

Experience Title Who's Coming to Tea?
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Rationale: To enjoy a classic text, host a tea party and transform the classroom into a tea room. As part of their work with food, our pupils will be taught how to make a sandwich or salad and apply the principles of nutrition and healthy eating as well as food preparation hygiene. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others. Role-play, such as the tea party, will help pupils to identify with and explore characters and to try out the language they have listened to.
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Prior Learning: Most children will have attended a birthday party and received an invitation and be aware that special decorations are often used in these celebrations. They will have experience of seeing cakes and sandwiches being made and possibly have baked at home with parents, following a recipe and weighing out ingredients. Children have some understanding that people have different beliefs and may celebrate in different ways.
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Hook: Mystery character comes to tea
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Outcome: MacMillan Coffee morning
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CLA (Core Learning Area)
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DT:

- Make sandwiches
- To generate, develop, model and communicate their ideas through talking and drawing
  - To select from and use a range of tools and equipment to make the sandwiches
- To select from and use a wide range of ingredients, according to their characteristics

Literacy

WRITING AND SPAG

- To understand what an adjective is
- To write a set of instructions using appropriate features (writing recipes)
- To use commas in a list (shopping lists and menus)
- To sequence events in sentences using full stops and capital letters (retelling a story)
- To use the vocabulary and grammatical structures learnt through the book in our own writing

READING

- read words containing taught GPCs and -ing, -ed, endings
- read other words of more than one syllable that contain taught GPCs words
- reread books to build up their fluency and confidence in word reading
- discuss word meanings, linking new meanings to those already known
- predicting what might happen on the basis of what has been read so far

- participate in discussion about what is read to them, taking turns and listening to what others say

#### RE: JUDAISM

- Understand the festival of Sukkot and make a sukkot model to then recreate outdoors (groups)
- Understand what Shabbat is and its significance in Judaism.
- Understand the importance of the Torah in Judaism

#### Forest School:

- Make soil cupcakes
- Create an outdoor café

How Long?

3 weeks

When?

Term 1: Week 2, 3, 4, 5

Continuous Learning: SPAG, Maths, Music, PSHE, PE

#### Parental Involvement: Homework tasks

##### Week 1

Find out four interesting facts about tigers by safely searching the internet or using an information book.

We will share your findings.

##### Week 2

In RE, we are learning about Judaism. As part of our learning we will be looking at Shabbat (the Jewish Sabbath). Jews celebrate the Sabbath every Saturday.

What do you do at the weekend? eg visit family, have a special meal

Draw a picture to show what you do?

Write a sentence about your picture.

##### Week 3

Find a recipe for cakes or biscuits.

Make a shopping list of the ingredients you need.

Weigh out your ingredients.

Follow the recipe with the help of an adult and bake your cakes/biscuits.

Bring into school to share during your class tea party.

#### Key Questions

What do we use a recipe for?

Why do Jews celebrate Sukkot?

Name an important Hindu, Jewish and Christian festival.

What are the names of the Jewish and Christian holy books?

What is Shabbat?