

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL
FOOD GLORIOUS FOOD – TOPIC OVERVIEW
YEAR R: SUMMER 1

COVERAGE:

Literacy:

- The 'Oliver' books – Oliver's Vegetables and Oliver's Fruit Salad provide an ideal starting point, supported by a wide range of traditional tales (e.g. Goldilocks, Jack and the Beanstalk)
- **Reading recipes Texts:** first cookery book, eat your peas, little red hen, pancakes, pancakes by Eric Carle, runaway pancake, eating the alphabet by Lois Ehlert, the enormous turnip, the gingerbread man, the giant jam sandwich.
- **Keep a food diary for a week.**

Communication, Language Listening & Attention:

- **Creative thinking...** The three bears are fed up with just eating plain porridge. What healthy toppings could you create for them.
- **Grow your own cress, or beans** - Create your own healthy smoothie. Write down your recipe to share with others.
- **Can you identify these fruits and vegetables** - Can you find out some facts about them?
- **Create a model of a fruit or vegetable** and explain how you made it
- **What a healthy diet looks like** – discuss how we eat lots of different foods to stay healthy. Too much sugary and fatty food is not good for my body or teeth. I need to drink water every day to keep my body hydrated – the journey of 'Bread'

Mathematical Development:

- Lots of opportunities through: - estimating, more/less, calculations, number problems linked to topic – e.g. sharing food, shape, space, and measure - Using everyday language to talk about shape, size, weight, capacity, and volume.

SMSC (including British Values)

- British Values: Shrove Tuesday Individual liberty Mutual Respect the Rule of Law Tolerance of those with different faiths and beliefs Chinese New Year.

Exploring and using Art and Design

- **Exploring and using media and materials** Enhancements to mud kitchen to facilitate experience with a range of media and materials, collage with beans and pulses, observational drawings/paintings of food,
- **Being imaginative** -Gruffalo cafe in mud kitchen, pizzeria in mud kitchen, cafe role-play, smoothie bar role-play, food delivery service, greengrocers, bakery

Understanding the world People and Communities

- **Where does your favourite food come from?** Can you find out and mark it on a map?
- R.E - How do people celebrate? Multi-cultural food event - foods eaten for special occasions. Shrove Tuesday/ Growing vegetables, farm to fork trail, cress, foods around the world Technology using a keyboard, number pad/ keys, operating food blender

Physical development

- gardening - allotment Health and self-care healthy eating (growing own veg - making soups, salads, fruit salad, smoothies, bread), healthy lunch boxes'

VOCABULARY AND LANGUAGE:

Vegetables (from Oliver's Vegetables')

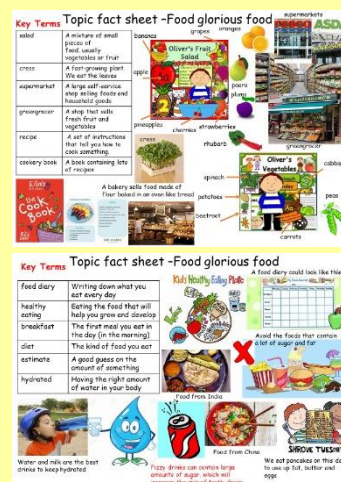
potatoes
carrots
spinach
rhubarb
beetroot
cabbage
peas

Fruit (from Oliver's Fruit Salad)

grapes
pears
oranges
apple
cherries
plums
strawberries
pineapples

salad
cress
supermarket
greengrocer
recipe
cookery book
food diary
healthy eating
breakfast
diet
estimate
hydrated

KNOWLEDGE AND FACT SHEET



Key Questions:

1. Can you name five different fruits?
2. Can you name five different vegetables?
3. What is a healthy diet?
4. What is a recipe?
5. What would you buy from a greengrocer?
6. What food comes from a bakery?
7. What food do we make on Shrove Tuesday?
8. Too much of what food is not good for my body or teeth?
9. What healthy topping could you put on porridge?
10. What do we need to drink every day to keep our body hydrated?

KEY SKILLS AND KNOWLEDGE

- I know the importance of eating healthily
- I know the names and can recognise different fruits and vegetables
- I know that fruit and vegetables are good for me
- I understand that too much sugar or fatty food is not good for me or my teeth.
- I understand that drinking water each day keeps my body hydrated
- I know what is meant by a recipe
- I know that in other countries people eat different foods.

ENRICHMENT:

- Making bread – using a recipe
- Growing beans
- Visit to a greengrocers or supermarket
- Visit an allotment