

<p><b>Immersion into context</b></p> <p>Wow entry: Roald Dahl's 100 Years birthday celebrations/possible food to fork visit to school/revolting recipes Exit: Cadbury's World Trip</p>	<p style="text-align: center;"><b>Autumn 1 2016/17:</b> <b>Year 1: Robin</b> <b>Year 1/2: Sparrow</b> <b>Year 2: Wren</b> <b>Food Glorious Food</b></p> <p><b>Outcome/Outcomes of sequence of learning</b> Write simple sentences beginning to use correct punctuation and join sentences with and. Use commands and imperative verbs in an instruction text. To know where food comes from. To master practical skills when preparing food. Make healthy food choices. Use food as a stimulus for creating pieces of art.</p> <p><b>AFL – next steps for rapid progress</b> Do you know it? Do you understand it? Can you use it? Can you evaluate it?</p>	<p><b>Reading into writing opportunities /Guided reading possibilities</b></p> <p>Revolting Recipes by Roald Dahl</p> <p>The Gingerbread Man</p>
<p><b>Related texts</b></p> <p>The Runaway Chapatti The Magic Porridge Pot Hansel and Gretel Charlie and the Chocolate Factory Don't put your finger in the jelly Nelly Ketchup on your Cornflakes Pumpkin Soup Children's cookbooks Supertato Eat your Peas Eating the Alphabet Oliver's Vegetables</p>	<p><b>Role play and spoken language</b></p> <p>Talk 4 Writing – instructions Act out the Gingerbread Man/Runaway Chapatti Hotseating of main characters Conscience Alley Thought bubble, Speech bubble Sentence starters for sentence structure</p>	<p><b>Contextualised grammar teaching</b></p> <p><b>Year 1:</b> Punctuating sentences, leaving spaces between words, conjunctions (joining sentences with and) <b>Year 2:</b> Commands, imperative verbs, contractions</p>

**Cross Curricular links**

History: studying a historical person, George Cadbury  
DT: to master practical skills using food – cutting, peeling, grating, measuring, weighing and assembling.  
Science: identify and name a variety of common wild and garden plants, including deciduous trees  
identify and describe the basic structure of a variety of common flowering plants, including trees.  
identify and name a variety of plants in their habitats, including micro-habitats  
Plants- which part do we eat?  
Art: Know about the work of a range of artists (Acrimboldo)  
to develop a wide range of art and design techniques in using colour, pattern, texture,  
to use drawing, and sculpture to develop and share their ideas, experiences and imagination  
RE: Harvest-  
Where does food come from?  
Learning about children who do not have enough to eat.  
Sharing food.  
Maths: measuring capacity and weighing ingredients  
Data handling – favourite food

**Immersion in vocabulary**

Grate, pour, mix, stir, chop, peel, cut, cook, bake, assemble, favourite, disgusting, recipe, instructions, revolting, food, meal, ingredients, utensils, equipment, celebrations, commands, bossy, imperative, contractions, healthy, unhealthy, diet, fitness, names of vegetables, names of fruit, meat, chapatti, make, create