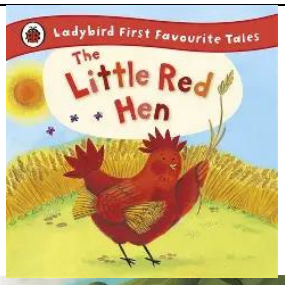
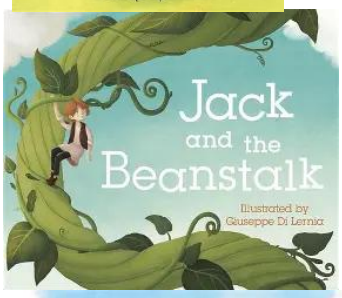
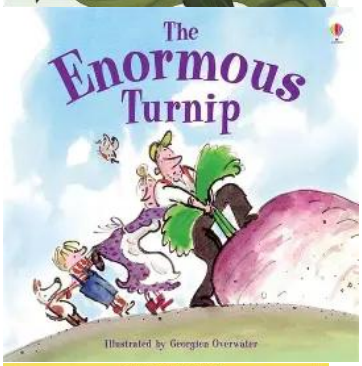
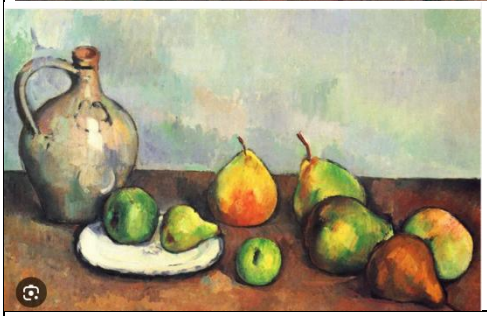
St Paul's Catholic Primary School
Reception Medium Term Planning Unit 3

Subject Domain	**Science/Chemistry**
Key Concept to be developed	**Changes of state**
Topic Title	Traditional Tales
Educational Programme	Understanding the World
ELG	The Natural World
Time allocation	3 weeks
What to say to encourage the children to be little scientists.	Chemistry is about learning about things that we cannot always see, but that are all around us! Just like how we can mix colours together to make new colours, chemists mix different things together to make new things too. They learn how different things can change when they're mixed together, like how baking soda and vinegar make bubbles. Chemists also help make new things like medicines that can make us feel better when we're sick, and new materials like plastic and glass that we use every day. Chemistry helps us understand how everything in the world is made and how we can use that knowledge to make new things and solve problems.
Key Vocabulary **Traditional Tales vocabulary:** Once upon a time, Beanstalk, giant, enormous, forest, cottage, escape, rescue, pull, heave, strong, character, setting,	Food, fruit, cooking, heat, cold, freezing, change, melt, reverse, reversible, non-reversible, **Nouns:** Names of fruits Names of vegetables e.g., turnip **Verbs:** to cook, cooking, to heat, heating, to freeze, freezing, to prepare, to mix, to stir, to thread, to beat, to mix, to knead, to roll, to cut/slice/chop, to decorate, to plant, planting, to sow, sowing, to dig, digging, to cut, cutting, **Adjectives:** tasty, large, small, huge, tiny, delicious, soft, sweet, crunchy, hard, solid, liquid, spicy, hot, tasty, delicious, gooey, healthy, un-healthy. **Adjectives:** sweet, sour, hard, soft, tasty, large, small, huge, tiny, etc

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Five-a-Day books (Also to be Literacy Texts) **One book per week to be read 5 times each day**	   
Objective What do you want the children to know, understand and be able to do?	To know that food can be eaten raw (fruit etc) but that most food changes from one state to another when it is cooked (heated). Some foods change state from solid to liquid. Occasionally, a food can go back to its original state (reverse/reversible) such as water turning to ice and back (lollies) (freezing/cooling) hence why we have freezers; but when it is cooked (heated) it can't. (irreversible) To know the names of key foods - fruits, vegetables and to begin to understand what happens when we apply heat or cold to foods.

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Science/Chemistry activities for children to undertake	Identify a range of fruits/vegetables Make a fruit salad/kebab Make a fruit smoothie Bake gingerbread men/women Make a vegetable soup To taste and handle some ingredients prior to baking /cooking To sample different porridge varieties – which is the favourite? To test what happens when we try to get the ingredients back again- what happens if the gingerbread man falls in the water?
Activities for the children to undertake	Make a simple class graph/pictograph of favourite vegetable Collaging using different materials e.g, feathers for hen, materials for a beanstalk/magic bean. Exploring height: beanstalk lengths/height. To write **the recipe instructions** / ingredients and method to bake bread Making story maps for traditional tales/own stories.
Expressive Arts and Design:  	Baking Bread for the Little Red Hen Create a print pattern using fruits/vegetables Produce clay/play-doh models of vegetables D+T : Designing traditional tale houses: brick house, straw house, wooden house, sweet house, cottage. Review one or two famous still life paintings of fruit: eg by Paul Cezanne Draw simple still life of fruits in a range of media: crayon, chalk, pastels, paints.
Enrichment	Trip to a fruit and vegetable market or supermarket

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Role Play **Outdoors** **Continuous Provision**	Fruit stall / market Bakery/ Cake shop/ Kitchen Market / Vegetable Patch Painting / Chalking pictures of fruit Acting the story with character masks

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