



Food: Planning across the curriculum

Class 1

Spring 1- 2023-2024 Topic 'Food'

Prime areas of Learning and Development

Area of Learning	Personal, social and Emotional Development	Communication and Language	Physical Development
Suggested Activities	<p>Building relationships Self regulation Managing self</p> <p>With regard to building relationships children have now developed relationships with class 1 supporting adults, including their key person and will continue making relationships and friendships with peers.</p> <p>Children continue to be encouraged to sit briefly with their peers for group times and are learning to take turns and share with others (becoming familiar with turn-taking board, countdowns, now and Next board)</p> <p>Self-regulation: Children continue to develop understanding of boundaries for different activities ie class rules, expectations with regard to behaviour etc.</p> <p>Children are beginning to learn to manage their behaviour with support, are developing coping mechanisms and are</p>	<p>Listening, attention and Understanding Speaking</p> <p>To include-</p> <p>Listening to others, responding to name, giving attention briefly to others, initiating and extending interactions etc. Engaging in Intensive Interaction.</p> <p>Listening to others in a range of situations ie at group times, during 1:1, play activities, in the hall at dinner etc.</p> <p>Supporting adults continue to model target language ie key words, new vocabulary introduced. In class we use visuals (and makaton) to support children's</p>	<p>Fine motor Gross motor</p> <p>This will include taking part in action songs on the food theme ie super potato, 10 fat sausages etc. Copying actions to simple songs.</p> <p>Children will continue to be encouraged to explore their environment safely - travelling and moving in different ways, linking simple movements, (working on gross motor skills) copying and imitating actions to songs and rhymes etc.</p> <p>They will continue developing coordination, balance and control of movement.</p>

<p>increasingly responding to strategies/support offered by familiar adults. Children are increasingly able to focus attention to directed tasks and are learning to follow simple direction/instruction with support.</p> <p>This half term we will be learning about feelings - our own and those of others, and how we can manage these.</p> <p>Children are continually encouraged to make choices and express their needs/wishes through preferred means. They are developing confidence with regard to requesting help/support as needed.</p> <p><i>Managing self:</i> Children continue developing confidence - and are increasingly demonstrating perseverance and resilience ie will keep trying even if they find task difficult. Children continue developing self-care routines and self-help skills ie, toileting, dressing, hand washing etc. Children are learning to be more independent in their personal care and daily routines ie getting own coat from peg, collecting their lunch box, carrying their own bags, managing their own clothing with less help when getting changed etc.</p> <p>Children are now developing an understanding of school routines and what is expected e.g. getting ready for lunch/playtime, tidying up, sitting for some activities etc.</p>	<p>understanding wherever possible ie Now and Next boards, belt clips, symbols etc.</p> <p>We encourage 1:1 work and small group work with communication team and/or familiar adults in class - dedicated time to work on children's specific communication goals.</p> <p>Children are always encouraged to make choices using preferred method of communication ie gesture, vocalisation, PECS, pictures etc.</p> <p><i>We will be exploring pretend play, using puppets, role play activities, small world linked to food theme ie role play cooking activities in home corner</i></p> <p>Children will be using props to explore/act out our story in Literacy</p> <p>Children will be seeing (reading in some cases)/recognising labels, written words, symbols and pictures used in and around class.</p>	<p>Children continue to explore bikes, scooters and are learning to use larger PE and climbing apparatus safely.</p> <p>Children are developing large scale motor skills initially ie waving streamers, flags, making marks in sensory materials (ie sticks in wet sand/mud) or using wet paint brushes to draw on walls/floor outdoors etc. They will be developing fine motor skills and coordination - through being encouraged to hold and use tools as appropriate, including writing tools, replacing pieces of inset puzzle, placing pegs in peg board, completing posting activities etc.</p> <p><i>Children will also be exploring and developing fine motor skills linked to food preparation/exploration - using spoons, suign plastic knives to cut, using jugs, measuring cups when cooking/baking etc on 'food' theme.</i></p> <p>Children continue to engage in daily Dough Disco sessions working on developing fine motor skills - ie squeezing, stretching, rolling</p>
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	<p>They are now familiar with belt clip symbols, use of visual timetables/schedules and objects of reference, Now and Next board etc.</p> <p>We continue to celebrate children's achievements and successes, and those of others - children are learning how to respond to praise and direction as needed.</p> <p>Children are continually encouraged to make choices and decisions for self and are encouraged to listen to/show support for each other - through use of choice boards, turn-taking boards, belt clip symbols, general visuals etc.</p>	<p>Children will see their names written and associated photographs - children encouraged to find their photograph (and name if appropriate) in morning hello sessions.</p>	<p>dough into ball etc. They continue to enjoy exploring playdough and other malleable materials with hands - will be encouraged to make models of foods ie roll dough to make a sausage.</p> <p><i>Children will be encouraged to explore a selection of objects on 'Wow table' - Measure theme ie big and small objects, long and short objects, heavy and light objects etc.</i></p>
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Ourselves: Planning across the curriculum

Class 1

SPRING 1 2023-2024 - Topic 'Food'

Specific areas of Learning and Development

Area of learning	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
Suggested Activities	<p><i>Comprehension</i></p> <p><i>Word reading</i></p> <p><i>Writing</i></p>	<p><i>Numbers</i></p> <p><i>Numerical Patterns</i></p>	<p><i>People, culture and communities</i></p> <p><i>Past and present</i></p> <p><i>The natural world</i></p>	<p><i>Creating with materials</i></p> <p><i>Being expressive and imaginative</i></p>

<p><i>Children experience a sensory story, songs and rhymes/poems on the theme of 'Food and festivals' presented through a sensory approach.</i></p> <p>Our class text will be - · 'The Gingerbread Man'. <i>Children experience a sensory story, introducing a variety of props and some elements of story massage.</i></p> <p><i>We will be working on anticipation of props and story comprehension.</i></p> <p>Children will be choosing their favourite books/exploring regularly changed books in our lovely reading area in class. A selection of books are also available on the table in our class outdoor area.</p> <p>Children will look at and explore a range of books on our current theme/topic - on 'Food', including cook and baking books in our role play kitchen.</p> <p>Children will be encouraged to share books briefly with an adult, turn pages and look/listen as adult talks about the pictures - children begin to anticipate story props/key events in the story explored.</p>	<p><i>Children continue to experience and respond to a range of counting songs and rhymes - many on the theme of 'Food' to fit in with our current theme ie '5 Fat sausages' etc.</i></p> <p>Children will be responding to and enjoying a range of counting songs and rhymes - they will be becoming familiar with numerals, take part in simple counting activities/experiencing counting, helping to give out snacks and resources (1:1 correspondence). On our food theme they will engage in simple food preparation and exploration with support. Ie cutting up fruit and sharing with a friend.</p> <p>Children will continue to explore finger rhymes - they will show numbers/count on fingers on fingers with support.</p> <p>We will continue to model and explore simple addition</p>	<p>Children are increasingly familiar with daily routines and day to day activities in school.</p> <p>Children continue to learn about their school and school community - they continue to visit to different rooms/areas of school ie office, library, dining hall, sensory room, interaction room etc and are becoming increasingly familiar with activities which take place in specific rooms.</p> <p><i>On the 'Food and festivals' theme our focus will be Divali/Hindu traditions We will be exploring food traditionally cooked/shared during this festival. We will explore Divali related items focused around senses eg with regard to sight there will be artefacts and photographs to look at, with regard to smell there</i></p>	<p><i>Children continue to explore a range of wet and dry sensory materials during messy play. They engage creatively with different arts and crafts, explore music and instruments and are supported to engage with role play.</i></p> <p>Activities will include: <u>Exploring food related crafts</u> <i>Creating a coloured lentils or spice collage, painting gingerbread men outlines with ginger scented paint! Printing with various fruit and veg etc.</i></p> <p>Making collages of pictures of our favourite foods. Exploring mark-making/drawing pictures/colouring/painting on pictures of different food/templates from the story using various writing tools and materials - ie crayons, felt tips, coloured pencils, pastels, chalk etc</p>
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	<p>Children will demonstrate through their own means that they have understood elements of the story. We will model pointing to pictures/finding/identifying key objects/characters on a page etc.</p> <p>Children will enjoy daily phonics sessions at level 1 and level 2. Some children will be learning to recognise the sounds for letters of the alphabet and are being introduced to gpcs. Some children will begin to read some words and simple sentences using their developing phonic knowledge.</p> <p>With regard to mark-making and developing writing skills children will initially be encouraged to explore mark-making on a larger scale in sensory materials ie using fingers to make marks in wet sand, talc, foam etc. Children will then be encouraged to explore holding tools to make marks ie sticks, paintbrushes. They will make marks on paper exploring using a range of different writing tools and materials. They will also be encouraged to explore mark-making on the IWB and iPad, for example when using the Clevertouch programme or apps such as Doodle buddy or Fluidity.</p>	<p>and subtraction practically ie giving X one more biscuit at snack - how many has he got now? Children will hear number names and see numerals in our environment. We will explore drawing numerals in sensory materials ie shaving foam, talc, sand, cornflour and on paper etc. We will enjoy activities where we handle multiples (ie several balls, small world animals, biscuits etc) and count these with help. For example, counting out playdough buns.</p> <p>With regard to numerical patterns we are beginning to compare quantities ie look at small groups of objects and see which group has more/less, We will make groups with the same numbers of objects and will begin to look for simple patterns within numbers..</p>	<p><i>will be spices to explore etc.</i></p> <p>Children will explore different types of foods and we will talk about favourite foods and likes and dislikes. Some children will try drawing using simple drawing apps to make pictures of foods/we will look at photographs and pictures of favoured foods and foods from around the world.</p> <p>Children will continue to explore and collect natural items outdoors.</p> <p><i>We will be exploring a selection of objects on 'Wow table' on Measure theme weekly. Wow table will be focused around a different measure each week, ie Big and small, long and short, heavy and light etc.</i> <i>Children will continue to be encourage to engage with a</i></p>	<p>Using junk modelling/construction to make Divali related artefacts/models of food items.</p> <p><u>Exploring food related songs</u> <i>Creating movements in response to 'food and festivals' songs/music - responding to songs and poems. Singing songs on food theme. Exploring and making different sounds with objects and instruments. Exploring how sounds are made with different instruments and also body percussion.</i></p> <p><u>Exploring food sensory play:</u> Exploring a variety of sensory/messy play materials on 'food ' theme using all the senses ie</p> <p><u>Exploring role play :</u> Role play activities and pretend play ie role play cooking and baking</p>
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	<p>Some children will begin tracing/overwriting simple patterns or shapes. As they progress with our phonics sessions they will be drawing letter shapes in chosen sensory materials ie foam, talc, sand etc or on whiteboards/paper etc.</p> <p>Children will be encouraged to colour on/mark make on templates from our story.</p>	<p>This half term we will be also be learning to compare measures ie handing big verses small objects, heavy verses light objects etc. We will explore different objects weekly on our 'wow' table.</p> <p>We will also look at and explore simple patterns. We will be recreating simple patterns using printing techniques, collage etc.</p> <p>We will be using tea pots, jugs, cups, scoops and to measure out ingredients/foods when engaging in food preparation/roleplay cooking etc.</p>	<p><i>variety of sorting and matching - matching foods and photographs of food items for example.</i></p>	<p>activities. Playing with puppets/soft toys/small world figures on 'food' theme ie cooking food for babies, feeding Teddy in our role ply kitchen!</p>
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