

Vocabulary

diet	The food I eat
balanced diet	Food from different food groups Fruit and vegetables/ dairy/pasta, rice and breads/ meats and pulses
menu	A list of food you wish to eat
nutrition	A healthy, balanced diet
Vitamins	The parts of food we need to stay healthy.



Outdoor learning

The children will grow a range of vegetables in pots.

Vocabulary- pot, compost, seeds, soil, bulbs, grow, dig, vegetable names



Aspiration and significant people

Jamie Oliver is a British celebrity chef known for his television shows and for improving cooking in schools.

LOVE GOD, LOVE OTHERS LET YOUR LIGHT SHINE

Famous Quote: "Please, sir, I want some more" is a famous quote from Oliver Twist



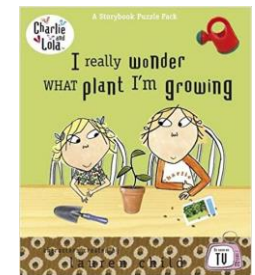
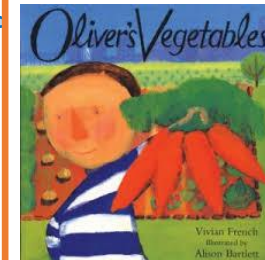
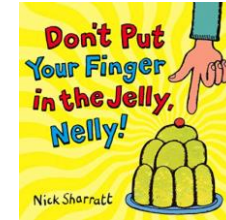
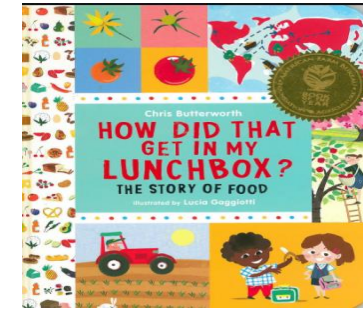
Parental Engagement

Children keep a food diary.

Create a family menu.

Try a different fruit or vegetable every day for a week.

Book List



Enrichment

Children to eat the vegetables they grew in God's Wonderful World. They will then look at their food choices. Have a go at creating a family menu.

Visit a food farm (Essington) or create your own food farm by growing some foods at home.

If you haven't got a garden, why not grow some food in pots?

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Cool Communication and Language

- 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;
- 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.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.



Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; 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.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS and British values wheel



Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Personal, Social and Emotional Development

What we learn in School?

The children will work collaboratively to plant vegetables. They will show patience by waiting for the food to grow. They will appreciate the need for healthy food choices on the well being of their bodies and of their minds.

Home learning: Can you grow some fruit or vegetables at home?

Cool Communication and Language

What we learn in School?

The children will learn a range of new vocabulary. They will talk about what they need to do to grow vegetables, sequencing their ideas. They will listen to, comment upon and retell stories they have heard about the theme

Home learning: Reread some of the stories at home. What can your child recall?

Physical Development

What we learn in School?

Children will talk about the importance of nutrition alongside exercise. This is a way to keep our bodies and minds healthy.

Home learning:

Discuss these ideas at home with your child. Keep a log of the exercise you do each day?

Lovely Literacy

What we learn in School?

Explore rhyme through "Don't put your finger in the Jelly Nelly." Use new vocabulary in discussion about non fiction and fiction that they hear. Retell stories that they have heard in class and write simple sentences linked to these texts.

Home learning: Encourage the children to keep a diary if they diary planting at home.



Marvellous Mathematics

What we learn in School?

Counting fruit and vegetables

Comparing weights of fruit and vegetables/weighing using non standard measure.

Looking at half of a fruit or vegetable/half of amounts of vegetables.

Sharing food equally.

Home learning: Explore halving and sharing

Understanding the World

What we learn in School?

Look at fruit or vegetables that grow other countries.

Describe what they see whilst growing vegetables in School.

Care for living things

Home learning: Look at food that you buy. Where does it come from?

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Expressive Arts

What we learn in School?

Role play - A fruit and vegetable shop

Songs/ rhymes to do with food.

Fruit and veg printing and observational drawing.

Home learning:

Learn songs and rhymes linked to food.

