

# Food for all



# Hazel Class

## Successful Learners

### Areas of Learning

#### Personal, Social and Emotional Development

We will be talking about how our actions affect others.

We will be practising resolving conflicts with other children by negotiating compromises.

#### Physical Development

We will be moving on, under and around different apparatus.

We will be using tools to complete different tasks.

We will be practising holding our pencil correctly.

#### Expressive Art and Design

We will move rhythmically to music

We will be making representations of different foods.

Imaginative role play : A cafe

#### Communication and Language

We will be practising following instructions.

New vocabulary will be introduced, relating to food and the children will be encouraged to extend their sentences

#### Understanding the World

We will learn about different occupations

We will talk about what makes us special and about our similarities and differences in relationships to our family and friends.

We will talk about our family customs and routines.

#### Mathematics

We will be exploring and recognising numbers in the environment.

We will be counting and making comparisons between quantities

Measuring and using the language of length, weight, time and money.

Exploring shapes in the environment, learning their names and properties

#### Literacy

We will be reading and learning about The gingerbread man, Poems about food, the Diwali and Christmas story.

Phonic activities according to ability

We will be writing lists, labels, captions, speech bubbles and sentences according to our ability.

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|---|---|---|---|
| Confident Individuals   | Responsible Citizens  |   |   |
| Enterprise  | Enrichment  | Spiritual and Moral   | Communities                                   |
| As enterprising people we will work with money and visiting the supermarket and a café. | To enrich our learning we will be visiting a café and supermarket<br>Playing in a role play café. | In our spiritual and moral development we will learn about Diwali and Christmas | We will be visiting the supermarket and café. |

### Key Objectives

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| <h4>Personal, Social and Emotional Development</h4> <p>Interested in others' play and starting to join in<br/>Shows understanding and cooperates with some boundaries and routines<br/>Can select and use activities and resources with help<br/>Takes steps to resolve conflicts with other children, e.g. finding a compromise<br/>Initiates conversations, attends to and takes account of what others say<br/>Explains own knowledge and understanding, and asks appropriate questions of others<br/>Aware of own feelings, and knows that some actions and words can hurt others' feelings<br/>Beginning to be able to negotiate and solve problems without aggression<br/>Confident to speak to others about own needs, wants, interests and opinions</p> | <h4>Mathematics</h4> <p>Recognises some numerals of personal experience<br/>Counts objects to 5, 10 and beyond<br/>Uses the language of more and less<br/>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.<br/>Shows awareness of shapes in the environment<br/>Uses positional language<br/>Uses the language of size<br/>Orders according to length and height<br/>Uses everyday language related to time and money<br/>Orders and sequences familiar events.</p> |
| <h4>Communication and Language</h4> <p>Shows interest in play with sounds, songs and rhymes<br/>Identifies action words by pointing to the right picture<br/>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts<br/>Maintains attention, concentrates and sits quietly during appropriate activity<br/>Two-channelled attention<br/>Responds to instructions involving a two-part sequence. Understand humour, e.g. nonsense rhymes<br/>Asks and answers why and how questions</p>  | <h4>Understanding the World</h4> <p>Talks about why things happen and how things work<br/>Shows an interest in different occupations and ways of life<br/>They know about similarities and differences between themselves and others and among families, communities and traditions<br/>Comments and ask questions about aspects of their familiar world such as the place where they live.</p>  |
| <h4>Physical Development</h4> <p>Improving and developing fine motor skills by mark making and manipulating sensory materials<br/>Learning to move rhythmically and respond to different kinds of music in large spaces.<br/>Building up the confidence in independent self-care, i.e. dressing up, washing hands, using the toilet<br/>Improving balancing and coordination during PE sessions.</p>  | <h4>Expressive Arts and Design</h4> <p>Enjoys joining in with dancing and ring games<br/>Manipulates materials to achieve planned effect<br/>Constructs with a purpose in mind using a variety of resources<br/>Works with and manipulates different textures</p>  |
| <h4>Literacy</h4> <p>READING Looks at books independently<br/>Knows that information can be relayed in the form of print<br/>Begins to read words and simple sentences<br/>Phonic activities related to ability</p>   | <p>WRITING Ascribes meaning to marks they see on different places<br/>Gives meaning to marks they make as they draw, write and paint<br/>Attempts to write short sentences in meaningful contexts<br/>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p>   |