

	Year group: Reception	Area/topic: Food and Nutrition
	<p>(objectives from NC/ELG/Development matters)</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make (Three – Four)</p> <p>Develop their own ideas and then decide which materials to use to express them (Three – Four)</p> <p>Join different materials and explore different textures (Three – Four)</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used. (ELG)</p>	

Prior learning	Future learning
Children will have some experience to looking at, feeling and trying new foods.	Children will continue to develop their skills of cooking and making food They should also think about what steps to take independently.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will experience and have a go at making sandwiches for their ball. They should use simple and basic cooking skills, and know the steps to hygiene.	Children to create a bus shelter role play area with some support and guidance from the adults in the room. Children to think about how their role play area should look and what should be included.
Key vocabulary	
Hygiene Cutting Spreading Washing hands	

Common misconceptions	Books linking to this area
Children might not understand that they are not eating the food there and then. Children might not understand that everytime they are unhygienic they will need to rewash their hands.	Oliver's Fruit Salad The Runaway Pea
Memorable first hand experiences	Opportunities for communication
Making their own food that will be tasted by their friends and family at their fairytale ball.	Children will be able to discuss the steps they have taken with their friends and family at the ball that they have taken to create their sandwiches.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Visual aids Modelling – through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards Verbal responses being scribed by adults Large scale if fine motor is a barrier

Social, Emotional and Mental health

- Allow access to a quiet area
- Give them a special role to boost their self-esteem
- Seat pupil with more confident friend – talking partners
- Now and next board
- Sand timer
- Step by step guides with visuals/pictures/photos

Sensory and Physical

- Chunky crayons/paintbrushes
- A range of tools/scissors
- Gloves for sensory issues
- Explore new materials
- Carpet space position
- Reduce background noise
- Mixing and painting with body parts