



GGL Federation, Greenside
Reception Medium Term Planning: Summer Term 2 - 2021
Topic: Food and Farming - Greenside Film: *Ratatouille*
Teacher: Kimberley Buchanan

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> ● Dressing up as chefs, farmers and other people who are key to food production and distribution as seen on '<u>Ratatouille</u>' – discussing what their favourite foods are and explaining why, experimenting with inventive menus and food combinations ● Talking about the journey our food takes from 'farm to fork' using the Adobe Voice app ● Story sequencing – the students will be encouraged to sequence and retell and summarise segments from '<u>Ratatouille</u>' and other core texts throughout the term. They will be asked to use story sequencing language such as first, next, then and finally ● Using comparative language when discussing topic related stories and the film – they are the same because... they are different because... or these foods are healthy because... they are unhealthy because... ● Exploring different tenses when speaking – present, past, and future as well as the correct use of irregular verbs (i.e. run/ran, buy/bought, give/gave, grow/grew) ● Using explanation language – i.e. I feel satisfied when... ● Reinforcing initial sounds, dominant sounds, and final sounds within new topic words and vocabulary ● The students will explore topic specific vocabulary associated with food and geography each week in as they cook or try different foods. ● Students will build a vocab list of words that come up in '<u>Ratatouille</u>' each week as we watch, and talk about their definitions. ● In their role play, the students will be encouraged to describe the journey of different food items and describe the flavours using appropriate story language, descriptive words, and film vocabulary ● Listening to animal sounds from 'Down on The Farm', students will be asked to identify the animal from what they hear, and its purpose or function on AJ's farm. ● Using 'Story S' templates, the students will orally retell the story of their food. They will be asked to recall main details and events while an adult scribes ● Students will be encouraged to think of adjectives to describe the food Remy is cooking and tasting in '<u>Ratatouille</u>' ● The students will imagine what animals/foods would say if they could talk. They will recreate their own conversations on the farm experimenting with different voices and expressions 	<p>Listening and Attention <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Maintains attention, concentrates and sits quietly during appropriate activity. ● Two-channelled attention – can listen and do for short span. <p><u>Early Learning Goals</u> ELG: Students listen attentively in a range of situations ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions ELG: They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Understanding <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Responds to instructions involving a two-part sequence. ● Understands humour, e.g. nonsense rhymes, jokes. ● Able to follow a story without pictures or props. ● Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Early Learning Goals</u> ELG: Students follow instructions involving several ideas or actions ELG: They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Speaking <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ● Uses language to imagine and recreate roles and experiences in play situations.

	<ul style="list-style-type: none"> Using their senses, the students will examine different kinds of food - how do they look? smell? hear? feel? Taste? Using a clip from 'Down on The Farm', students will be asked to sequence the instructions of how to grow new food from vegetable scraps, and provide a narration for over the top of the clip. 	<ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play <p><u>Early Learning Goals</u> ELG: Students express themselves effectively, showing awareness of listeners' needs ELG: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future ELG: They develop their own narratives and explanations by connecting ideas or events</p>
<p>Physical Development</p>	<p>PE Focus: Athletics Students will participate in the activities common at Sports Day, such as hurdles, egg and spoon race, running race, Javelin, and Long Jump. Each week students will walk down to Ravenscourt Park to practice. Students will talk about PB's and what it means to compete against yourself.</p> <ul style="list-style-type: none"> Exploring malleable materials, such as clay, dough, soap flakes, plasticine, cornflour by patting, stroking, poking, squeezing, pinching and twisting. Allowing the students to create their own foods with these materials. Introducing and playing games which allow opportunities to find their own space and allow them to be aware of other people's space – experimenting with different ways of moving and doing so safely Finger gym exercises - threading, bending, and building materials to strengthen the hands and grip Daily meditation and mindfulness The students will be encouraged to move like different animals and food experimenting with different heights and levels. – i.e. roll like an apple, walk like a cow. Then act out different roles - i.e. pick apples off of a tree, plough the field on the farmer's tractor, harvest potatoes from the ground Using props to help the students move – i.e. experimenting with hoops for steering wheels on a tractor or balancing baskets on their heads to collect their food (like in the story "Handa's Surprise") They will be encouraged to think about how food and exercise can support the human body in a healthy way – How do we grow? How do we breathe? Why does our heart beat faster when we exercise? How does our body change as we exercise/eat healthily? How does our body change as we get older? Why is it important to stretch our muscles before and after exercising? Threading pasta to make decorative necklaces Fine motor skills – using scissors to cut out different food items, shapes and patterns – i.e. small circles of green peas, wiggly lines for spaghetti, triangles for pizza and sandwich bases, different shapes for pizza toppings Making junk art or recycled art – i.e. using cardboard boxes and newspaper to make different tools for farming, chef's hats, etc. Baking cakes and cookies as well as healthy snacks with the students weekly Making snacks and traditional food from students' and teachers' heritage countries (i.e. vegetarian sushi - Japan, UK - sandwiches and scones, Canada - maple syrup and pancakes) Then the students will compare and discuss the diets among different nations– which country is the most healthy? the least healthy? Inspired by French food seen in '<u>Ratatouille</u>' Going on an 'herb hunt' in the learning garden using our senses to describe the different plants and herbs that we discover - what do they smell like? what do they taste like? what do they look like? 	<p>Moving and Handling <u>40-60 months</u></p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other Students, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Early Learning Goals</u> ELG: Students show good control and co-ordination in large and small movements ELG: They move confidently in a range of ways, safely negotiating space ELG: They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care <u>40-60 months</u></p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. <p><u>Early Learning Goals</u></p>

		<p>ELG: Students know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe</p> <p>ELG: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
<p>Personal, Social, & Emotional Development</p>	<ul style="list-style-type: none"> • Continuation of the ‘Golden Rules’ and reinforcement during play • SMSC weekly topics • E-safety • The students will discuss healthy food choices and how foods support our growth and development in different ways • The students will discuss how they can minimise food waste in order to have a more positive impact on the environment • The students will explore the story “ The World Came to my Place Today” to learn more about food around the world • The students will learn to take care of growing plants in the garden to better understand how food is grown and that we can produce our own food • They will grow cress/radishes from seeds and consider the best conditions for healthy growth and a good crop. They will harvest their crops and enjoy tasting them. They will be given the opportunity to share what they have planted with their peers, teachers, families, etc. - what do plants need in order to grow? how do we know when a plant is healthy? • Using “<u>Ratatouille</u>” as a stimulus, the students will look at food transportation as a moral dilemma to debate – should we eat locally? Is it ethical or unethical? • Discussing our favourite foods and favourite places to enjoy food - is it at home? At a restaurant? • Understanding how different foods make us feel - i.e. happy, sad, tired or sick - what will happen if we eat too much of a certain food? • Talking freely about the different types of food that we enjoy at home and in our community - linked with the diverse cultures and traditions in our class and how everyone experiences a variety of food • Talking to the students about how it feels when we can share our food and cook for others • Inspired by Remy’s dilemma in ‘<u>Ratatouille</u>’ we will talk about lying, and the consequences of doing so • Also talking about how fortunate we are in London and that not everyone in the world has access to clean water and healthy food - is there anything that we can do to help them? • Talking about Eid and the end of Ramadan. How is food linked to different religions? Do we eat special foods at special times? • Why do we need food? Why is it important? - link to keeping our bodies healthy and describe how food give us energy • Ask the students how skipping breakfast would make us feel... Would it impact the way we learn? What does ‘Hangry’ mean? • Describe how food can keep our teeth and bones healthy and ask the students if there any foods that will not keep our teeth so healthy - how would our dentist feel if we ate sweets everyday? What would happen to our teeth? • Talking about Aj’s story and how he came to buy a farm on ‘Down on the Farm’. Do you think that being a farmer is an important job? What do you think made him give it up to do this job? 	<p>Making Relationships:</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other Students, e.g. finding a compromise. <p><u>Early Learning Goals</u></p> <p>ELG: Students play co-operatively, taking turns with others</p> <p>ELG: They take account of one another’s ideas about how to organize their activity</p> <p>ELG: They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other students.</p> <p>Self Confidence and Self Awareness:</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p><u>Early Learning Goals</u></p> <p>ELG: Students are confident to try new activities, and say why they like some activities more than others</p> <p>ELG: They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>ELG: They say when they do or don’t need help</p> <p>Managing Feelings and Behaviour:</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy <p><u>Early Learning Goals:</u></p> <p>ELG: Students talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable</p> <p>ELG: They work as part of a group or class, and understand and follow the rules</p> <p>ELG: They adjust their behaviour to different situations, and take changes of routine in their stride</p>

Specific Areas of Learning

Literacy	<p>Core Texts: The Shopping Basket, Oliver’s Vegetables, Farmer Duck, Handa’s Surprise, The Tiny Seed, The Enormous Turnip, A Squash and a Squeeze, The World Came to My House Today Film: Ratatouille</p> <ul style="list-style-type: none"> ● The students will be in differentiated phonics groups and they will each have access to a variety of tricky words and high frequency words ● Phase 2 Sounds: s, a, t, i, p, n, c, k, ck, e, h, r, m, d, g, o, u, l, f, b, ff, ll, ss ● Phase 2 Tricky Words & High Frequency Words: l, no, go, to, the, into, in, at, is, it, a, as ● Phase 3 Sounds: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er ● Phase 3 Tricky Words & High Frequency Words: he, she, we, me, be, was, my, you, her, they, all, are, this, that, them, see, now, for ● Phase 4: reading and writing CVCC words (tent, gift, lamp) and CCVC words (clap, flat, shed) ● Weekly guided reading sessions and 1:1 reading interventions ● Clapping along to syllables of insect names and topic related words ● Using the interactive whiteboard to play phonics games and read a variety of phonics levelled books ● Providing non-fiction and fiction books about minibeasts and comparing the two types of stories with the students, explaining that the two have different purposes ● Having accessible books in the home corner for the students to read and decode independently using their phonic knowledge ● Students will caption stills from ‘Ratatouille’ with complete sentences to describe what is happening ● Role playing and re-enacting the different core texts and providing props for the students ● Using topic-related bordered paper and writing frames in the home corner to assist with independent writing. ● Writing a shopping list of favourite foods, inspired by The Shopping Basket. ● Writing a short story to explain the journey of our food from Farm to Fork. ● Writing recipes for favourite foods and meals ● Students will compile a fact file for different food items – i.e. potatoes are vegetables, they grow underground, etc. ● Recipe lists and cooking instructions to encourage the fact that we write for a variety of purposes ● Reading and understanding food labels and ingredients lists ● Writing a list of the different foods from “Handa’s Surprise” ● Food acrostic poems <p>Writing about our class ducklings. Making a ‘How-to’ guide for looking after them, writing stories about them, writing signs for their hatch, and a letter to the farmer that will take them</p>	<p>Reading <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Continues a rhyming string. ● Hears and says the initial sound in words. ● Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ● Links sounds to letters, naming and sounding the letters of the alphabet. ● Begins to read words and simple sentences. ● Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. ● Enjoys an increasing range of books. ● Knows that information can be retrieved from books and computers. <p><u>Early Learning Goals</u> ELG: Students read and understand simple sentences ELG: They use phonic knowledge to decode regular words and read them aloud accurately ELG: They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p> <p>Writing <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Gives meaning to marks they make as they draw, write and paint. ● Begins to break the flow of speech into words. ● Continues a rhyming string. ● Hears and says the initial sound in words. ● Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. ● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ● Writes own name and other things such as labels, captions. ● Attempts to write short sentences in meaningful contexts. <p><u>Early Learning Goals</u> ELG: Students use their phonic knowledge to write words in ways which match their spoken sounds ELG: They also write some irregular common words ELG: They write simple sentences which can be read by themselves and others ELG: Some words are spelt correctly and others are phonetically plausible</p>
Mathematics	<ul style="list-style-type: none"> ● Subtraction - The students will use the story “Handa’s Surprise” to explore the concepts of subtraction and ‘taking away’ ● Time - telling time through food (morning, evening, o’clock) i.e. “In the morning I eat...” and “At noon, it is lunch time” ● Exploring different time zones from the different countries and cuisines we are studying around the world 	<p>Number <u>40-60 months</u></p> <ul style="list-style-type: none"> ● Recognise some numerals of personal significance. ● Recognises numerals 1 to 5. ● Counts up to three or four objects by saying one number name for each item.

	<ul style="list-style-type: none"> Using 'Ratatouille' to understand how seasons and the weather patterns can change over time and how farming practices have to change too Teaching doubling, halving, and sharing using food as a stimulus Exploring symmetry and patterns inside of cut fruit and vegetables Money - buying and selling fruits and vegetables for morning snack, students adding two coins together. Repeating patterns when making pasta necklaces and growing different food and plants in the garden Using Numicon to order and sequence numbers from 1-20, make patterns, etc. Sorting food into different food groups and counting them (fruits, vegetables, grains, etc.) - Which group has the most food? Which group has the least amount of food? Measuring and weighing different types of food - which foods are heavy? which foods are light? how can we record our findings? Students will carefully measure food ingredients when cooking and baking in class The students will think about the amount of time it takes for something to cook or bake and then they will record their predictions The students will learn the days of the week and begin sequencing them through their weekly food diaries Examining the 2D and 3D shapes of different foods and food containers Counting in 1s, 2s, 5s, and 10s and linking it to practical Maths like money and time Exploring the concept of halving in the market and food shop the Learning Garden (i.e. half priced items on sale) Recognising odd and even numbers on different types of food (i.e. a bundle of grapes or bananas) Counting crops in multiples of two when they are planted in rows. Looking at multiplication and division word problems related to food and farming Measuring food for the ducklings each day Measuring the ducklings each day to see if they are growing and eating <p><u>STEM Investigations:</u></p> <ul style="list-style-type: none"> Students will follow recipes to cook and prepare different foods. Talking about how heat and cold affects food to make it tastier or more edible. Planting different seeds and growing food from food scraps. Looking at soil health, tallying worms we find in a square metre of earth and comparing this to the average standard required for healthy soil. <p>Selecting a banana from our fruit and milk table, exploring the story using a map of where it came from and all the inbetweens.</p>	<ul style="list-style-type: none"> Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. <u>Early Learning Goals</u> <p>ELG: Students count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</p> <p>ELG: Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer</p> <p>ELG: They solve problems, including doubling, halving and sharing</p> <p>Shape, Space and Measure</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. <p><u>Early Learning Goals</u></p> <p>ELG: Students use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>ELG: They recognise, create and describe patterns</p> <p>ELG: They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
<p>Understanding the World</p>	<ul style="list-style-type: none"> The students will use the iPads and the interactive whiteboard to explore a variety of phonics games and letter formation. 	<p>People and Communities</p> <p><u>40-60 months</u></p>

	<ul style="list-style-type: none"> • They will also use the iPads and the interactive whiteboard to explore different mathematical games. • Understanding the importance of growing our own food to eat healthily and protect the environment - eating locally to help local businesses and reduce our environmental footprint • looking at what a human being needs to stay healthy - sleep, food, exercise, water, and hygiene • Making healthy lifestyle posters • Making a healthy packed lunch - what would we put in it? • Investigating different multicultural foods by tasting and cooking them at school • Investigating food in the past versus food now • exploring different foods that we eat for different religions or food festivals (i.e. Ramadan and Eid) - understanding that different people have different beliefs, values, and customs and treating all traditions with respect • Using Google Maps and World Maps on the interactive whiteboard to see where the different cuisines we have studied and explored come from • The students will be encouraged to bring in an artefact from home (such as a recipe, picture, photo) to share about food or cooking in their family and explain how and why it is important to their culture and tradition • Exploring different animal habitats in “Handa’s Surprise” and talking about predators and prey, animal camouflage, different animal food diets, the food chain, etc. • Making fruit kebabs to better understand repeating patterns and the importance of a healthy diet • Selecting and using different technology relating to food - electric mixers, blenders, a garlic press, a juicer, rolling pins, ovens, microwaves, etc. - what would you choose to make a fruit smoothie? what would you choose to make a pizza? • Looking after our class ducklings, students will look at their lifecycle and what they need to grow healthily 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p><u>Early Learning Goals</u></p> <p>ELG: Students talk about past and present events in their own lives and in the lives of family members</p> <p>ELG: They know that other students don’t always enjoy the same things, and are sensitive to this</p> <p>ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Early Learning Goals</u></p> <p>ELG: Students know about similarities and differences in relation to places, objects, materials and living things</p> <p>ELG: They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>ELG: They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Technology</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p><u>Early Learning Goals</u></p> <p>ELG: Students recognise that a range of technology is used in places such as homes and schools</p> <p>ELG: They select and use technology for particular purposes</p>
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> • Singing different topic related songs - Old MacDonald Had a Farm, Do You Like Broccoli or Ice Cream?, Spicy Salsa, Teddy Bear’s Picnic, I am a Pizza, Mr Clickety Cane • Creating models of food with the playdough and plasticine and then sorting the food into different food groups - fruit and vegetables, grains, dairy, meat and poultry, etc. • The students will be encouraged to represent their own stories and ideas through role play in the home corner and in the learning garden • making food collages using magazine clippings and pictures • Using a bowl of fruit to inspire still life drawings with pastels • The students will be learning how to comment on and critique their own artwork and the artwork of others - what went well? what would you try differently next time? • Using potatoes, celery, onions, etc to make stamps to paint with • Planting and growing seeds in the learning garden and then making predictions and recordings of what might happen next • The students will have access to a wide range of props and costumes in the learning garden that relate to different countries and foods from around the world • Painting still life fruit bowls, looking at the work of Cezanne and how he painted still life- the attention to detail and mixing colours. • Using Japan and Japanese culture/cuisine as a stimulus to design our own food origami models 	<p>Exploring and Using Media and Materials</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Early Learning Goals</u></p> <p>ELG: Students sing songs, make music and dance, and experiment with ways of changing them</p> <p>ELG: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

- When learning about Japan, the students will learn the moves and exercises associated with Tai Chi and practice them
- The students will learn about different Mexican songs (Spicy Salsa) and dances like the fiesta - making our own salsa and guacamole
- The students will use different coloured strips of paper to weave baskets from "Handa's Surprise" to improve their fine motor skills
- Experimenting with different types of seeds and beans to make our own musical instruments and rainmakers - how does the sound change depending on which seed or bean is used?
- Making a 'living art' sculpture with fruit and vegetables, like transient art. Students will be encouraged to capture their art and patterns with the food using an iPad to take photos.

Being Imaginative

40-60 months

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other students who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goals

ELG: Students use what they have learnt about media and materials in original ways, thinking about uses and purposes

ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Greenside & Griffin Reception – Academy specific vision, ethos, Learning Model and priorities Summer 1 '21

Greenside

Teaching film – about, through and making film: Each week, students will watch parts of Ratatouille or Down on the Farm as our hook for the week, then explore topics or learning from there. Students will be encouraged to think about stereotypes of farmers and chefs, and how these films subvert those. The TV series encourages students to build a closer connection with the food they eat and to understand journeys from Farm to Fork. Stemming from this, students will engage in critical discussion about the importance of eating locally grown food and supporting local farmers and producers.

Experiential Learning Model: Students will explore first hand the Farm to Fork experience as they grow, nurture, and prepare their own food. They will grow strawberries and look after them, learn about how to regrow veggies from food scraps, and to look after animals like our class ducklings. Our class ducklings will give students an opportunity to learn about all the responsibilities of looking after animals and that a farmer might have, as well as some of the unfortunate realities that go with looking after animals!

Questioning: Questioning: Students will be encouraged to question everything they eat and their relationship with food. Do they know where their food comes from? Can they talk about the importance of their food, for their bodies and minds, but also for the world? Do they truly understand the role of food production in our country, and what do they think about some of the problems associated with this? Can they talk about the importance of food in their family and culture?

