

Word of the Week (CL)			 Medium Term Planning YEAR GROUP – Reception TERM – Summer 1 TOPIC: FOOD GLORIOUS FOOD PURPOSE FOR LEARNING: to know different types of food. to know where food comes from. to talk about your favourite foods and be introduced to new foods. Focus Texts and Rhymes: <u>The Biscuit Bear</u> The Tiger who came to tea Oliver's Vegetables Oliver's fruit salad Non-fiction texts – recipe books Jesus fed the 5000 (RE) 5 currant buns 5 fat sausages Pat a cake	Communication and Language & Literacy		
1. NUTRIENTS – Nutrients are substances found in food that carry out certain jobs in the body. UTW/SCIENCE LINK	2. CHURCH – A place of worship for Christians RE LINK – Visit to St Hilda's	3. COMPOSITION – The way things are arranged or put together. MATHS LINK		1. Memory game: hide objects linked to 'The Tiger Who came to Tea' under a cloth. Take away an object without chdn noticing. What is missing? Repeat by changing arrangement too.	2. Have a selection of foods in a tuft tray – tins, packets, fresh. Children to sort them and discuss the foods available. Talk about the place they would live in a kitchen. And WHY it would be best in the fridge or why it wouldn't.	3. 'Biscuit Bear' story focus – making biscuits, retelling the story, writing recipes.
4. CLAMBER – to climb with effort using both hands and feet. LITERACY TEXT LINK	5. APPETITE – a desire to satisfy a bodily need for food TOPIC LINK	6. SHOPPING Buying goods from a shop TOPIC LINK		4. Memory game – I went to the café and ate a _____. Next children repeat and adds another thing they ate. Etc. Adapt – draw pictures on post its stuck on chn to support memory.	5. What's your favourite food and why? Circle time discussion Write and draw.	6. Naming items from a shop and writing these into a shopping list.
Maths (M) <i>White Rose and Mastering Number</i>				Expressive Arts and Desgin (EAD)		
1. Compare mass Find a balance Mastery - Counting, ordinality and cardinality- counting larger sets and things that cannot be seen	2. Explore capacity Mastery - Subitising to 6, including in structured arrangements.	3. Compare capacity Mastery - Composition – 5 and a bit	1. Music - Sing up – Slap clap clap Lesson 1 Art - Fruit and vegetable printing – making a pattern	2. Music - Sing up – Slap clap clap Lesson 2 Drama - Act out our RE story – Jesus feeds the 5,000	3. Music - Sing up – Slap clap clap Lesson 3 DT: Food collaging – my favourite foods.	
4.. Select shapes for a purpose Mastery - Composition – Composition of 10	5. Rotate shapes Mastery - Comparison – Comparison linked to ordinality – play track games	6. Manipulate shapes Mastery - Subitise to 5 – Introduce the Rekenrek	4. DT – Fruit skewers Choosing fruits and making a skewer.	5. Art- observational drawings/ paintings of food.	6. DT – using clay/ salt dough to make representations of fruit and vegetables	
Understanding the World (UtW)			Role play area: Café/Restaurant	PSED <i>Jigsaw</i> RE <i>ALS Sacre</i>		
Being and keeping healthy Plymouth Science – Lesson 1	2. Being and keeping healthy Plymouth Science – Lesson 2	3. Being and keeping healthy Plymouth Science – Lesson 3		1. PSED – Piece 3 “Make friends, Make friends, Never ever break friends.” Children will think of waus to	2. RE – Explore and reenact stories. (L1) Learn the story of ‘Jesus feeding the 5000. (L2)	3. PSED – Piece 4. “Falling out and Bullying” (P.1) Children will explore the impact of unkind words.
Tasting foods from different cultures. Food from different cultures. Ask our families for ideas of foods us to share. Where in our world do these foods originate from?	5. Where does food come from? (Science)	6. What people ate in the past - rations during the war. History		4. RE – (L4-L5) Look at stories from the Sikhi and Islam religions. Explore how stories are passed on and retold through families. <u>Link to EAD – drama to reenact scenes?</u>	5.PSED – Piece 5. “Falling out and Bullying” (P.2) Children will explore the impact of unkind words.	6. PSED – Piece 6 Being the best friends, we can be.
Literacy						
1. Read the story of the biscuit bear. Identify which food type this book was about. Talk about their favourite biscuits. Allow opportunities for sampling biscuits today. Children to write about their favourite biscuit and why. A – draw and name the biscuit.		2. Children will be preparing to write their own version of the story. They need to invent their own character to become a new friend for Biscuit Bear, eg biscuit zebra. They will draw a picture of their new character and then write its name too. Focus on capital letters for names. Children will write about their new character. In the middle of the book Biscuit Bear creates a scene with a performance. What will your character be able to do in the story? Write imaginative sentences about their new character and what skill they showcase in the performance.		3. Use 'beginning, middle, end' story language to the children. Retell the story using these three elements. What happened at the beginning of the story? What happened at the end of the story? Everything else is the middle of the story. Use story S sequence of pictures. Children will talk through the biscuit bear story using the pictures. Create their own story by sticking post it notes over the top of the existing pictures and drawing pictures.		
4. Choose a part of the story that you have changed. Write about this part of the story. What does your new Biscuit character do in your story?						