

# *Ashtree Primary School and Nursery Medium Term Plan for Art*

## EYFS - Nursery – Food and Nutrition – Make porridge

### Key Vocabulary

Stir, pour, oats, watch, scoop, bowl, add, heat, saucepan, liquid, milk, water, spoon

### Key Knowledge

Children can be taught key knowledge by following the steps below:

1. Understand that porridge is a healthy breakfast option and provides energy to start the day.
2. Use simple tools and equipment safely and appropriately, such as measuring spoon and mixing bowl.
3. That the ingredients will change when they are mixed together and cooked (oats become softer)

### Key Skills

#### Development Matters 2020 - Three & Four Year Olds

#### Physical Development

- Use one-handed tools and equipment
- Choose the right resources to carry out their own plan.

#### Expressive Arts and Design

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Use one-handed tools and equipment

#### PSED

- Select and use activities and resources, with help when needed.
- Make healthy choices about food and drink

#### Understanding the world

- Explore how things work
- Talk about what they see, using a wide vocabulary

### Curriculum Enhancements

**Home corner:** Set up a pretend kitchen area in the home corner where children can explore utensils, cookware, and ingredients. Include porridge oats, milk, honey, and other ingredients needed to make porridge. Encourage children to explore the different textures and smells of the ingredients and use utensils to measure and mix them.

**Sensory play:** Provide a sensory bin filled with porridge oats, spoons, and bowls for children to explore. Encourage them to use their senses to explore the textures, smells, and tastes of the oats.

**Cooking experiences:** Provide opportunities for children to make porridge with adult support. This could involve measuring out the ingredients, stirring the mixture, and watching it cook. This experience could be enhanced by using real cooking equipment, such as a saucepan and a wooden spoon.

**Technology:** Use tablets or other technology to support learning about porridge and cooking. For example, you could use a cooking app or website to demonstrate how to make porridge, or use a digital camera to take pictures of the different stages of making porridge.

**Role-play:** Use the Goldilocks and the Three Bears story as a basis for role-play activities in the home corner. Encourage children to act out the story, taking on the roles of Goldilocks and the bears, and using cooking utensils and ingredients to make and eat porridge.

**Storytelling and reading:** Use the story of Goldilocks and the Three Bears as a basis for storytelling and reading activities. Provide a range of books related to the story and porridge-making, such as recipe books or picture books about food. Encourage children to use their imaginations to retell the story and explore different versions of the tale.

**Art and craft:** Provide opportunities for children to create porridge-themed art and craft activities, such as painting porridge bowls or making porridge-themed collages. Encourage children to use their creativity and imagination to explore different materials and textures.

### Possible Misconceptions

Understand that food that has been dropped on the floor, touched with dirty hands or has turned mouldy should not be eaten and can make people ill

### Suggested Activities/Questions

Adapt recipe by adding different amounts and different ingredients. - Use honey and/or raisins.

Taste test

**Measuring ingredients:** Provide the children with a selection of measuring cups and spoons, as well as a variety of dry ingredients, such as oats, sugar, and cinnamon. Encourage the children to measure out the ingredients and compare the sizes of the different cups and spoons. **Mixing ingredients:** Provide the children with a large mixing bowl and a variety of ingredients, such as oats, milk, honey, and fruit. Encourage the children to mix the ingredients together and watch as the texture changes. **Cooking the porridge:** With adult supervision, cook the porridge on the stove and encourage the children to watch as it thickens and changes in texture. Talk to them about how heat can change the properties of different ingredients.

**Tasting and evaluating:** Once the porridge is cooked, encourage the children to taste it and talk about how it tastes and how it makes them feel. Ask open-ended questions, such as "What do you think of the texture?" and "What other ingredients could we add to make it more interesting?"

### This will lead to . . .

#### Physical Development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

#### Expressive Arts and Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills

#### PSED

- Personal hygiene

#### ELG:

#### Physical Development: Fine Motor Skills

- Use a range of small tools, including scissors, paintbrushes and cutlery.

#### Expressive Arts and Design Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used