

Early Years Foundation Stage Medium Term Planning.

Term: spring		Topic: growth and change, cooking	Cycle: 3
Characteristics of effective teaching and learning focus: Playing with what we know; Being involved and concentrating; Making links			
Area of learning and development	Activity starting points	Core experiences relating to the topic	
PSED	<ul style="list-style-type: none"> • Intensive Interaction • Building on real life experiences – dressing up, brushing hair etc. • Caring for others – brushing each other’s hair etc. • Caring for the environment – planting bulbs etc. • Developing co-operative play • Cultural diversity of resources, using real objects • *Heuristic Play 	<u>Role play/object play/treasure baskets:</u> <ul style="list-style-type: none"> • Kitchen • Pots, pans and wooden spoons • Washing up sponges, brushes, bowls <u>Songs and action rhymes:</u> <ul style="list-style-type: none"> • Butter, flour, eggs and sugar • popcorn • On top of spaghetti • Jelly on a plate • 6 fat sausages sizzling in a pan <u>Stories/books/poems:</u> I like baked beans Simple children’s recipe books, e.g. Annabel Carmel	
COMM	<ul style="list-style-type: none"> • Intensive Interaction • Vocalising and changing sounds made • Learning specific vocabulary alongside real objects, photos, signing and symbols (as appropriate) • Making books, changing images • Songs, stories • *Heuristic Play 		
Sensory and motor (PD)	<ul style="list-style-type: none"> • Health and body awareness • Whole body movement e.g. curling, stretching, rolling, jumping etc • Using hands and tools e.g. in tactile play • Manipulating objects and media e.g. playdough, soil • Treasure baskets related to topic • Filling and emptying containers • Pushing wheelbarrow, carrying pots, logs etc. outside • cooking • *Heuristic Play 	<u>Drama games:</u> <u>Topic Vocab:</u> <ul style="list-style-type: none"> • Cooking • Hot • Food • Cake 	

<p>Exploration (maths, literacy, UW and EAD)</p>	<p><u>UW</u></p> <ul style="list-style-type: none"> • Filling and emptying • Hiding and finding • Making changes • Exploring outdoor and wider school environment • Making changes e.g. cause and effect and mark making computer programmes <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Building and knocking down • Counting resources • Charting growth – noticing things getting bigger • One and lots • Collections of objects and sorting <p><u>EAD</u></p> <ul style="list-style-type: none"> • Face and body painting • Moving our bodies <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Opportunities for mark making 	<ul style="list-style-type: none"> • Biscuit • Yummy/yuck • Like/don't like <p><u>Developing self-care skills (link to role play/dressing up):</u></p> <ul style="list-style-type: none"> • Washing up • Dressing for cooking, e.g. putting on aprons etc. • Cleaning surfaces for cooking <p><u>Working with families:</u></p> <ul style="list-style-type: none"> • Invite parent in to cook with the children a simple family recipe <p><u>Specific outside activities:</u></p> <ul style="list-style-type: none"> • Cooking utensils in the sand/water/compost <p><u>Specific creative activities:</u></p> <ul style="list-style-type: none"> • scones, • biscuits, • cakes • chapattis • recipes that can be repeated frequently, with minimal ingredients so that children can begin to learn them and have increased understanding about them • Add water to lentils, rice, pasta, oats, cereal • Play-dough
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*Heuristic.

Heuristic play describes the activity of babies and children as they play with and explore the properties of objects. These objects are things from the real world. The use of treasure baskets is an example of this.