

Half Term Planning Overview  
Preschool Spring 2 – Food Glorious Food

Curriculum Area	Week 1		Week 2		Week 3		Week 4		Week 5	
	Foods Around the World Chinese New Year Chinese Indian Italian French Food tasting		Off to the Market Where does my food come from? Fruit growing, root vegetables Making food e.g. apple crumble (New starter visits) World Book Day		Kitchen Disco Mother's Day cards  Mother's Day stay and play		Which Foods Will You Choose? (Healthy choices)		Oliver's Vegetables & Fruit Salad Easter	
	Learning Objective	Activity outline	Learning Objective	Activity outline	Learning Objective	Activity outline	Learning Objective	Activity outline	Learning Objective	Activity outline
Communication and Language	To enjoy listening to longer stories and can remember much of what happens.	Listening and learning something new. Listening to stories	To enjoy listening to longer stories and can remember much of what happens. Talk about own experiences	Talk about the market and what they might find there. Talk about experiences of their own	To use a wider range of vocabulary.	Listen fruit and vegetables and name them using pictures. Talk about their experience of eating them (savoury or sweet).	To use a wider range of vocabulary.	Talk about likes and dislikes and making healthy choices. Say why eating sweets and chocolate could be bad	To enjoy listening to longer stories and remember much of what happens.  To talk about my own experiences	Talk about Oliver and his choices and how he tried different things he liked
Physical Development	To use a comfortable grip with good control when holding pens and pencils.  To show a preference for a dominant hand.	Holding the pencil correctly start to trace the letters in their name and even try writing letters on their own. (squiggle while you wiggle)	To use a comfortable grip with good control when holding pens and pencils.  To show a preference for a dominant hand.	Holding the pencil correctly start to trace the letters in their name and even try writing letters on their own. (squiggle while you wiggle)	To skip, hop, stand on one leg and hold a pose for a game like musical statues.  To use large-muscle movements to wave flags and streamers,	Groups outside start to follow pattern instructions and start obstacle making	To skip, hop, stand on one leg and hold a pose for a game like musical statues.  To use large-muscle movements to wave flags and streamers,	Groups outside start to follow pattern instructions and start obstacle making	To start taking part in some group activities which they make up for themselves, or in teams.	Sing nursery rhymes that has movement. Ring a ring a roses, hockey cokey, in and out the dusty bluebells

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Personal social and emotional development PSHE / 1	To select and use activities and resources, with help when needed.	Role play shops and make their own shops or restaurants. Practise serving food and ordering food	To select and use activities and resources, with help when needed.	Role play shopping and going out to get food. Talk about taking turns to be attendant.	To select and use activities and resources, with help when needed.	Role play sorting food and making lists and playing restaurants	To select and use activities and resources, with help when needed.	Role play sorting food and making lists and playing restaurants	To select and use activities and resources, with help when needed.	Role play sorting food and making lists and playing restaurants
PSHE / 2- feelings	To develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Continue groups sessions on talking about scenarios and problems. Play turn taking games and talk about winning and losing and how it might feel.	To develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Continue groups sessions on talking about scenarios and problems. Play turn taking games and talk about winning and losing and how it might feel.	To develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Continue groups sessions on talking about scenarios and problems. Play turn taking games and talk about winning and losing and how it might feel.	To develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Continue groups sessions on talking about scenarios and problems. Play turn taking games and talk about winning and losing and how it might feel.	To develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Continue groups sessions on talking about scenarios and problems. Play turn taking games and talk about winning and losing and how it might feel.
Literacy	To engage in extended conversations about stories, learning new vocabulary.  To use some of their print and letter	Talk about what their favourite food is and why. Talk about likes and dislikes  Writing shopping lists and letters of their name	To engage in extended conversations about stories, learning new vocabulary.  To use some of their print and letter knowledge in their early writing. For	Describing foods. Have foods in a bag and describe them and they guess what food it is  Writing shopping lists and letters of their name	To engage in extended conversations about stories, learning new vocabulary.  To use some of their print and letter knowledge in their early writing. For example: writing a	Talk about the difference between fruit and vegetable  Writing shopping lists and letters of their name	To engage in extended conversations about stories, learning new vocabulary.  To use some of their print and letter knowledge in their early writing. For example:	Talk about tastes and how things are sweet and savoury  Writing shopping lists and letters of their name	To engage in extended conversations about stories, learning new vocabulary.  To use some of their print and letter knowledge in their early writing. For example: writing a pretend	Talk about how to tackle dislikes and what to do in situations where they don't like foods.  Writing shopping lists and letters of their name

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	knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy		example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy		pretend shopping list that starts at the top of the page; writing 'm' for mummy		writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy		shopping list that starts at the top of the page; writing 'm' for mummy	
Phonics	To recognise words with the same initial sound, such as money and mother	Start to play eye spy and hearing initial sounds.	To recognise words with the same initial sound, such as money and mother	Start to play guess my word-segmenting and blending	To recognise words with the same initial sound, such as money and mother	Start to play eye spy and hearing initial sounds.	To recognise words with the same initial sound, such as money and mother	Start to play guess my word-segmenting and blending	To recognise words with the same initial sound, such as money and mother	Start to play guess my word-segmenting and blending
Maths	To experiment with their own symbols and marks as well as numerals.	Start to write numbers and recognise numbers (prices on food at the food shop)	To compare quantities using language: 'more than', 'fewer than'.	Talk about who has more or less and fewer items in their shopping baskets	To recognise patterns	Making fruit patterns with real fruit	To compare quantities using language: 'more than', 'fewer than'.  Subitising numbers to 5	Make and bake something and follow a recipes  Subitising numbers to 5	To compare quantities using language: 'more than', 'fewer than'.	Talk about who has more or less and fewer items in their shopping baskets
Expressive Art and Design  CRAFT	To explore different materials freely, to develop their ideas about how	Create art from around the world- Chinese dragon, mandala pattern from India etc..	To explore different materials freely, to develop their ideas about how to use	Make a rainbow from fruit and vegetables	To explore different materials freely, to develop their ideas about how to use	Make fruit people from the story kitchen disco	To explore different materials freely, to develop their ideas about how to use	Collage fruit and veg	To explore different materials freely, to develop their ideas about how to use them and what to make.	Easter crafts and cards

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	to use them and what to make.		them and what to make.		them and what to make.		them and what to make.			
Expressive Art and design  Music/dance /small world	To follow rhythms and patterns using body, voice and instruments.	Listen to music and play along- body percussion	To follow rhythms and patterns using body, voice and instruments.	Listen to music and play along- body percussion	To follow rhythms and patterns using body, voice and instruments.	Listen to music and play along- body percussion – disco music	To follow rhythms and patterns using body, voice and instruments.	Listen to music and play along- body percussion	To follow rhythms and patterns using body, voice and instruments.	Listen to music and play along- body percussion
Expressive Art and design  Role play	To use a range of objects to imitate play	Role play restaurant	To use a range of objects to imitate play	Role play shops and shopping	To use a range of objects to imitate play	Role play shops and shopping	To use a range of objects to imitate play	Role play shops and shopping	To use a range of objects to imitate play	Role play shops and shopping
Understanding of the world	To understand the concept of the world and that different people live in different places.	To know where different foods have come from and talk about experiences	To use all their senses in hands-on exploration of natural materials.  To explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore different fruit and vegetables and thing about where they came from and how they grew from a plant. Mud kitchen role play, tuff trays of real fruit and veg	To use all their senses in hands-on exploration of natural materials.  To explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore different fruit and vegetables and thing about where they came from and how they grew from a plant. Mud kitchen role play, tuff trays of real fruit and veg	To use all their senses in hands-on exploration of natural materials.  To explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Practising cutting fruit and veg or using scissors explore tastes with adults	To use all their senses in hands-on exploration of natural materials.  To explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Practising cutting fruit and veg or using scissors explore tastes with adults-fruit salad making.

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