is cross-curricular and blends both adult-led circle time activities with practical food activities. Each lesson is inspired by a different area of learning and teaches pupils key healthy eating messages. They will also learn and practise important skills using small tools, such as knives, forks and scissors, to create a variety of dishes.

Included are related activities for both indoor and outdoor continuous provision, to help deliver high-quality play experiences.

The outcome of the scheme of work could be shared with the school community through an assembly or school newsletter.

Key vocabulary

Eatwell Guide- A model that shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet

Ingredients - Foods that are combined to make a dish

Equipment - Tools used for a particular purpose

Recipe - A list of ingredients and instructions for making a food dish

Exercise- Keeping the body healthy through being active

Evaluate- To work out how good something is

Aims

- Pupils will learn key healthy eating messages and experience what a balanced diet looks like
- Pupils will learn about the importance of being active
- Pupils will learn that our food comes from different countries
- Pupils will begin to recognise the use of numbers and measuring in cooking
- Pupils will experience art works with a food focus
- Pupils will experience handling and tasting a variety of ingredients, predominantly fruit and vegetables
- Pupils will gain practical food preparation and cooking skills and taste a variety of dishes

Lesson Overview

Lesson	Main Activities	Learning Objectives
1 The Very Hungry Caterpillar	Make a hungry caterpillar using salad vegetables	<ul style="list-style-type: none"> • Explain that we need a healthy and balanced diet to help our bodies grow • State what the Eatwell Guide shows • State which foods we should eat less often and in smaller amounts • Suggest foods that are healthy to eat often • To cut salad vegetables carefully using a knife
2 Be Active!	<p>Create a scotch pancake face</p> <p>Use a knife and fork correctly</p>	<ul style="list-style-type: none"> • State that exercise is essential to help keep our bodies healthy • Experience the physical effects of exercise and state the changes in the body • To practise carefully cutting a variety of fruit using the bridge hold cutting technique • To be able to use a knife and fork correctly
3 Food Around The World	Make a fruit salad	<ul style="list-style-type: none"> • State that different food and meals originate from different countries • Recall that food can be grown in different locations around the world • Name exotic fruit • Prepare a fruit salad safely and hygienically • Taste and evaluate the fruit salad
4 Five Currant Buns	Make simple currant buns (using the hot cross scone recipe)	<ul style="list-style-type: none"> • Sing familiar nursery rhymes • Practise using number skills in songs and rhymes • Identify numbers when cooking e.g. on recipes, weighing scales, measuring jugs, clocks • Make a dough mixture with adult support • Use a rolling pin and cutter effectively
5 Works of Art!	<p>Create an Arcimbaldo inspired fruit and vegetable face</p> <p>Make an edible work of art</p>	<ul style="list-style-type: none"> • To view a range of artworks based on the theme of food • To be inspired by the work of Arcimbaldo to create their own fruit and vegetable face • To create an edible art work using a range of skills such as cutting with a knife and snipping with scissors
6 Teddy Bears Picnic	Create a healthy lunch picnic	<ul style="list-style-type: none"> • State what a balanced and healthy lunch could include • Select from several options to design a sandwich and choose a healthy drink and piece of fruit • Use spreading and cutting skills to make a sandwich and prepare a piece of fruit (if necessary) • Pour a drink carefully

● Please ensure that any food allergies and intolerances have been identified, in accordance with your school policies.

Communication and Language	<p>ELG: Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Express their ideas and feelings about their experiences using full sentences
Personal, Social and Emotional Development	<p>ELG: Self-Regulation:</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>ELG: Managing Self:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Physical Development	<p>ELG: Gross Motor Skills:</p> <ul style="list-style-type: none"> • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing <p>ELG: Fine Motor Skills:</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery.
Literacy	<p>ELG: Comprehension:</p> <ul style="list-style-type: none"> • Demonstrate understanding of that has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Mathematics	<p>ELG: Number:</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number

Understanding the World**ELG: People, Culture and Communities:**

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- when appropriate- maps

ELG: The Natural World:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Expressive Arts and Design**ELG: Creating with Materials:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Make use of props and materials when role playing characters in narratives and stories

ELG: Being Imaginative and Expressive:

- Sing a range of well-known nursery rhymes and songs

Areas of Learning	Nursery and reception children are able to	
Personal and Social Development, Well-Being and Cultural Diversity	<p>Range of activities:</p> <p>Children should be given opportunities to develop their skills, knowledge and understanding through activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.</p> <p>Well-being skills:</p> <p>Understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies.</p>	
Language, Literacy and Communication Skills	Nursery children are able to	Reception children are able to
	Express some enjoyment or interest Talk about, in simple terms, drawings, models and actions Use newly learned vocabulary in and through play activities Listen and join in with songs, rhymes and stories Take part in activities alongside others Show an interest in books and enjoy their content	Express what they like and dislike Talk about things they have made or done, adding some description Use appropriate, increasing vocabulary in and through play activities Join in, repeat or memorise rhymes, songs and stories with some support Take part in activities alongside others, with some interaction Show an interest in books and other reading material and respond to their content
Mathematical Development	Nursery children are able to	Reception children are able to
	Listen to and join in with rhymes, songs, stories and games that have a mathematical theme Recite numbers from 0-10 forwards and backwards using songs and rhymes Demonstrate an awareness of the purpose of money through role play	Recite a range of number rhymes and songs Use 1p, 2p, 5p and 10p coins to pay for items

Areas of Learning

Physical Development

Nursery and reception children are able to

Personal skills:

- Develop fine manipulative skills
- Develop sensory awareness
- Use and handle a range of tools

Health, fitness and safety skills:

- Recognise the effects exercise has on their bodies as they move
- Describe what happens to their breathing and how they look and feel after exercise
- Begin to understand that regular exercise improves health and fitness and that it helps body parts to work well

Creative Development

Nursery and reception children are able to

- Make choices when choosing materials and resources
- Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively
- Design and make simple products
- Reflect on their own and others' work

Expressive Arts	<p>Art and Design: Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design (EXA 0-05a)</p> <p>I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own work and others' work (EXA 0-07a)</p>
Health and Wellbeing	<p>Physical wellbeing: I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health (HWB 0-15a)</p> <p>Physical activity and health: I know that being active is a healthy way to be (HWB 0-27a) I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body (HWB 0-28a)</p> <p>Food and health: Together we enjoy handling, tasting and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy (HWB 0-30a)</p> <p>I know that people need different kinds of food to keep them healthy (HWB 0-32)</p> <p>I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth (HWB 0-33a)</p> <p>I explore and discover where foods come from as I choose, prepare and taste different foods (HWB 0-35a)</p>
Literacy and English	<p>Listening and talking: I listen or watch for useful or interesting information and I use this to make choices or learn new things (LIT 0-04a)</p> <p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings (LIT 0-10a)</p>

Numeracy and Mathematics	Money: I am developing my awareness of how money is used and can recognise and use a range of coins (MNU 0-09a)
Technologies	See Health and Wellbeing Food and textiles: Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems (TCH 0-11a) Craft, design, engineering and graphics contexts for developing technological skills and knowledge: Within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and software (TCH 0-12a)