## Our Lady and St. Edward’s Catholic Primary School

**Thematic Curriculum Short Term Planning**

**Teachers:** Miss Ward and Miss Kealey **Year:** Foundation 2 **Date:** WB 12.10.2020

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| **Project Title and number:** 4 What ingredients can we use to make vegetable soup?  **Project Focus (subjects):** UTW with PD  **Number of days: 5** days | |
| **Assessed and Covered Skills** | **Direct Teaching/Activities (HA, MA, LA)** |
| **Session 1 focus**  **Assessed Skills:**  **Covered Skills:**  W 40-60 i  CL a) 30-50 iv 40-60 ii  CL b) 40-60 viii  M 30-50 v 40-60 iii | **Direct Teaching:**  Share reading of ‘Pumpkin Soup’ by Helen Cooper and discuss character’s feelings and actions during the story through drama and role play. Explain that we are going to be making a vegetable soup with some of the vegetables we have grown in the edible garden.  **Whole Class:**  Children to go outside in the edible garden and discuss how these were planted as seeds a long time ago and they have been growing. Discuss what they have needed to grow – water, sunshine, healthy soil etc. Show children the different tools we can use when gardening and children to have a go in groups at digging up the vegetables. Use the water tray for children to wash the vegetables after digging them up. |
| **Session 2 focus**  **Assessed Skills:**  **Covered Skills:**  W 40-60 i  CL a) 30-50 iv 40-60 ii  CL b) 40-60 viii  M 30-50 v 40-60 iii | **Direct Teaching:**  Use fruit salad recipe to discuss what a recipe is for and the features – you will need, numbers etc. Read it together and discuss we are going to be writing our recipe for the soup.  **Teacher Lead:**  Children to complete differentiated recipe writing sheet for the soup we are making.  Group 1&2 - Counting and writing numerals independently for the amounts and using a word bank of the different vegetables. 5 CVC words.  Group 3&4- Using a number line to support writing amounts and writing in the initial sounds for the vegetables. 3 CVC words.  **TA Lead:** Talk to children about using a knife safely and then begin chopping the vegetables for the soup. |
| **Session 3 focus**  **Assessed Skills**  **Covered Skills:**  W 40-60 i  CL a) 30-50 iv 40-60 ii  CL b) 40-60 viii  M 30-50 v 40-60 iii | **Direct Teaching:**  Discuss the differences between fruit and vegetables and use pictures of fruit and vegetables to sort on the carpet.  **Teacher Lead:**  Children to complete differentiated recipe writing sheet for the soup we are making.  Group 1&2- Counting and writing numerals independently for the amounts and using a word bank of the different vegetables. 5 CVC words.  Group 3&4- Using a number line to support writing amounts and writing in the initial sounds for the vegetables. 3 CVC words.  **TA Lead:**  Children to complete a differentiated cut and stick for sorting fruit and vegetables. |
| **Session 4 focus**  **Assessed Skills:**  **Covered Skills:**  W 40-60 i  CL a) 30-50 iv 40-60 ii  CL b) 40-60 viii  M 30-50 v 40-60 iii | **Direct Teaching:**  Use where do fruit and vegetables come from powerpoint to discuss that some grow on trees/bushes/underground. Sorting fruit and vegetables that grows on trees, bushes, soil.  **Teacher Lead:** Children to explore designs of soup tins and use the template to design their own tin for their soup.  **TA Lead:** Children to continue with differentiated sorting fruits and vegetables sheet. |
| **Session 5 focus**  **Assessed Skills:**  **Covered Skills:**  W 40-60 i  CL a) 30-50 iv 40-60 ii  CL b) 40-60 viii  M 30-50 v 40-60 iii | **Direct Teaching:**  Share the story Oliver’s Vegetables and discuss that vegetables can go on to be made in to different things eg. potatoes can be chips/crisps etc, and we are using the vegetables that we have grown to make soup.  **Teacher Lead:**  Children to continue designing their soup tins.  **TA Lead:**  Children to taste the soup and use the evaluation sheet to record if they liked it. |
| **Independent Learning Activities:**  Vegetable printing – (link to Maths patterns)  Exploring vegetables Matching pictures of the insides of vegetables to the outside  Writing soup recipes  Sorting things that grow under the ground and on top of the ground  Small world harvest time  Making fruit and vegetables with playdough  Putting the right amount of vegetables in the plot (Maths)  Sorting fruits and vegetables into like/dislike  Design a soup packet Writing a shopping list  Digging for vegetables outside  Shelling pea pods | |
| **Project Evaluation:** | |