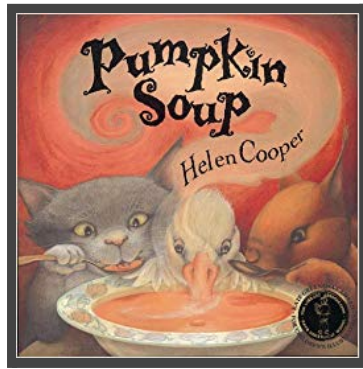


# Plot To Plate



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 1	Plot to Plate	Pumpkin Soup Pipkin of Pepper	History	To settle into Year 1 Working alongside others Independence

**History and Geography objectives coverage**

**History objectives coverage**

Key Question	Ancillary Questions and content focus	History Objectives	Learning Goals, taken from skills progression document
<p>How have kitchens changed?</p> <p>How has what we eat changed over time?</p>	<ol style="list-style-type: none"> <li>1. Why do we ask questions?</li> <li>2. What do objects tell us about life in the past?</li> <li>3. How was cooking and food preparation equipment different in the past?</li> <li>4. How have people changed the way they live over time?</li> <li>5. How and why have kitchen equipment changed?</li> <li>6. When did the kitchen equipment change?</li> <li>7. Why are some events important to people from many different places?</li> </ol>	<p><b>Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life</p> <p>To study how and why kitchen utensils and food has changed over time</p> <p>Speaking and listening to ask and answer questions related to different source</p> <p>Sort artefacts 'then' and 'now'.</p> <p>Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past.</p>	<ol style="list-style-type: none"> <li>1. To <b>identify</b> the importance of asking and answering questions to find out information.</li> <li>2. To <b>identify</b> and develop an awareness of the past and use common words and phrases relating to the passing of time.</li> <li>3. To <b>observe and describe</b> change over time using appropriate words and phrases to suggest the more distant past.</li> <li>4. To <b>identify</b> similarities and differences between ways of life at different times.</li> <li>5. To <b>communicate</b> understanding of historical skills, knowledge and concepts.</li> <li>6.. How and why have kitchen equipment changed? To <b>identify</b> where objects studied fit into a chronological frame</li> <li>7. To <b>identify</b> events beyond living memory that are significant nationally or globally.</li> </ol>

**English coverage**

<u>Text types</u>	<u>Key skills</u>
Narrative - Journey - Settings - Story Map (5)	<p>To retell the story of Pumpkin Soup, looking closely at settings within the story</p> <p>To know that stories have a beginning, a middle and an end.</p> <p>To be able to plan a story.</p> <p>To have an idea of what I want to write.</p>

	<p>To be able to say my sentences out loud before I write.</p> <p>To write a simple sentence using my phonic knowledge.</p> <p>To use word spaces between words.</p> <p>To use full stops and capital letters correctly.</p> <p>To understand the terms word and a noun, and to understand how sentences are formed.</p>
Instructions - Soup Recipes (2)	<p>To write a set of instructions to make their own class "Pumpkin Soup"</p> <p>To begin to understand the term non-fiction.</p> <p>To have an idea of what I want to write.</p> <p>To be able to say my sentences out loud before I write.</p> <p>To write a simple sentence using my phonic knowledge.</p> <p>To use correct spacing between words.</p> <p>To use full stops and capital letters correctly.</p> <p>To understand the term 'verb'</p> <p>To use bullet points to organise writing</p>

### Science coverage

Working Scientifically	<ul style="list-style-type: none"> <li>- To ask simple questions and recognise that they can be answered in different ways</li> <li>- To observe closely, using simple equipment</li> <li>- To perform simple tests</li> <li>- To identify and classify</li> <li>- To use their observations and ideas to suggest answers to questions</li> <li>- To gather and record data to help in answering questions</li> </ul>
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### Science objectives coverage

Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
What are materials?	<ol style="list-style-type: none"> <li>1. What does the word material mean?</li> <li>2. What are the different types of materials?</li> <li>3. What are the properties of different materials?</li> <li>4. What happens to different materials when they are heated?</li> <li>5. How well do different types of paper absorb water?</li> <li>6. Which material makes the best waterproof jacket?</li> <li>7. Which material is the best crash mat for Humpty Dumpty?</li> </ol>	<p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<ol style="list-style-type: none"> <li>1. To <b>identify</b> and <b>recognise</b> that objects are made from different materials.</li> <li>2. To <b>classify</b> different materials by their name - glass plastic metal, paper cardboard water metal and rock.</li> <li>3. To <b>describe</b> the different properties of materials.</li> <li>4. To <b>observe and describe</b> what happens to materials when they are heated.</li> <li>5. To <b>observe and recall</b> what happens to different papers when you add water.</li> <li>6. To <b>observe</b> and describe which material is the best for a crash mat.</li> </ol>

### Science objectives coverage

Key Question	Ancillary Questions and content focus	Science Objectives	Learning Goals, taken from skills progression document
What does the word season mean? What happens in different seasons?	<ol style="list-style-type: none"> <li>1. What is the weather like in Autumn?</li> <li>2. What is the temperature in Autumn?</li> <li>3. What is wind speed?</li> <li>4. How much rain falls in a week?</li> <li>5. What are the different types of clouds?</li> <li>7. What happens to nature in the spring?</li> <li>8. How much daylight is there in the spring?</li> </ol>	<p>To observe changes across the 4 seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies</p>	<ol style="list-style-type: none"> <li>1. To <b>observe</b> and <b>describe</b> the weather in spring.</li> <li>2. To <b>observe</b> the temperature each day.</li> <li>3. To <b>observe</b> the wind speed each day.</li> <li>4. To <b>observe</b> the weekly rainfall.</li> <li>5. To <b>describe</b> what happens to nature in spring.</li> </ol>

### PSHE coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning Goals, taken from skills progression document
Physical health and wellbeing	1. How do you feel when you play	To learn about food that is	1. To <b>describe</b> emotions and feelings

<p>-Fun times</p> <p>How can we keep ourselves happy and healthy?</p>	<p>outside?</p> <p>2.How do people celebrate on special days? What special day have you experienced ? Where? Who? What? Food/drink?</p> <p>3.How do active playground games make you feel?</p> <p>4.What do people need to do to protect themselves from the sun?</p>	<p>associated with special times, in different cultures</p> <p>To learn about active playground games from around the world</p> <p>To learn about sun safety can describe how to play different active playground games</p> <p>To recognise how active playground games make them feel</p> <p>To make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</p> <p>To know about some of the effects of too much sun on the body</p> <p>To describe what people can do to protect their bodies from being damaged by the sun</p> <p>To know what they will need and who to ask for help if they going out in strong sun</p>	<p>that they might feel when playing outside.</p> <p>2.To <b>identify</b> how people celebrate on special days.</p> <p>3.To <b>recognise</b> how active playground games make them feel.</p> <p>4.To <b>identify</b> ways that we can protect ourselves from the sun.</p>
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#### Art objectives coverage

Key Question	Ancillary Questions and content focus	Art Objectives	Learning Goals, taken from skills progression document
<p>How can we paint realistic pictures?</p>	<p>1.How do we create secondary colours?</p> <p>2.How can we lighten or darken a colour?</p> <p>3.What shapes/outline can you see?</p> <p>4..How can you add detail by making lines?</p> <p>5. How can you create texture and tone?</p>	<p>-To use a variety of tools to explore mark making.</p> <p>-To mix powder paint to an appropriate consistency. (SKU)</p> <p>-To mix secondary colours. (SK</p> <p>-To use paints, brushes and colour mixing effectively to create a range of colours (SKU)</p> <p>- To be able to recognise an outline shape</p> <p>- To be able to draw an outline shape</p>	<p>1.To <b>identify</b> which 2 primary colours need to be mixed together to create each secondary colour.</p> <p>2.To <b>recognise</b> how to create lighter and darker shades of a colour.</p> <p>3.To carefully <b>observe</b> an outline and to draw those lines.</p> <p>4. To <b>recognise</b> how we can add detail by making different lines.</p> <p>5. To <b>recognise</b> how we can create light and dark tones.</p>

#### DT objectives coverage

Key Question	Ancillary Questions and content focus	DT Objectives	Learning Goals, taken from skills progression document
<p>What ingredients will you use to make your soup?</p>	<p>1.What vegetables do you like/dislike?</p> <p>2.How can we cut vegetables safely?</p> <p>3.What ingredients will you use in your soup?</p>	<p>To experience common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.</p> <p>- To communicate these ideas through talk and drawings.</p> <p>- To use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>- To understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</p> <p>To design appealing products for a particular user based on simple design criteria.</p> <p>- To generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p>	<p>1.To <b>recognise</b> which vegetables they like or dislike.</p> <p>2.To <b>identify</b> how to use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <p>3.To <b>create</b> their own soup by communicating their ideas through talk and drawings.</p>

		<ul style="list-style-type: none"> <li>- To communicate these ideas through talk and drawings.</li> <li>To use a variety of simple tools and equipment</li> <li>- To select and use appropriate fruit and vegetables, processes and tools.</li> <li>- To measure ingredients, with help, using scales, measuring jug and spoonfuls.</li> <li>- To cut, peel, grate, chop a range of ingredients.</li> <li>- To work safely and hygienically.</li> <li>- To evaluate ideas and finished products against design criteria, including intended user.</li> </ul>	
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#### Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Computing	<p>To familiarise themselves with the computer and log in to their own computer account</p> <p>To recognise common uses of information technology beyond school</p> <p>To recognise how to breakdown a process into simple, clear steps, as in an algorithm.</p>	<p>Have their own password and successfully use their own log in</p> <p>Create a recipe with correctly ordered steps.</p> <p>Investigating recipes and TV cookery programmes</p> <p>Programming a sandwich-making robot</p> <p>Developing a recipe</p> <p>Practising with the camera</p> <p>Filming the recipe video</p>
PE	<b>Travelling - Functional Movement</b>	<p>Variety of travelling; controlling accuracy and momentum of movement</p> <p>Action, Direction, Speed, Height.</p>
Music	To be able to use voices expressively	Learning and playing playground songs
French	<p>To greet and introduce themselves</p> <p>To compare English and French schools</p> <p>To answer a simple question</p> <p>To join in with songs and games in the target language</p> <p>To begin to understand masculine/feminine using the vocabulary :le garçon/la fille</p> <p>To listen to a familiar story in the target language</p> <p>To follow instructions in the target language</p>	<p>Play Jacques à dit</p> <p>Use target language in role play situations</p> <p>Make finger puppets</p> <p>Listen to 'La soupe au potiron' with props</p> <p>Sing songs:</p> <p>Les petites marionnettes</p> <p>Mr Pouce</p> <p>2 petits chatons visitant Paris</p> <p>Sur le pont d'Avignon</p>

#### Enrichment

**Stunning Start** - Treasure Hunt: Children explore the school grounds; finding clues, solving and retrieving treasure

Vintage kitchen equipment provided by the Ditchling Museum

**Endpoint** - Pumpkin Soup. Each class designs and makes their own 'pumpkin' soups for parents to come and taste.