



How do I look after myself?- food to help me grow



Autumn Term: 6 weeks Enhanced Opportunities and Adult-led Tasks

Creative

- Printing with fruit and veg
- Making a fruit salad/ fruit smoothie. **Adult led**

Reading/ Listening

- Handa's surprise/ Hen- story time- **Adult led**
- Growing up in South Africa N/F
- Olivers fruit salad/ vegetables/ milkshake
- Sound talk- can you find the a-p-p-le?
- Storytalk- Handa/ the hungry giant- **Adult led**

Writing

- Making name in fruit and veg pieces-
- Initial letter formation of fruits and veg
- Sound talk- can you find the a-p-p-le?
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Maths

- Counting the fruit in a bag/ segments in a whole piece of fruit, peel and discover More and less compare the quantity/ size / weight/ pieces - **Adult led**
- Voting for favourite fruit/veg, compare the results
- Heavy and light- compare 2 fruits/ veg

Outdoor

- Fruit and veg sorting
- Seed planting

Tuff Spot/ Malleable

- Fruit chopping/ vegetable chopping
- Frozen fruit and vegetable segments
- Frozen peas- pots and scoops
- Rice and markers
- Fruit mats

Game

- Fruit/ vegetable kim's game
- 3D shape game- box jenga
- Feely bag with fruit and veg
- Mini fruit- give me game

Media and Materials 2D &3D

- Fruit and veg ateller
- Feely bag, describe texture
- Close observation drawings
- Fruit and veg rubbings

Water/Sand

- Fruit/ veg pieces in the water with sieves/ food packaging
- Whisks and bubbles/ foam
- Juice cartons
- Fruit moulds

Investigation

- **Adult Led**-using fruit to dye fabric
- Egg exploration
- Senses – what does it feel, sound, look, taste like?
- What will be inside?- the egg, the passion fruit, the guava

Construction

- Fruit/ vegetable towers
- Exploring food packaging- 2D and 3D shapes
- Box/ Junk jenga- how high can you build it?- **Adult led**
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Music

- Old MacDonald- fruit shop/ veg shop
- **Adult led** Syllable clapping/ beating with the instruments- **Adult led**
- Handas surprise song

Small World

- **Dinosaurs and broccoli forest/ cabbage leaf environment**

Fine Motor/Gross Motor

- Wrapping playdough sweets
- Painting with chocolate- pincer grip (FM)
- Frozen peas using tweezers(FM)

Role Play

- **Market stall**
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Adult-Led Task	Fruit Tasting/ exploring/ counting	Box/Junk Jenga	Counting fruit / segments	Healthy Eating smoothie / milkshake making	Settling in -support	Child Initiated choices
Activity Description	<p>Exploring different fruit Count the number of segments. Talk about the texture, peel, skin, edible, inedible <u>Estimate</u> how many segments will be in the grapefruit, satsuma etc Talk about whole, half, segments, pieces Describe the different flavours- sweet, juicy, sour, bitter etc Look at different types of fruits- soft fruits, orchard fruit, citrus fruits, fruit from the uk, fruit from other countries – Express preferences and be aware that not everyone enjoys the same ones. Use senses and talk about how they look, feel, taste and smell both outside and inside.</p>	<p>Look at a range of food packaging/ containers Exploring boxes and containers- what was inside this box, packet, pot Talk about the properties of the boxes and pots, curved, flat, deep, pointy, round etc Practise building and balancing with the boxes being careful not to knock it over- explore when the tower is more/ less stable – a bigger bottom or a smaller bottom? .Can we make it taller? Is that the best one to use next, why is it wobbly, can anyone else put a box on top, have you made it easy or difficult for them to continue making the tower?</p>	<p>Looking at bags, trays, nets of fruit and guess/ estimate how many they think there are. Can you think how many there might be? Some will be easier than others such as a tray of 4- children may be able to subitise. Talk about making a sensible guess- are there any clues on the packet to help us know- such as a label? Count the whole fruit using different 1-1 techniques such as lining up- moving from one place to another, finger touching. Explore inside- how many pieces will there be, how many segments. Use term whole, half and quarter if the fruit has to be cut or can be segmented in that way. Are there always the same number of segments? What if we try another one? Ensure accurate counting, modelling techniques and using any mistakes as teaching points. Talk about where the fruit was grown- look at any labels.</p>	<p>What foods are healthy/Unhealthy Talk about how we look after our bodies. Why we need to eat food Talk about personal likes and dislikes Relate to a healthy diet- why we have fruit and milk at school and not sweets and fizzy pop. Discuss what our bodies need lots of and what we should eat less of and less often. Develop an aware of fruit and vegetables- eat a rainbow everyday. Combine ingredients to make a healthy milkshake/ smoothie using fresh fruits and vegetables- which flavours shall we mix together. Talk about whether we need to prepare the fruit or veg- wash it, peel it, chop it, de seed it, remove leaves/ hulls etc Try the smoothies- talk about the flavours and textures, sweet, sour, bitty, smooth</p>	<p>Supporting new children to settle into nursery. Support to be given to help children feel safe and secure and helping them in developing independence skills with their coats, personal belongings and in hygiene routines. Develop understanding and awareness of our rules and the build a better me keys</p>	<p>Take note of children's interests and preferences from their pre-starter form to provide opportunities to help make them feel secure</p>



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<p>3 – 4 aspects contributed to</p>	<p>C&L- Understand a question or instruction that has two parts. Use a wider range of vocabulary. Be able to express a point of view Phys- Make healthy choices about food, Show a preference for a dominant hand. Maths Recite numbers past 5. Make comparisons between objects relating to size, length, weight and capacity. Compare quantities using language: 'more than', 'fewer than'. U the W Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>	<p>C&L Use a wider range of vocabulary. PSED Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Phys Choose the right resources to carry out their own plan. U the W Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Exp Arts & D Join different materials and explore different textures. Maths Select shapes appropriately: flat surfaces for building Combine shapes to make new ones Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p>PSED Play with one or more other children Maths Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. U the W Talk about what they see, using a wide vocabulary. Know that there are different countries in the world Explore collections of materials with similar and/or different properties.</p>	<p>C&L Use a wider range of vocabulary. Understand 'why' questions Develop their communication Can start a conversation with an adult or a friend and continue it for many turns. Phys Make healthy choices about food, drink, activity and toothbrushing. U the W Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>PSED Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Phys Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. C&L Can start a conversation with an adult or a friend Can find it difficult to pay attention to more than one thing at a time</p>	<p>PSED Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations.</p>
<p>Adult-Led Task</p>	<p>Extending vocabulary and syllable clapping Say the new words for the different fruit and vegetables- introducing new words</p>	<p>Using fruit and veg for painting/ dyeing fabric</p>	<p>Story Talking</p>	<p>Storytime</p>	<p>Frozen Peas- fine motor skills Daisy eat your peas drawing</p>	<p>Child Initiated choices</p>



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<p>Activity Description</p>	<p>Explore the sounds of different words related to the different fruits and vegetables- guava, butternut squash etc Practice saying the different syllables and clapping the words at the same time- how many syllables- how many claps? Sing along with the piano and also play instruments to the syllable beats. Say the words with different voices and feelings such as angry, sad, loud, quiet, happy</p>	<p>Exploration Talk about and explore the different colours of fruits and vegetables- are they the same colour on the inside and the outside. Squeeze the juice and look at the colour. Model using a paint brush or a cotton bud to make marks with the juice on paper and on fabric. Try dyeing strips of fabric with different juice to see what colour it makes it. Children to mash fruit/ veg etc to see if they can extract some juice- try berries, beetroot, squashes, oranges etc Talk about what they observe and any difficulties/ differences in how to extract the juice.</p>	<p>Story talking- related to the Handa's Surprise and the Hungry Giant stories Ensure that the children have had lots of opportunities to listen to the story. Use the photo of the front cover of the book and ask the children what the story is called. Ask them to tell the story and staff to scribe their exact responses. Read their story back to them asking if there was anything else they wanted to add to their story.</p>	<p>Listening to different stories related to fruit, vegetables and healthy eating Listen and pay attention, talk about some of the things that happened in the story Staff to ask how and why questions related to the story Recall the story in order Become familiar with features of books such as cover, title, author, l-r orientation top to bottom</p>	<p>Fine Motor skills To use a pincer grip and pinch the frozen peas before collecting and posting in their collection jar. Use tweezers as alternative to fingers to strengthen their pincer grip and their finger strength as well as developing their hand eye coordination. Compete with friends and count out the number of peas they have managed to successfully collect and post. Use the video of drawing Daisy and follow the instructions to make their drawing.</p>	
<p>3 – 4 aspects contributed to</p>	<p>C&L Use a wider range of vocabulary. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Literacy Develop their phonological awareness, so that they can count or clap syllables in a word- Exp Arts and Design</p>	<p>C&L Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Can start a conversation with an adult or a friend and continue it for many turns. PSED Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Physical</p>	<p>C&L Enjoy listening to longer stories and can remember much of what happens be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Literacy Engage in extended conversations about stories, learning new vocabulary.</p>	<p>C&L Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions be able to talk about familiar books, and be able to tell a long story. Literacy Understand the five key concepts about print:- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing.</p>	<p>PHYS Use one-handed tools and equipment Show a preference for a dominant hand. Maths Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Exp Arts</p>	



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	<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment Show a preference for a dominant hand. Maths Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' U the W Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Ex Arts and Design Explore colour and colour-mixing.</p>		<p>Engage in extended conversations about stories, learning new vocabulary. Exp Arts and Design Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	
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