



Theme / Topic: Food and Drink

Big Question: What do people from other cultures eat and drink?

Year Group: Reception	
<p><b>Focus of Learning / linked to topics:</b></p> <p>During this topic, children will have the opportunity to explore the food of different countries and talk about how it is similar or different to the food they eat. They will learn about a wider range of fruit and vegetables and will use different ingredients to create healthy meals/snacks. There will be a focus on Fair Trade and children will learn about where the food they eat comes from. There will develop their understanding about why different types of food can be healthy or unhealthy. There will also be a focus on other aspects which can help to keep them healthy and safe.</p>	<p><b>Prior Learning / linked to topics:</b></p> <p>Children are familiar with talking about simple ways to stay healthy and have explored how food can be linked to special celebrations and festivals. They will be able to identify and name some fruit and vegetables and will recognise that some food can be unhealthy. The children have explored how different places can be both similar and different to where they live, including other countries.</p>
<p><b>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills):</b> (covering progression strands)</p>	
<p><b>Prime Areas:</b></p>	
<p><b>Personal, Social and Emotional Development</b></p> <p>To maintain focus during extended whole class teaching.          To follow instructions of three steps or more.          To understand and talk about a range of activities that can help to keep them healthy and safe.          To sort healthy and unhealthy foods and begin to explain why.          To show resilience and perseverance in the face of challenge.          To put uniform on and do up zippers, buttons and buckles with minimal support.          To have confidence to communicate with adults around the school.          To have strong friendships.</p>	<p><b>Key vocab / key questions:</b></p> <p>Healthy, unhealthy, safe, balanced, fruit, vegetables, problem solving, adapt, resilient, feelings, emotions, happy, sad, angry, kind, unkind, breathing, calm down, friends, problem, right/wrong.</p> <ul style="list-style-type: none"> <li>• How many types of fruit can you name?</li> <li>• What is your favourite vegetable?</li> <li>• What food is healthy for us? Why is it healthy?</li> <li>• What would happen if we eat too many sweet things?</li> <li>• Why are too many cakes bad for you?</li> <li>• Where do bananas come from?</li> <li>• What does Fair Trade mean?</li> <li>• What can we do to help our bodies and minds to stay healthy?</li> <li>• How are you feeling today? How does your body react to this feeling?</li> <li>• What can we do to help us to calm down?</li> </ul>

**Communication and Language**

To use conjunctions to help structure the retelling of stories.  
To talk about why things happen and how things work.  
To talk in sentences using a range of tenses.  
To ask a variety of questions to find things out and clarify understanding.  
To understand questions such as why and how.  
To speak with greater clarity, using 'and' and 'because' to extend sentences.

**Key vocab / key questions:**

Good sitting, looking, magnet eyes, listening, story, because, once upon a time, happily ever after, retell, Rhonda the Reteller, Charlie Clarifier, sequence, story, first, then, next after that, finally, meanwhile, how, why, non-fiction, fiction, characters, setting, problem, I think... because, I agree... because, I disagree... because,

- Why do we need to eat fruit and vegetables?
- How do bananas get to the shops?
- What happened first in the story? What happened after that?
- Can you tell me about the story using our target words – first, then, after that, finally?
- Why do you think \_\_\_\_ happened?
- Do you agree / disagree with what \_\_\_\_ thinks?
- Can you tell me more using the word 'because'?
- Can you explain why we need to wear a helmet when riding the bikes?

**Physical**

Move confidently and safely, negotiating space effectively – under, round, over equipment and obstacles.  
To develop accuracy when throwing and practise keeping score  
To learn to play against an opponent.  
To explore striking a ball and keeping score.  
To work cooperatively as a team.  
Develop skills from the 3 main aspects of athletics – running, jumping and throwing.  
To hold scissors correctly and cut various materials.  
To create drawings with details.  
To use a tripod grip and form letters starting on the line using a lead in and lead out.  
Independently use a knife, fork and spoon to eat a range of meals.  
To sit, run and glide using a balance bike when following a given pathway.  
  
(Outside provider to deliver training sessions linked with balance bikes)

**Key vocab / key questions:**

Travel, pathway, body shape, wide, tall, small, safe, movement, control, rolling, jumping, sequence, repeat, copy, over, under, through, balance, run and glide, strike, cooperatively, opponent, obstacles, letter formation, lead in, position, grip, detail.

- Can you think of another way of moving?
- What are the rules for this activity?
- Who is on your team? Who is an opponent?
- How can you work collaboratively to score a point?
- Can you show me the correct way to hold the ball when throwing it to your partner?
- What should your eyes be looking at? How should you position your feet?
- How will you stay safe when using the apparatus?
- How does your body feel when you're doing exercise?
- Why is exercise important?
- Where does every letter start?
- What do you need to remember when you are holding your pencil?

**Specific**

**Literacy**

To answer questions about what they have read.  
To know that information can be retrieved from books.  
To read words containing the sounds covered within their Read, Write inc group.  
To read longer words containing all sound covered.  
To read books matching their phonics ability.  
To form most lowercase and capital letters correctly.  
To begin to write longer words and compound words which are spelt phonetically.  
Begin to write some sentences using a capital letter, finger spaces and full stop.  
To spell some taught tricky words correctly.  
To read their work back and check it makes sense.  
To practise memorising and repeating a sentence before writing it.

**Key vocab / key questions:**

word, sentence, clarifier, summarizer, questioner, predictor, fiction, non-fiction, contents page, instructions, bossy words, adjective, tricky word, describing word, Fred Fingers, Fred in your head, special friends.

- How can you work out this word?
- Does what you have read make sense? What should you do?
- Is this a fiction or non-fiction book? How do you know?
- What is a contents page? Where would you find this in a book?
- What could you use to help you in class when you are writing on your own?
- Can you read your sentence to me? Does it make sense?
- How many Fred fingers are there in this word? Pinch the fingers and tell me the sounds.
- What are 'bossy' words? Can you tell me which bossy words I could use for my next instruction?

## **Mathematics**

To solve simple number problems.  
To recap the composition of each number to 10.  
To know addition and subtraction facts to 10.  
To know doubling facts.  
To recite numbers in order up to 30 and beyond.  
To know that 1, 3, 5, 7 and 9 are odd.  
To know that 2, 4, 6, 8, 10 are even.  
To double numbers up to 10.  
To find half of numbers up to 10.  
To share quantities equally.  
To combine groups of 2s, 5s and 10s

## **Key vocab / key questions:**

Number, numeral, digit, tens, ones, more, less, fewer, addition, subtraction, plus, takeaway, total, altogether, number bonds, count on, count, compare, order, 10 frame, prove it, agree, disagree, part, whole, double, half, share, groups of, sets of, odd, even.

- I think 7 plus 4 is 10, am I right? How can you prove it?
- What apparatus could you use to show that you have the right answer?
- Where does this number go in our number line and why?
- If I count backwards will my answer be bigger or smaller?
- Is 6 an odd or even number? How do you know?
- What will our next odd number be?
- If I doubled the number of apples I have got how many would I have?
- Four doubled makes what?
- If I want to find half of this what do I need to do?
- How many groups of 2 can I make with these blocks?
- Have I got enough counters to make another set of 5?
- If I share these apples between 2 children how many will they each get?

## **Understanding the World**

To use the photographs of key events and special occasions to talk about their time in Reception.  
To know about the past through events encountered in books read in class.  
To use language associated with time: then, before, now, next, soon, when reflecting back on the timeline.  
To talk about and record the life cycle of a plant, talking about the changes over time when growing fruit and vegetables.  
To know that people in other countries may speak different languages. (Spanish)  
To know about features of the area in which they live and talk about how it is different from the seaside.  
To know that some things in the world are man-made and some things are natural.  
To know that simple symbols are used to identify features on a map.  
To explore the food of different countries and talk about how it is similar or different to the food they eat.  
To talk about where food comes from and introduce the concept of 'fair trade.'  
To know about and recognise the signs of Summer.  
To harvest grown fruit and vegetables and talk about the changes over time.  
To know some important processes and changes in the natural world including states of matter. (How a boat floats on water)  
Talk about the life cycle of plants and animals and what they need to survive.

## **Key vocab / key questions:**

Past, present, then, before, now, next, soon, Summer, changes, seasons, weather, plants, growth, change, life cycle, harvest, fair trade, man-made, natural, floats, Spanish, language, similar, different, sand, beach, water, sand dunes, Irish sea, map, symbols.

- What are the four seasons? What Season are we in now?
- How is the weather different in Summer?
- What do you notice about the evenings in Summer?
- How is Formby similar/different from Old Swan?
- Does everybody in the world speak the same language? What languages do you know about?
- Was everyone in our class born in England?
- What do plants need to grow healthy?
- How could we represent the trees on our map? Where would the Poppy shelter be?
- Where do we get peas, beans, carrots etc from? How do they grow?
- What does Fair Trade mean?
- Where do most bananas sold in the UK come from?
- How do bananas get to the shops? What journey do they go on?
- Where is Latin America or India?
- What is the weather like in Latin America or India?
- What different types of food do people in other countries like to eat?

## **Expressive Arts and Design**

To know some similarities and differences between materials.  
To learn about and compare artists covered across the year.  
To explore, use and refine a variety of artistic effects to express their ideas and feeling.  
To share creations, talk about process and evaluate their work.

## **Key vocab / key questions:**

Poems, rhyme, artists, plan, make, build, materials, creative, join, join together, attach, mix, props, costumes, characters, music, instruments, musical pattern, pitch, tempo, colour mixing, similar, different,

- What artists can you remember from this year? (e.g. Hanson, Mbatia)

To adapt work where necessary.  
To develop chopping skills and learn the bridge and claw grip for safety when preparing food.  
To listen to poems and create their own.  
To join in with year group singing time.  
To create own compositions using tuned instruments.  
To invent their own narratives, making costumes and resources.

- What was special about their artwork? How was it similar or different?
- What does the word tempo mean? Can you play your song again with a slow tempo?
- What happens when we mix colours together? How can we make a colour lighter/darker?
- Looking at the pictures, can you copy the musical pattern?
- Can you use different pictures to create your own musical pattern?
- What material have you chosen to make the different parts of your model? Why did you choose that? What other materials could you have used?
- What will your story be about? Who are the main characters? What props will you need to make?
- How can we keep safe when chopping our vegetables? Where should our fingers go? Why? What is this technique called?

### **R.E**

What does it mean to be a good friend? (continued from Summer 1)

#### **Friends**

Know and understand:

- Children will be able to talk about their experiences and feelings about what a friend is and making friends and when friendships go wrong. – **Explore**
- Children will be able to recognise that Christians show love for one another because Jesus asked them to do so. Children will be able to recognise Jesus' rule for friends and His words 'love one another' – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

What makes our world so wonderful?

#### **Our World**

Know and understand:

- What we love and wonder about our world – **Explore**
- God gave us this wonderful world – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

### **RSHE**

*Life to the full:*

**Module 3 Created to Live in Community:** Unit 1 Religious Understanding, Unit 2 Who Is My Neighbour?

### **Safe Messages**

A1, A2, A3, A5, A6, A7, A9, B2, B4, B6, C1, C2, C3, C6, C10, E4, H1-H4 (RE topics), I1, I2, I6

### **Topic Resources:**