



The Creative Learning Journey

Food, Glorious Food (Topic) Maple

Wow Starter: Food tasting and food art.

Final Event: Making Fairtrade snacks.
A visit to a supermarket (Farm to Fork Trail).



PSED & RELIGIOUS EDUCATION

Making relationships 0-5

- 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 children, e.g. finding a compromise.

Making relationships 0-5

- Children play co-operatively, taking turns with others.
- They take account of one another's ideas about how to organise their activity.
- They show sensitivity to others needs and feelings.
- They form positive relationships with adults and other children.

Self-confidence and self-awareness 0-5

- Children are confident to try new activities.
- They say why they like some activities more than others.

Self-confidence and self-awareness 0-5

- Children are confident to try new activities.
- They say why they like some activities more than others.

- They are confident to speak in a familiar group, will talk about their ideas.
- They will choose the resources they need for their chosen activities.
- They say when they do or dont need help.

Managing feelings and behaviour 0-5

- 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.

Managing feelings and behaviour 0-5

- Children talk about how they and others show feelings.
- They talk about their own and others behaviour, and its consequences.
- They know that some behaviour is unacceptable.
- They work as part of a group or class, and understand and follow the rules.
- They adjust their behaviour to different situations, and take changes of routine in their stride.

EXPRESSIVE ARTS AND DESIGN

Exploring and using media and materials 0-5

- 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.

Exploring and using media and materials 0-5

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative 0-5

- 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 children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Being imaginative 0-5

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

SPRING TERM 1

PSED (SEAL - Going for goals)

The children will think about their goals for learning this year and discuss what they will need to do in order to achieve them. We will have a focus week on Fairtrade, finding out what Fairtrade is, how it helps people and making comparisons between the lives of different farmers. The children will also focus on one of our British Values - Democracy. They will discuss the importance of listening to and valuing each other's views, making decisions together and how voting works.

R.E.

The children will be thinking about the question "Are some foods special?" They will have opportunities to look at and discuss the kinds of food eaten at celebrations, including birthdays, Christmas, Easter and Chinese New Year. They will then learn about foods connected with Jewish festivals e.g. Rosh Hashanah, Kasher, Pesach.

SPRING TERM 2

PSED (SEAL - Good to be me)

The children will explore their understanding of different feelings - happy/sad/worried/jealous/angry, and how they can express those feelings appropriately. They will also think about the things that make them feel proud, and discuss whether it is okay to show off what you're good at? The children will also think about the British Value of "mutual respect" and the importance of treating others as they wish to be treated.

R.E.

The children will think about the question "Why do Christians celebrate Easter"? They will learn the Easter story through books, film and roleplay. They will discuss things that are special at Easter - hot cross buns/symbols and focus on why the cross is special to Christians.

Food, Glorious Food (Topic) Maple

SPRING TERM 1

Geography

The children will explore a variety of different fruits and try to guess where they are grown. They will find out where some of their favourite foods come from and how they are made. They will use stories, role play and film clips to find out about the role of a farmer in the UK. They will also learn about countries with Fairtrade farmers.

Science

The children will conduct a number of scientific investigations based around plants and changes. They will learn about the life cycle of a plant and find out what conditions are best for plants to grow. They will also explore how food can change when it is heated or frozen.

SPRING TERM 2

Computing

The children will learn how to use iPads to present their work. They will record and photograph their cooking sessions and then use them to create an interactive recipe e-book.

Science

The children will find out more about different types of food. They will learn about the different food groups and also develop a better understanding of healthy and unhealthy food. They will create balanced meal plates and find out about other ways that they can stay healthy.

SPRING TERM 1

Art - The children will explore the use of food in art. They will look at the work of Giuseppe Arcimboldo and create their own food faces. They will also use fruit and vegetables to print, draw and paint with. Linked to Science, the children will create a collage to show the different parts of a plant.

DT - The children will take part in lots of cooking activities. Linked to our work on Fairtrade, the children will have opportunities to make a food and drinks using Fairtrade items (lemonade and banana bread).

Music - Weekly sessions with Mrs Broadhead. The Musical Focus: High and low Sing high and low notes, develop listening skills through matching movement to pitch.

SPRING TERM 2

Art - The children will develop their pencil control and observational skills by attempting some still life drawings of fruits/vegetables. At the end of term, the children will make an Easter card with a cross design (linked to R.E.)

DT - The children will take part in a variety of food based D.T. work. They will design and create pancake toppings on Shrove Tuesday, prepare a very healthy fruit salad, and design and make a healthy sandwich. They will also be using a variety of junk modelling objects to design a make a basket strong enough to carry Curious George's shopping.

Music - Weekly sessions with Mrs Broadhead. Musical Focus: Structure. Accompany songs with repeating patterns using body percussion and instruments.

OUTDOOR LEARNING

The children will explore the season of winter. They will create a winter display for the Outdoor Learning board, make frost pictures and look at how creatures survive the colder months.

PHYSICAL EDUCATION

Moving and Handling 0-5

- Can stand momentarily on one foot when shown.
- Can catch a large ball.

Moving and Handling 0-5

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, 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.

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

- Children know the importance of good health of physical exercise, and a healthy diet.
- They talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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Moving and Handling 0-5

UNDERSTANDING THE WORLD

People and communities 0-5

- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

People and communities 0-5

- Enjoys joining in with family customs and routines.

People and communities 0-5

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children dont always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world 0-5

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

The world 0-5

- Looks closely at similarities, differences, patterns and change.

The world 0-5

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology 0-5

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers.

Technology 0-5

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Technology 0-5

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.



Wow Starter: Food artwork and food tasting.

MATHEMATICS AND COMPUTING

Numbers 0-5

- 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.
- 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.

Numbers 0-5

- Children count reliably with numbers from one to 20, place them in order.
- They can say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers.
- They count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Shape, space and measure 0-5

- Orders two items by weight or capacity.
- Beginning to use everyday language related to money.

Shape, space and measure 0-5

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

The children will continue to work on sharing ideas and listening to each other during group and partner work. The children will also have to opportunity to speak to a variety of audiences, for example, during Maple's sharing worship.

SPRING TERM 1
Addition and Subtraction
The children will begin learning how to add and subtract using practical methods. They will learn how to find one more and one less for amounts up to ten, then 20. They will develop their mathematical vocabulary linked to addition and subtraction, and also learn to how to find answers by counting on and back.

Statistics
The children will learn how to collect information by asking questions such as "What is your favourite fruit?". They will then learn how to share the results with others by creating pictograms and block graphs.

SPRING TERM 2
Division and Fractions
The children will learn how to share quantities of objects into equal groups and share quantities of objects between different groups. They will also learn how to find half of a quantity of objects and ways to demonstrate their understanding through practical and written methods.

Multiplication
The children will learn how to double quantities of objects and learn how to solve doubling problems using practical and written methods.

Measurement
The children will learn how to measure and compare weight. This will be linked to cooking and the use of non-standard units. They will also begin to explore money and learn how to recognise coins through a variety of roleplay situations.

SPRING TERM 1

Information Texts (How Did That Get in my Lunchbox)

Narratives
The children will use the story "Handa's Surprise" to gain an understanding of story structure. They will explore the story practically, identifying and tasting the fruits from the story. They will then work on descriptive language to talk and write about these fruits.

Recounts
The children will learn how to write a recount of something they have done. They will learn how to use some basic conjunctions (linked to SPaG work). The children's recounts will be linked to a variety of Science investigations that will take place during Topic time.

Food, Glorious Food (English and Maths) Maple

SPRING TERM 2

Narratives (Oliver's Vegetables, Oliver's Fruit Salad, Vegetable Stew)

The children will learn about the structure and purpose of these stories. They will have opportunities to discuss and respond to the stories. They will discuss character's feelings and actions. They will then work together to write their own version of the story.

Instructions
The children will learn about the purpose and features of instructional writing. They will learn about the use of "bossy verbs" and use them to write a set of simple instructions. The children will also follow and write their own recipes linked to DT work.

Poetry
The children will learn about different styles of poetry and the language features that are used, for example, similes and adjectives. They will also explore the use of alliteration and rhyme in poems that they hear and write.

COMMUNICATION AND LANGUAGE

Listening and attention 0-5

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.
- Children listen attentively in a range of situations.
- They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding 0-5

- 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.

Understanding 0-5

- Children follow instructions involving several ideas or actions.
- They answer how and why questions about their experiences and in response to stories or events.

Speaking 0-5

- 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.
- 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.

Speaking 0-5

- Children express themselves effectively, showing awareness of listeners needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

LITERACY

Reading 0-5

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.

Reading 0-5

- 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.
- 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.

Reading 0-5

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

Writing 0-5

- 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.

Writing 0-5

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

