



Spring		Food					
Prior learning							
Lesson objectives	Understand the importance of staying healthy Describe a balanced diet Know the difference between healthy and unhealthy food	Understand which vegetables grow overground or underground Name several types of vegetables Identify three different types of vegetables	Identify if a fruit tastes bitter or sweet Use clues to identify a fruit Identify and describe a range of fruit	Explain where eggs come from Understand stages of a chicken's life Name the parts of a chicken	Understand how milk can be used to keep us healthy Explain what a cow produces Explain where milk comes from	Follow verbal instructions to make a mixture Describe the changes the batter mix goes through as it starts to cook Explain how to measure	Follow instructions accurately Understand the process in making dough Use materials to shape and cut
Key vocabulary	diet exercise tooth healthy fuel	vegetable cabbage cauliflower celery radish	apple orange pear strawberry fruit	chicken egg lay fox chick	cow milk cream cheese butter	pancakes lemon scales sugar fry	noodles wheat flour grain bread
Creative context							
ELG objectives	PSED: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED: Explain the reasons for rules, know right from wrong and try to	CL: Make comments about what they have heard and ask questions to clarify their understanding CL: Offer explanations for why things might happen, making use of recently introduced vocabulary from	UTW: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class CL: Make comments about what they have	PD: Use a range of small tools, including scissors, paint brushes and cutlery EAD: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	UTW: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter PSED: Set and work towards simple goals, being able to wait for what they want	CL: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group	M: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including



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	<p>behave accordingly; M: Compare quantities up to 10 (and beyond) in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p>	<p>stories, non-fiction, rhymes and poems when appropriate</p>	<p>heard and ask questions to clarify their understanding</p>		<p>and control their immediate impulses when appropriate</p>	<p>interactions PSED: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge PSED: Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<p>double facts M: Have a deep understanding of number to 10, including the composition of each number PD: Use a range of small tools, including scissors, paint brushes and cutlery</p>
Future learning	<p>Animals including Humans Year 2 – basic needs (water, food), importance of healthy diet. Year 3 – nutrition. Year 4 - digestion</p>						