



GGL Federation, Greenside

Reception Medium Term Planning: Summer Term 2, 2022

Theme: Food and Farming

Film: *Cloudy with a Chance of Meatballs*

Teacher: Christina Morra

Prime Areas of Learning		
Areas of Learning	Learning Experiences	Skills and Curriculum Objectives
Communication and Language	<ul style="list-style-type: none"> The role play area and home corner will be set up as a restaurant for the students to investigate food and explore their understanding of the topic using key vocabulary - proteins, vitamins, fruit, vegetables, grains, dairy, unhealthy food, healthy food, nutrients, etc. The students will be dressing up as chefs, farmers and other people who are key to food production in our role play – discussing what their favourite foods are and explaining why, experimenting with inventive menus and food combinations After watching the film <i>Cloudy with a Chance of Meatballs</i>, the students will recall the film and the main characters, retelling the plot in their own words Staff to model how to use descriptive language, narrative language, and the correct tenses when speaking In their role play, the students will be encouraged to give voices to the characters from the film <i>Cloudy with a Chance of Meatballs</i>, using appropriate story language and film vocabulary Students will be encouraged to recall and remember the plot from <i>Cloudy with a Chance of Meatballs</i> through imaginative play and the 'Hot Seat' questioning game. They will ask and answer questions about the film and core texts – who, what, when, where, why, and how questions. The students will be encouraged to use role play and imaginative play to come up with their own questions and then answer them in character Listening for rhyming words in core texts as well as <i>Cloudy with a Chance of Meatballs</i> predicting the next part of the story, creating alternate endings, etc. 	<p>Statutory ELG: Listening, Attention and Understanding Students at the expected level of development will:</p> <ul style="list-style-type: none"> 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 <p>Statutory ELG: Speaking Students at the expected level of development will:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of

- Talking about the journey our food takes from ‘farm to fork’ using the Adobe Voice app
- Learning new vocabulary related to **Cloudy with a Chance of Meatballs**, food and farming - agriculture, harvest, crops, erosion (of soil), fertiliser, genetically modified foods, grains, livestock, pastures, ploughs, etc.
- learning the names of different food groups: fruit, vegetables, proteins, grains, dairy, etc.
- Learning new vocabulary related to film when analysing **Cloudy with a Chance of Meatballs** - sound, special effects, animation, scene, frame, characters, setting, plot, mood, camera angles, etc.
- Reinforcing initial sounds, dominant sounds, and final sounds within new topic words
- Using mathematical language – big, small, more, less, fewer, add, subtract, takeaway, equals, heavy, light, balanced, tall, short, half, double, first, second, third, etc.
- Using positional language – next to, beside, in front of, behind, above, under, in between, on top, inside, etc.
- Students to use story sequencing language to describe the film **Cloudy with a Chance of Meatballs** and the different core texts: first, then, next, after that, finally
- Constant modelling of the correct past, present, and future tenses as well as correct use of irregular verbs (i.e. run/ran, buy/bought, give/gave, grow/grew)
- Talking about the need to care for and look after our environment, and soil the students can suggest how to do this (ie: compost, recycle, plant flowers, fruits and vegetables, etc.)
- Asking the students to recall recent experiences – i.e. how they may have celebrated the Queen’s Jubilee or how they spent their half-term holidays
- Using comparative language when discussing topic related stories and the film **Cloudy with a Chance of Meatballs** – they are the same because... they are different because... or these foods are healthy because... they are unhealthy because...
- Using explanation language – i.e. “I feel satisfied when...”
- The students will explore topic specific vocabulary associated with food and geography each week in the home corner and in their writing when interacting with each other in the restaurant
- 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 from **Cloudy with a Chance of Meatballs**

conjunctions, with modelling and support from their teacher

	<ul style="list-style-type: none"> ● Using ‘Story S’ templates, the students will orally retell the film <i>Cloudy with a Chance of Meatballs</i> and core texts. They will be asked to recall main details and events pertaining to the story/film while an adult scribes ● 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 ● Using their senses, the students will examine different kinds of food - how do they look? smell? hear? feel? taste? 	
<p style="text-align: center;">Physical Development</p>	<ul style="list-style-type: none"> ● Manipulating clay, plasticine, playdough, etc. related to our ‘Food and Farming’ topic and the film <i>Cloudy with a Chance of Meatballs</i> - i.e. build your own farm, make your own food weather machine, creating different fruits and vegetables, etc. ● Creating large artwork in the Learning Garden with chalk to develop gross motor skills - drawing different types of food, farm animals, etc. ● Setting up obstacle courses in the Learning Garden to experiment with different ways of moving – linked with the film <i>Cloudy with a Chance of Meatballs</i> and our core texts to re-enact our favourite scenes or to re-create the life cycle of a duck ● EYFS staff to model how to hold a pencil, chalk, pens, and paint brush correctly ● Handwriting activities - Jarman patterns, letter formation, and number formation practice ● Fine motor skill activities - finger painting, zips, buttons and fasteners on clothes, correct use of scissors, etc. ● The students will be encouraged to move in different ways - i.e. waddle like a duck, jiggle like Jell-O, cluck like a hen, moo like a cow, etc. ● 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 ● Using ribbon and string to weave and thread different patterns, like baskets from the story “Handa’s Surprise” ● Making chinks and paint brushes available in the Learning Garden to encourage letter formation and child-initiated writing ● Managing risks in the Learning Garden, like learning to climb the equipment 	<p>Statutory ELG: Gross Motor Skills Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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 <p>Statutory ELG: Fine Motor Skills Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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

safely and use tools appropriately

- Encouraging the students to tie their own shoelaces, zip up their own coats, and fasten their own buttons as part of their fine motor skills and independent self-care
- Students will have an open snack bar in the morning, where they will be encouraged to eat healthy foods of their choosing, discussing what is good for their body and what their body needs to give them further energy for the day - comparing them to the foods in ***Cloudy with a Chance of Meatballs*** and discussing what is healthy or unhealthy
- Discussing the importance of oral hygiene – like brushing your teeth and visiting the dentist regularly to promote good health and self-care
- P.E. Focus: Sports Day Athletics (javelin, hurdles, relay race, etc.)
- Discussing the importance of drinking lots of water to stay hydrated and bathing regularly to promote good health and self-care
- Introducing different group games which allow opportunities for the students to find their own space and allow them to be aware of other people's space too (i.e. throwing and catching games, duck duck goose, etc.)
- Riding bikes and trikes in the Learning Garden
- Learning how to handle different utensils appropriately: knives for cutting and chopping; forks for ploughing and eating; scissors for cutting herbs and flowers; spoons for scooping and serving; using our hands to knead dough and pick fruit and vegetables from the garden
- 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?
- Dancing and singing along to “Old MacDonald Had a Farm”
- Threading pasta to make decorative necklaces
- Making snacks and traditional food from students’ and teachers’ heritage countries (i.e. 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?
- 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>Personal, Social, & Emotional Development (PSED)</p>	<ul style="list-style-type: none"> ● Continuation of the 'Golden Rules' and reinforcement during child initiated play ● SMSC weekly topics and themes ● 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 House Today" to learn more about food around the world ● The students will learn to take care of growing plants in the Learning Garden to better understand how food is grown and that we can produce our own food ● Looking at Greenside's Sustainability Award and how we can help in Reception, like participating in Ms. Webber's soil project and helping her to look after the greenhouse ● The students 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 or that our food is ripe and ready to eat? ● Using the story "The World Came to my House Today" as a stimulus, the students will look at food transportation as a moral dilemma to debate - Is it ethical or unethical for food to travel so far? Should we try to eat more local foods instead? ● Examining the opening scene in <i>Cloudy with a Chance of Meatballs</i>, the students will explore how our behaviour impacts on others. The students will discuss and ask - How can we help each other feel good? What makes each of us individual? ● Looking at food waste from <i>Cloudy with a Chance of Meatballs</i> and asking ourselves: What can the townspeople do with all the extra food? ● In the film, <i>Cloudy with a Chance of Meatballs</i>, how does the food falling from the sky (for breakfast, lunch, and dinner) affect the everyday lives of the townspeople? Is it safe for them to go outside? ● Using the film <i>Cloudy with a Chance of Meatballs</i> as a stimulus, the students will discuss migration. Have you ever had to move to a new place? How did you feel about leaving your friends and family? Why do people 	<p>Statutory ELG: Building Relationships Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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 <p>Statutory ELG: Managing Self Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ● Explain the reasons for rules, know right from wrong and try to behave accordingly ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Statutory ELG: Self-Regulation Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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 ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
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move? Do they move because they want to or because they have to? Why would it be difficult for someone to adjust to living in a new place? How do you feel about moving to Year 1?

- Students to recall how they felt after watching ***Cloudy with a Chance of Meatballs*** - Are Flint's inventions good or bad for the community? How do they help or harm the townspeople?
- Looking at Flint in the film ***Cloudy with a Chance of Meatballs*** and discussing our future jobs and careers – what do you want to be when you grow up?
- The students will use the film ***Cloudy with a Chance of Meatballs*** to discuss how Flint's invention helped to make the town a “food tourism” destination and how Flint wanted to help diversify the diet of the townspeople - Was his invention successful or unsuccessful?
- Talking about respect in the film ***Cloudy with a Chance of Meatballs*** – respect for food, farming, and the environment and understanding the consequences of not respecting the environment, like when Flint's food weather machine affects the natural weather and the atmosphere
- Retelling the core texts through role play activities, practising how to take turns and work cooperatively together to create a shared narrative
- Comparing characters from the different core texts and the film ***Cloudy with a Chance of Meatballs***, students will be encouraged to think about who is special to them and why (i.e. their friends and family)
- Students to plant wildflowers and food seeds to enjoy in our Learning Garden
- Looking at different quotes from the film ***Cloudy with a Chance of Meatballs*** and discussing their meaning – Like when Flint says, “Have you ever felt like you were a little bit different? Like you had something unique that you could offer the world, if you could just get people to see it...”
- The students will look at the different skills and talents that the characters have within ***Cloudy with a Chance of Meatballs*** and compare them to their own strengths and weaknesses. The students will also understand that each person has a different role within the community and all roles are important to maintaining a healthy and diverse society
- 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

	<ul style="list-style-type: none"> • Talking to the students about how it feels when we can share our food and cook for others • 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? • 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 are 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? 	
<p>Literacy</p>	<p><u>Core Texts:</u> -Handa's Surprise -Oliver's Vegetables -The World Came to my Place -Farmer Duck -The Shopping Basket -The Little Red Hen -The Tiger who Came to Tea</p> <ul style="list-style-type: none"> • In the book corner, students will be provided with fiction as well as nonfiction texts featuring food and farming • The students will discuss the differences between fiction and nonfiction books and understand that they have different purposes • The students will sequence key events in core texts and the film Cloudy with a Chance of Meatballs, using story sequencing prompts and pictures to help guide them • 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 • 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 	<p>Statutory ELG: Comprehension Students at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Statutory ELG: Word Reading Students at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 <p>Statutory ELG: Writing</p>

- 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 food names and other topic related words
- Making phonics games regularly available on the interactive whiteboard for students to practise
- Making decodable texts available in the book corner for the students to read independently or with their peers
- Looking at rhyming words from the core texts and the film ***Cloudy with a Chance of Meatballs***
- Using topic themed bordered paper and a variety of writing materials for the students to use independently in the home corner, construction area, and at the Literacy table
- Students will be prompted to sequence the storyline of the film ***Cloudy with a Chance of Meatballs***, using stills from the film as a stimulus for recollection
- The students will be encouraged to apply narrative language to their writing when sequencing the core texts – once upon a time, a long time ago, happily ever after, etc.
- Providing writing paper and reading materials for the home corner to assist with independent writing in the restaurant - i.e. writing menus, daily specials, customer orders, restaurant reviews, receipts, etc.
- Providing opportunities for the students to learn how to write their names in different ways - with pens, pencils, chalks, writing in the sand, with paint, etc.
- Explaining the importance of labelling our work with our name
- Writing notes and letters to the characters from our core texts and the film ***Cloudy with a Chance of Meatballs***
- Writing a shopping list of our favourite foods, inspired by the story “The Shopping Basket”
- Captioning the photos of the different animals and fruit featured in the story “Handa’s Surprise”
- Writing a short story to describe the journey that our food takes, from farm to fork
- Writing down recipes of our favourite meals
- Students will compile a fact file for different food items – i.e. potatoes are vegetables, they grow underground, etc.
- Writing food acrostic poems
- Using speech bubbles and thought bubbles to write about what the story and film characters might be thinking about or saying in ***Cloudy with a***

Students at the expected level of development will:

- 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

	<p>Chance of Meatballs</p> <ul style="list-style-type: none"> ● Learning to read and understand food labels and ingredients lists, talking about the nutritional value in food ● Playing the silly soup game for rhyme and alliteration ● Role playing and re-enacting the different core texts and providing props for the students to explore them creatively ● Writing movie tickets leading up to our film screening of Cloudy with a Chance of Meatballs ● After watching the film Cloudy with a Chance of Meatballs, the students will complete a film review to discuss their favourite scenes, characters and give it an overall 'star rating' ● Continuously referencing our phonics themed sound charts to help with child initiated writing ● Writing down the instructions/recipe to make the 'The Flint Lockwood Diatonic Super Mutating Dynamic Food Replicator' from the film Cloudy with a Chance of Meatballs ● Writing about our class ducklings - Making a 'How-to' guide for looking after them, writing stories about them, writing signs for them to hatch, and a letter to the farmer that will take them back 	
<p>Mathematics</p>	<ul style="list-style-type: none"> ● The students will use the core text "Handa's Surprise" to explore the concept 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 ● Teaching doubling, halving and sharing using food items (i.e. dividing a pizza into equal slices) ● Using the film Cloudy with a Chance of Meatballs to understand how seasons and the weather patterns can change over time ● Money - making tickets with prices on them for the film Cloudy with a Chance of Meatballs and creating price tags for the different food and menu items in the restaurant themed home corner ● Creating our own market/shop to sell our food in class and hosting a bake sale at school to raise funds for Reception class trips and resources ● Repeating patterns when making pasta necklaces and growing different food and plants in the Learning Garden ● Using Numicon to order and sequence numbers from 1-20, making patterns and number bonds, etc. 	<p>Statutory ELG: Number Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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 <p>Statutory ELG: Numerical Patterns Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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

- Sorting food into different food groups and counting them (fruits, vegetables, grains, dairy, etc.) - Which group has the most food? Which group has the least amount of food?
- Exploring 2D shapes and their properties: How many sides? How many corners?
- Exploring 3D shape names - cone, cylinder, cube, cuboid, pyramid, triangular prism, etc.
- 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
- Using mathematical language to describe different types of food and their visual features - big, small, tall, short, heavy, light, long, wide, etc.
- Learning about the days of the week and monitoring the daily temperature and weather trends through the BBC Weather Report - linked to Flint's food weather machine in ***Cloudy with a Chance of Meatballs***
- In the home corner, students will have opportunities to explore lots of environmental Maths concepts, such as a calendar, a food diary, a clock, a purse with money, etc.
- Introducing money in role play areas so that the students can explore how to use and handle money correctly in their role play - i.e. using money to buy food at the supermarket
- Data handling – What is your favourite food? What is your least favourite food? Which foods are healthy? Which foods are unhealthy?
- Encouraging the students to count and represent numbers in different ways - i.e. with marks on paper (like writing numbers or tally marks), counting on our fingers, counting physical objects, etc.
- Using and reinforcing positional language – i.e. under, in front of, behind, in, next to, beside, on top of, etc.
- The students will learn the days of the week and begin sequencing them through daily food diaries
- Counting in 1s, 2s, 5s, and 10s and linking it to practical Maths like money and time
- Exploring the concept of halving in the restaurant or supermarket in the Learning Garden (i.e. half priced food items on sale)

how quantities can be distributed equally

	<ul style="list-style-type: none"> ● Calculating change in the role play areas like the restaurant and the supermarket ● Recognising odd and even numbers on different types of food (i.e. a bundle of grapes or bananas) ● Counting food 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 (in centimetres) to see if they are growing and eating <p><u>STEAM investigations:</u></p> <ul style="list-style-type: none"> ● Students will explore the language of STEM and reasoning skills through ongoing Nrich STEM investigations ● Creating and designing our own 'The Flint Lockwood Diatonic Super Mutating Dynamic Food Replicator' from the film <i>Cloudy With a Chance of Meatballs</i> ● Popcorn Science Experiment - examining the different changes that popcorn goes through from the time that it is a kernel to the time that it becomes popcorn and using the iPads to record this process ● Looking at food decay and why different foods decay at different rates. Making predictions and recording them with notes and observations on the iPads ● Investigating how sound changes with different materials - using different beans and seeds, the students will design their own musical instruments or 'rainmakers' and then explore the different sounds that they create ● Students will follow recipes to cook and prepare different foods, talking about how heat and cold affects food in different ways to make it tastier or more edible ● Planting different seeds and growing food from food scraps and compost ● Looking at soil health with Ms. Webber, tallying worms we find in a square metre of earth and comparing this to the average standard required for healthy soil 	
<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Exploring weather patterns (past weather and weather forecasts) - What was the weather like yesterday? What will it be like tomorrow? ● The students will use the iPads and the interactive whiteboard to explore a variety of phonics games and mathematical games ● The students will use the Adobe Voice app to record and retell different recipes and instructions 	<p>Statutory ELG: Past and Present Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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

- Looking at the importance of water - Why do we need water to survive? Who needs water? (i.e. plants, people, animals)
- Explaining the importance of looking after Earth (Reduce/Reuse/Recycle) - linked with **Cloudy with a Chance of Meatballs** and how humans have an impact on pollution and the weather patterns
- Selecting a different student each day to help complete the daily calendar in the Reception class, helping us to discuss and understand changes in seasons, weather patterns, sequencing the days of the week, and the numbers within a calendar month
- 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 - How have things changed? How have things remained the same? How has technology changed the way we grow and prepare our food?
- 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
- Exploring a variety of places around the world: looking at Africa in “Handa’s Surprise” and North America for **Cloudy With a Chance of Meatballs** - How are these places similar? How are they different?
- 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

- experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Statutory ELG: People, Culture and Communities

Students at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, 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

Statutory ELG: The Natural World

Students at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

	<p>to make a pizza?</p> <ul style="list-style-type: none"> ● Using “Jack and the Beanstalk” as a story to document the growth of a bean plant using the Adobe Voice app ● Looking after our class ducklings, students will look at their lifecycle and what they need to grow healthily 	
<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, On Top of Spaghetti ● 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 ● 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 	<p>Statutory ELG: Creating with Materials Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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 ● Make use of props and materials when role playing characters in narratives and stories <p>Statutory ELG: Being Imaginative and Expressive Students at the expected level of development will:</p> <ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with peers and their teacher ● 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

	<ul style="list-style-type: none"> using an iPad to take photos ● Studying the works of Henri Rousseau - exploring his works and discussing how his lack of travel meant that he needed to use his imagination ● Using “Jack and the Beanstalk” as a stimulus to name the different parts of a plant ● Designing castles and beanstalks in the construction area based around the story “Jack and the Beanstalk” ● The students will learn about maple syrup from Canada - where does it come from? How is it made? and then they will get to cook and taste their own pancakes using a variety of toppings like different berries and Canadian maple syrup ● The students will learn about past cultures and food traditions like churning butter - How did they do it? How has the process changed today? (link to different types of food technology and machines) ● The students will use junk modelling materials to make ‘The Flint Lockwood Diatonic Super Mutating Dynamic Food Replicator’ from the film Cloudy With a Chance of Meatballs ● using different coloured fabrics and patterns to create African art and fashion inspired by the story “Handa’s Surprise” 	
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GGL
Reception – Academy specific vision, ethos, Learning Model and priorities
Summer 2, 2022

Greenside

Teaching film – about, through and making film: Each week, the Reception students will watch a new episode of “Down on the Farm ” as our hook for the week, exploring a variety of learning themes from there. The students will be encouraged to think about stereotypes of farmers, and how this TV series subverts those. The TV series will encourage the students to build a closer connection with the food they eat and better understand the journey of food from “Farm to Fork.” Stemming from this, the students will engage in critical discussions about the importance of eating locally grown food and supporting local farmers and producers.

Experiential Learning Model: The Reception 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 farm animals like our class ducklings. Our

class ducklings will give the students an opportunity to learn more about the responsibilities of looking after farm animals as well as some of the unfortunate realities that go with looking after animals, which will help us to better understand the different roles and responsibilities of local farmers.

Questioning: The focus for this term will be on using open-ended and reasoning questions suitable for all students's learning abilities. The students will gain a better understanding of food and farming through questions like: Where does our food come from? How does it get here? Why is it important to have a balanced diet and eat a wide variety of foods? How is food grown or produced? What is the journey that food takes and how does the journey of food affect our planet? How does food around the world change or differ depending on culture or religion?