



The Valley Primary School Summer 2 Medium Term Planning Science – Little Masterchefs

Year Group(s): Nursery, Reception, Year 1 and Year 2.

Prior Learning & Knowledge *(what knowledge of this topic do the children already have/ include pupil interests)*

It will be helpful if the children have an understanding of healthy eating and why we need to eat/drink.

Learning outcomes and skills: *(make it clear which objectives relate to which year group if mixed age)*

Nursery:

C&L – S (6.1)

Use longer sentences of four to six words.

EAD – CWM (6.1)

Begin to draw with detail, such as representing a face with a circle and including some details.

EAD – CWM (6.5)

Explore different materials freely, in order to develop ideas about how to use them and what to make.

UTW-TNW (6.3)

Talk about what they see, using a wide vocabulary.

EYFS:

C&L – S (9.1)

Participate in small group, class and one-on-one discussions.

EAD: CWM (9.1)

Safely use and explore a variety of materials, tools and techniques

EAD – CWM (9.2)

Share their creations, explaining the process they have used

KS1:

To find out about, and describe the basic needs of animals, including humans, for survival (water, food and air).

To think about the importance of using the correct tools for a task.

To understand why Health and Safety rules are important.

To identify and compare the suitability of a variety of everyday materials

To understand the importance of correctly storing food.

To know the importance of a balanced diet.

Key concepts:**NC Objectives –**

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Key vocabulary:

Nursery: health, diet, chef, tools, rules

Reception: healthy, diet, chef, tools, rules

KS1: healthy, balanced diet, chef, masterchef, utensils, Eat Well plate, health and safety, rules

Continuous Provision: See weekly planning sheet for EYFS

Resources: kitchen utensils, chef's hat template, white card, eat well plate, pictures of food, pictures of cupboard, fridge and freezer,

Teaching sequence suggestion

	Learning Objectives (for each year group) <i>EYFS- include area of learning and TMPF score E.G. EAD(BI)7</i>	Teaching Activities <i>(To include adaptations in task, questioning and skills for each year group and mixed age year group)</i>
<p>Week 1</p> <p><i>Questioning Support</i> <i>Adapataion/Assessment 3ppportunities.</i></p> <p><i>Humans Basic Needs</i></p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>KS1 –</u> To find out about, and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>Ask the children what do they think humans need to survive. (water, food, air).</p> <p>Once they have established these three components, <i>ask the children why these things are important. How do these things help us to survive? Who else needs these to survive?</i></p> <p>Discuss why these things are important to survival. Air helps us to breathe, water keeps us hydrated, food gives us energy etc.</p> <p><i>KS1: To write fact file on humans basic needs.</i> <i>Rec: To write a few sentences about humans basic needs.</i> <i>Nursery: With simple wordbank, and support, fill in the gaps in sentences about basic needs.</i></p>
<p>Week 2</p> <p><i>Questioning Support</i> <i>Adapataion/Assessment 3ppportunities.</i></p> <p>What is a masterchef?</p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p> <p><u>UTW-TNW (6.3)</u> Talk about what they see, using a wide vocabulary.</p> <p><u>Reception: C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>KS1:</u> To think about the importance of using the correct tools for a task.</p>	<p><i>Show children the word 'masterchef'. What do they think this means?</i></p> <p>Explain that a chef is someone who can cook food, and a master/mastering is when you've learned to do something really well. Masterchef is a chef who does their job really well.</p> <p>Explain that in school, we have lots of tools to help us. Books, pencils, chairs to sit on etc. <i>What kind of tools would a chef need do his job? Why are they important? Could he do his job without these tools?</i></p> <p><i>KS1: To write a list of tools a masterchef would need, and why these tools are important.</i> <i>EYFS: To create a 'shopping list' of tools a masterchef would need.</i></p>
<p>Week 3</p>	<p><u>Nursery: C&L –S (6.1)</u> Use longer sentences of four to six words.</p>	<p>Recap previous learning about masterchefs and the things they require.</p>

<p>Questioning Support Adapataion/Assessment Opportunities.</p> <p>Health and Safety</p>	<p>EAD – CWM (6.1) Begin to draw with detail, such as representing a face with a circle and including some details.</p> <p>Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions.</p> <p>EAD: CWM (9.1) Safely use and explore a variety of materials, tools and techniques</p> <p>KS1: To understand why Health and Safety rules are important.</p>	<p>Introduce the term 'Health and Safety', <i>what does this mean? Why is it important?</i></p> <p>Discuss any rules the children may have at school or home. <i>Why do they have these rules?</i> Explain rules are needed to ensure things are done properly and to keep us safe. <i>What rules might a chef have?</i></p> <p>Children to make posters about health and safety rules.</p>
<p>Week 4</p> <p>Questioning Support Adapataion/Assessment Opportunities.</p> <p>Chef's Hats</p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words.</p> <p>EAD – CWM (6.5) Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p>Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions.</p> <p>EAD – CWM (9.2) Share their creations, explaining the process they have used;</p> <p>KS1: Identify and compare the suitability of a variety of everyday materials</p>	<p>Recap previous learning about masterchefs and health and safety.</p> <p>Explain to the children that today we are going to be discussing another important part of health and safety as a chef, the uniform.</p> <p>One of the important parts of a chef's uniform is a chef's hat. Show children pictures of a chef's hat. <i>Why is this part of their uniform? Why is it important that they wear this hat when they cook food?</i></p> <p>Discuss the fact they wear these hats to keep their hair out of the way and make sure it does not fall into the food.</p> <p>Children to use white card and template to make and decorate own chef's hats.</p>
<p>Week 5</p> <p>Questioning Support Adapataion/Assessment Opportunities.</p> <p>What are different kitchen utensils made from?</p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words.</p> <p>UTW-TNW (6.3) Talk about what they see, using a wide vocabulary.</p> <p>Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions.</p> <p>KS1:</p>	<p>Recap learning about what kind of tools a chef needs for his job.</p> <p>Explain that different kitchen utensils are made out of different materials, depending on the job they do. Show children some different kitchen utensils, and discuss what they do and what they are made of. <i>Can the children think of why this utensil may be made of a certain material?</i></p> <p>Children to explore the different kitchen utensils and sort them into categories of materials.</p>

	To identify and compare the suitability of a variety of everyday materials	<p>KS1: Write some sentences about why the utensil is made out of that material.</p> <p>EYFS: To sort pictures into categories.</p>
<p>Week 6</p> <p>Questioning Support Adaptation/Assessment Opportunities.</p> <p>Sort the Shopping</p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words.</p> <p>UTW-TNW (6.3) Talk about what they see, using a wide vocabulary.</p> <p>Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions.</p> <p>KS1: To understand the importance of correctly storing food.</p>	<p>Recap the importance of health and safety and following the rules as a chef.</p> <p>Explain we also have to follow health and safety rules when we store food. Why do we think some foods are stored in a fridge, but others can be stored in a cupboard? Why is it important to store them in the right places?</p> <p>Have pictures of food that can be stored in a cupboard and discuss why. Repeat with a fridge and freezer.</p> <p>KS1: Write about what food needs to be stored where. 'I know some foods have to be stored into a freezer, because they need to be frozen to keep them fresh until we want to eat them. These foods are;...</p> <p>EYFS: Sort pictures of foods into cupboard, fridge or freezer.</p>
<p>Week 7</p> <p>Questioning Support Adaptation/Assessment Opportunities.</p> <p>Balanced Diet</p>	<p>Nursery: C&L –S (6.1) Use longer sentences of four to six words.</p> <p>UTW-TNW (6.3) Talk about what they see, using a wide vocabulary.</p> <p>Reception: C&L – S (9.1) Participate in small group, class and one-on-one discussions.</p> <p>KS1: To know the importance of a balanced diet.</p>	<p>Have a look at the Eat Well plate. Does anyone know what this is? Why is this important to our learning?</p> <p>Explain this is the Eat Well plate, and it helps us to know how much we should be eating of certain foods.</p> <p>Why is it important to have a balanced diet? Why can we not just have lots of chocolate and fizzy pop? Have a discussion about food giving us energy and keeping us healthy.</p> <p>Children to draw their own Eat Well plate. EYFS to have template, KS1 to independently draw.</p>

Assessment <i>(linked to learning outcomes for each year group)</i>		
Emerging	Secure	Exceeding
<p><u>Nursery:</u> C&L -S (5.1) Says 3+ words together in simple sentences</p> <p>EAD – CWM (5.4) Express ideas and feelings through making marks.</p> <p>UTW -TNW (5.3) Notices detailed features of their environment.</p> <p>Reception: C&L – S (8.1) Links ideas and sentences, sticking to a main topic</p> <p>EAD – CWM (8.1) To become confident when using a range of tools and techniques.</p>	<p><u>Nursery:</u> C&L –S (6.1) Use longer sentences of four to six words.</p> <p>EAD – CWM (6.1) Begin to draw with detail, such as representing a face with a circle and including some details.</p> <p>EAD – CWM (6.5) Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p>UTW-TNW (6.3) Talk about what they see, using a wide vocabulary.</p> <p>Reception:</p>	<p><u>Nursery:</u> C&L – S (7.1) Uses sentences of 5-8 words or longer</p> <p>EAD – CWM (7.4) Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>UTW-TNW(7.2) Talk about what they see, in more depth, using a wide vocabulary.</p> <p>KS1: To find out about, and describe the basic needs of animals, including humans, for survival (water, food and air).</p>

<p><u>KS1:</u> With support, to find out about, and describe the basic needs of animals, including humans, for survival (water, food and air). With support, to think about the importance of using the correct tools for a task. With support, to understand why Health and Safety rules are important. With support, to identify and compare the suitability of a variety of everyday materials With support, to understand the importance of correctly storing food. With support, to know the importance of a balanced diet.</p>	<p><u>C&L – S (9.1)</u> Participate in small group, class and one-on-one discussions.</p> <p><u>EAD: CWM (9.1)</u> Safely use and explore a variety of materials, tools and techniques</p> <p><u>EAD – CWM (9.2)</u> Share their creations, explaining the process they have used</p> <p><u>KS1:</u> To find out about, and describe the basic needs of animals, including humans, for survival (water, food and air). To think about the importance of using the correct tools for a task. To understand why Health and Safety rules are important. To identify and compare the suitability of a variety of everyday materials To understand the importance of correctly storing food. To know the importance of a balanced diet.</p>	<p>To think about the importance of using the correct tools for a task.</p> <p>To understand why Health and Safety rules are important.</p> <p>To identify and compare the suitability of a variety of everyday materials</p> <p>To understand the importance of correctly storing food.</p> <p>To know the importance of a balanced diet.</p>
---	---	--