

Please note ....This topic web is intended as a guide and may be subject to change in order to address the interests of the children as the spring term progresses.

### Communication and Language

To follow simple instructions

- Play games such as Simon Says
- Puppet play

To begin to extend vocabulary and explore the meanings of new words related to the food theme

To listen to stories with interest, increasing attention and recall.

To understand simple questions such as who, what and where in conversations.

### Literacy

To begin to enjoy listening and responding to an increasing range of books and repeating some words or phrases from familiar stories.

To fill in the missing words in rhymes or phrases.

To distinguish between the marks they make and to sometimes give meanings to the marks they make.

Books

Oliver's vegetables & Oliver's Fruit Salad – Vivian French  
Traditional tales such as : Enormous Turnip, Little Red Hen, The magic Porridge Pot  
Handa's Surprise – Eileen Browne  
Biscuit Bear – Mini Gray  
Pizza Princess – Miriam Simon

### People and Communities

To learn about food from around the world through stories and food tasting.

To talk about their favourite foods.

To represent their own experiences of food and show an interest in different occupations and ways of life through role play situations .

### The World

To look closely at different fruits and vegetables and begin to develop the vocabulary to describe how they look, feel and taste.

To create their own fruit salad.

To talk about some of the changes they notice during food related activities such as:

- Making a pizza
- Baking biscuits

### Personal Social and Emotional Development

To separate from main carer with support

To begin to be interested in others play and join in.

To seek comfort if needed.

To learn the boundaries & expectations of the classroom setting.

Books:

Starting School – Janet & Allan Ahlberg

Alfie Lends a Hand – Shirley Hughes

Farmer Duck – Martin Waddell & Helen Oxenbury

## Food Glorious Food



## Autumn 1 – 2020: Foundation 1

### Technology

To understand how to operate mechanical toys such as wind up and friction toys.

To understand how to play simple games on the smartboard with adult support.

### Physical Development

To begin to develop independence when putting on and taking off coats.

To begin to handle tools such as pencils, scissors, tweezers and paintbrushes, and to use some control of these tools.

To move confidently around the classroom and outdoor area in a range of ways.

### Maths

#### **Number**

To begin to recite some names in sequence.

To subitise numbers to 3 in different contexts and different arrangements.

To use numbers and number names spontaneously in their play and talk about numbers that are significant to them such as their age or their house number.

#### **Shape Space and Measure**

To understand and use some time related vocabulary such as soon, before or later in relation to every day events

- Discussing the sequence of the timetable for the day every morning.
- Sharing own news
- Talking about stories

### Expressive Arts & Design

To join in with a range of songs such as:

Five currant Buns in a Baker's Shop

One Potato, Two potato

Apples & bananas

Oats & Beans & Barley Grow

To create models using a range of different materials and construction kits.

To experiment with blocks and colours and marks by printing with different shaped vegetables.

To engage in imaginative role play based on first hand experiences, such as shops and cafes.