

Primary English Curriculum Resources

English through Food for Life Partnership Activities



Contents

Introduction	4	Lower Key Stage 2 English Explanation Texts	
Early Years Foundation Stage		Food and Cooking	67
Food and Cooking	7	Growing	69
Growing	13	Farming	71
Farming	19	Lower Key Stage 2 English Instruction Texts	
Key Stage 1 English Explanation Texts		Food and Cooking	73
Food and Cooking	25	Growing	75
Growing	27	Farming	77
Farming	29	Lower Key Stage 2 English Narrative Texts	
Key Stage 1 English Information Texts		Food and Cooking	79
Food and Cooking	31	Growing	81
Growing	33	Farming	83
Farming	35	Lower Key Stage 2 English Persuasion Texts	
Key Stage 1 English Instruction Texts		Food and Cooking	85
Food and Cooking	37	Growing	87
Growing	39	Farming	89
Farming	41	Lower Key Stage 2 English Recount Texts	
Key Stage 1 English Labels and Lists		Food and Cooking	91
Food and Cooking	43	Growing	93
Growing	45	Farming	95
Farming	47	Lower Key Stage 2 English Information Texts	
Key Stage 1 English Narrative Texts		Food and Cooking	97
Food and Cooking	49	Growing	99
Growing	51	Farming	101
Farming	53	Upper Key Stage 2 English Discussion Texts	
Key Stage 1 English Recount Texts		Food and Cooking	103
Food and Cooking	55	Growing	105
Growing	57	Farming	107
Farming	59	Upper Key Stage 2 English Explanation Texts	
Lower Key Stage 2 English Discussion		Food and Cooking	109
Food and Cooking	61	Growing	111
Growing	63	Farming	113
Farming	65		

Contents

Upper Key Stage 2 English Instruction Texts

Food and Cooking	115
Growing	117
Farming	119

Upper Key Stage 2 English Narrative Texts

Food and Cooking	121
Growing	123
Farming	125

Upper Key Stage 2 English Persuasion Texts

Food and Cooking	127
Growing	129
Farming.....	131

Upper Key Stage 2 English Recount Texts

Food and Cooking	133
Growing	135
Farming	137

Upper Key Stage 2 English Information Texts

Food and Cooking	139
Growing	141
Farming	143

A Whole School Project:

Running a Farmers' Market	145
---------------------------------	-----

Cross-curricular Planning Documents for English

The Food for Life Partnership (FFLP) improves the health and wellbeing of children and their families by transforming school food culture. FFLP harnesses the expertise of the four partner organisations: Soil Association; Health Education Trust; Garden Organic and Focus on Food. It uses food as a way to improve the whole school experience.

This resource presents purposeful, relevant and active approaches to learning based on FFLP themes. It places English at the heart of interesting and motivating contexts and facilitates teachers' expertise and confidence in making strong cross-curricular links. Schools

are encouraged to use the resource flexibly in order to make effective connections across themes and subjects and to maximise local community resources and expertise.

The plans may be used in several ways:

- ▶ As a key resource that underpins the ethos and aims of the school and aids curriculum innovation.
- ▶ As the stimulus for extended topics.
- ▶ As a dip in resource for ideas that link with existing long and medium term planning.

English Planning Documents: EYFS, KS1, LKS2 and UKS2

Central to these planning documents are the three FFLP themes:

Food and cooking

Growing

Farming

The EYFS resource is based on the Statutory Framework for the EYFS (2012) and Development Matters guidance (2012) and references Early Learning Goals. For KS1, LKS2 and UKS2 the planning references fiction and non-fiction text types and provides the relevant key features, success criteria and possible forms of each type of writing. Each section or unit provides suggestions for:

- ▶ A motivating context based on consultation about children's interests.
- ▶ Speaking, listening, reading and writing opportunities.
- ▶ An identified main text type that will lead planning with additional incidental writing opportunities, linked to other text types.
- ▶ Texts, rhymes or possible starting points as appropriate.

Schools may wish to consider the use of FFLP themes and contexts as curriculum 'drivers' and as a way forward when creating a scheme of work. This planning provides schools with teaching content and a vehicle for teaching the 2014 National Curriculum when set alongside the skills progression identified in the Programme of Study for English.

Contexts aim to provide active, engaging and enjoyable learning approaches. Each context is designed to support teachers in planning progressive teaching and learning sequences which make effective cross curricular links whilst maintaining the integrity of the subject. Progression is seen in: the form, structure and language features of each text type; speaking, listening, reading and writing expectations; the level of challenge provided by the context as well as in the suggested texts.

Topics are often linked across the FFLP themes, e.g. Cows in KS1 Farming and Milk in KS1 Food and Cooking. In addition, teachers will be able to make links across year groups, enabling mixed age and cross phase planning, e.g. Eggs, Hens and Hen-keeping from EYFS to LKS2.

Teachers may wish to adapt teaching and learning sequences to allow for development of whole school topics and in accordance with



children's interests and needs. Particular links to FFLP partners have been made: The Soil Association, Garden Organic, Health Education Trust and Focus on Food, although other appropriate resources are also referenced. Each context or unit gives details of suggested quality texts that may be borrowed from the local Schools' Library Service or from Public Libraries. In addition to this resource, two detailed planning sequences, which expand outline contexts, have been provided.

What FFLP schools think...

"This way of working is demanding but enormously rewarding. Most importantly, the children are without doubt, never happier than when working on a FFLP-themed topic."

St. Andrew's Primary School, Shropshire.

"...the hands-on approach we have adopted allows our very young children to be fully involved in all aspects of learning. It is the perfect model for inclusion."

Ladysmith Infant School, Exeter.

"The FFLP programme is integrated into the curriculum but seen more as a way of life and sense of identity for the nature of the school."

Milton on Stour Primary School, Dorset.

"FFLP has impacted hugely on developing the skills of learning for children as: sensible self-managers; effective participators; resourceful thinkers; reflective learners; independent enquirers; team workers."

Crich Junior School, Derbyshire.

"FFLP has helped to widen the curriculum, motivated children to learn, brought the whole school community together through cooking and growing projects, increased staff expertise and improved pupil nutrition"

The Oval Primary School, Birmingham.

Early Years Foundation Stage

English in a Food & Cooking Context

Early Learning Goals

Prime area: Communication and Language (CL)

Specific area: Literacy (L)

Indoor and Outdoor Areas:

- ▶ Role play
- ▶ Creative
- ▶ Sand and Water
- ▶ Story corner
- ▶ Small world play
- ▶ Home corner
- ▶ Book Space
- ▶ Construction
- ▶ Graphics
- ▶ ICT

Listening and attention (CL)	Reading (L)
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Understanding (CL)	Writing (L)
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Speaking (CL)	
Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	

Food and Cooking Contexts:

Indoor and Outdoor Picnics

Plan a picnic including how to get there. Have the picnic. Take photographs.

Suggested text(s) and rhymes:

- ▶ 'This is the Bear and the Picnic Lunch' – Sarah Hayes
- ▶ Teddy Bears Picnic – song
- ▶ 'We're Going on a Picnic' – Pat Hutchins
- ▶ 'The Best Picnic Ever' – Clare Jarrett

CL: Listening and attention; Understanding; Speaking

Use talk to plan activity. Understand the use of prepositions and respond to instructions – picnic layout. Use talk to negotiate with others while picnic is happening – offering food, etc. Role-play picnics.

L: Reading; Writing

Read: Join in with repeated language and rhyme in the text. Predict ending. Discuss characters and feelings. Look at and handle the book focusing on direction of print and print meaning. Recreate the story using toy props or puppets.

Write: Write lists of what will be needed for the picnic. Hear and say initial sounds when writing captions for photos of picnic. Retell the story in sequence – adult to scribe. Label a picnic display. Write invitations to the picnic, e.g. for parents.

Child-initiated writing opportunities:

Provide indoor and outdoor mark-making/ writing resources in different areas. Provide word banks.

Bread, Cakes and Sandwiches

This is an alternative context to 'Picnics' – use similar CL/L/reading and writing opportunities. Taste and find out about different cakes: birthday, cupcakes, wedding, other celebrations. Hold an afternoon tea party.

Suggested text(s) and rhymes:

- ▶ 'Yum Yum What Fun' – Mara Bergman
- ▶ 'The Giant Jam Sandwich' – John Vernon Lord & Janet Burroway
- ▶ 'Please Sandwich Please' – Michael Rosen
- ▶ Cakes
- ▶ 'A Piece of Cake' – Jill Murphy – a Large Family story
- ▶ Traditional rhymes: *Pat-a-cake*, *Pat-a-cake*; *Polly Put the Kettle on*
- ▶ The Little Red Hen – Traditional Tale

Role play supermarket	Poems, Nursery Rhymes and stories
Children to visit a Supermarket. Fill a shopping basket with the items in the story. Ask the shop assistant for help to find items. Count items in basket. Take photos of the trip and basket items.	Suggested text(s) and rhymes: ▶ ‘Little Miss Muffet’ – Ian Beck ▶ ‘The Very Hungry Caterpillar’ – Eric Carle ▶ A selection of food poems from: ▶ ‘Here’s a Little Poem – A very First Book of Poetry’ – Jane Yolen, Andrew Fusek Peters, Polly Dunbar, e.g. ▶ ‘Bananas and Cream’ – David McCord ▶ ‘Soggy Greens’ – John Cunliffe ▶ ‘Jam on Toast’ – Gareth Owen ▶ ‘Your Birthday Cake’ – Rosemary Wells ▶ ‘Sugarcake Bubble’ – Grace Nichols ▶ ‘August Ice-cream Cone’ – Paul B Janeczko, etc. ▶ ‘Little Mouse and the Big Cup Cake’ – Thomas Taylor Jill Barton. ▶ ‘The Tiger Who Came to Tea’ – Judith Kerr ▶ ‘Eddie’s Kitchen’ – Sarah Garland ▶ Traditional rhymes: <i>Jack Sprat; Curley locks, Curley locks; Pease Porridge Hot; Little Miss Muffet; Little Jack Horner; Hot Cross Buns; Peter Piper; Charley Charley</i>
Suggested text(s) and rhymes: ▶ ‘The Shopping Basket’ – John Burningham ▶ ‘I went to the Zoopermarket’ – Nick Sharratt ▶ ‘Play the Part’ – Shopkeeper Liz Cogerley ▶ ‘Supermarket’ – Charlotte Doyle CL: Listening and attention; Understanding; Speaking Encourage questioning about the experience. Recount experience using connectives. Set up a display of the shopping to act as a reminder. Retell list in order. Using intonation, play I went to the supermarket and I bought... 1 apple, 2 bananas, 3 carrots, etc.	CL: Listening and attention; Understanding; Speaking Join in with poems, rhymes and songs using actions. Anticipate key phrases and repeated refrains. Sing songs and rhymes for parents and carers. L: Reading; Writing Read: Make visual cues to help us remember the rhymes. Write: Talk about letters that represent sounds. Write captions for pictures/visual cues above. Write the first lines or titles on pictures of nursery rhymes. Child-initiated writing opportunities: Provide indoor and outdoor mark-making/writing resources in different areas. Provide word banks.
L: Reading; Writing Read: Focus on environmental print, e.g. shop name, aisle labels and labels on food packaging. Write: Teacher demonstrate writing a shopping list based on the story. Children to have a go – apply initial sounds. Write a message to parents about the trip. Child-initiated writing opportunities: Provide indoor and outdoor mark-making/writing resources in different areas. Provide word banks.	

Puddings, Pies and Custard	Meal time
Make Apple Crumble and serve it in the role play café or picnic area. NB. See link to Growing/Apple Day. Involve the school kitchen as appropriate.	NB. link to 'Puddings, Pies and Custard'
Suggested text(s) and rhymes:	Suggested text(s) and rhymes:
▶ 'Don't Put Mustard in the Custard' – Michael Rosen ▶ Traditional rhymes: <i>Little Jack Horner</i>; <i>Sing a Song of Sixpence</i>; <i>The Queen of Hearts</i>; <i>Georgie Porgie</i>; <i>Boys and Girls Come Out to Play</i>; <i>Hot Cross Buns</i>; <i>Simple Simon</i>; <i>Peter Peter Pumpkin Eater</i>. ▶ 'Apple Pear Orange Bear' – Emily Gravett ▶ A collection of children's recipe books ▶ Menus	▶ 'Lady Lupin's book of Etiquette' – Babette Cole ▶ 'Lunchtime' – Rebecca Cobb
CL: Listening and attention; Understanding; Speaking	CL: Listening and attention; Understanding; Speaking
Follow instructions for making apple crumble using kitchen implements correctly. Use talk to organise the activity and plan the sequence. Watch FFLP film, <i>Crop to Crumble</i>. www.foodforlife.org.uk	Discuss laying the table and names of implements. Talk about table manners. Lay the table in the role play area. Role-play a special meal. Talk about complimenting the chef.
L: Reading; Writing	L: Reading; Writing
Read: Read menus and recipes for apple crumble. Retrieve information from recipe books handling these appropriately. Read and understand simple sentences. Find other recipes for apples. Write: Captions and sentences to accompany illustrations or photos of apple crumble cooking activity. Write serving instructions and menu cards for the role play café.	Read: Books about table manners. Understand the humour in the stories. Ask and answer questions. Read and understand simple sentences. Learn food words by heart. Write: Labels for implements. Good manners sentences.
Child-initiated writing opportunities:	Child-initiated writing opportunities:
Provide indoor and outdoor mark-making/writing resources in different areas. Provide word banks.	Provide indoor and outdoor mark-making/writing resources in different areas. Provide word banks.

Peas and other vegetables

Concepts explored in text (Peas – It's not easy being peasy) are growing, eating and food-miles. Map the journey of a pea from field to plate.

Suggested text(s) and rhymes:

- ▶ 'Peas – It's not easy being peasy' – A. Cullen & S. Rickerty
- ▶ Peas I can eat vegetables
- ▶ 'Very Tasty Vegetables' – Bryony Jones
- ▶ 'Meg's Veg' – Helen Nicoll and Jan Pienkowski
- ▶ 'Grow Your Own' – Esther Hall

CL: Listening and attention; Understanding; Speaking

Understand humour in book. Use talk to ask questions and clarify thinking. Use intonation, rhythm and phrasing when joining in with the text.

L: Reading; Writing

Read: Recall key ideas in the text. Join in with repeated refrains. Read and understand simple sentences.

Write: Own pages in the same style – imitate using captions and simple sentences.

Child-initiated writing opportunities:

Provide indoor and outdoor mark-making/ writing resources in different areas. Provide word banks.

Strawberries and Exotic Fruit

Suggested text(s) and rhymes:

- ▶ 'The Little Mouse, the Red, Ripe Strawberry and the Big Hungry Bear' – Audrey and Don Wood
- ▶ 'Handa's Surprise' – Eileen Brown
- ▶ 'Fabulous Fruit' – Rebecca Fox

CL: Listening and attention; Understanding; Speaking

Understand humour in book. Use talk to ask questions and clarify thinking. Use intonation, rhythm and phrasing when joining in with the text.

L: Reading; Writing

Read: Recall key ideas in the text. Join in with repeated refrains. Read and understand simple sentences.

Write: A message to the Little Mouse

Child-initiated writing opportunities:

Provide indoor and outdoor mark-making/writing resources in different areas. Provide word banks.



Eggs

Investigation – using a mixture of boiled and non-boiled eggs. Can you tell whether the eggs are boiled or not? Include wooden eggs/photos of an egg. Crack your eggs – do you dare? www.focusonfood.org/cookingtech.html

Practise washing your hands after handling raw eggs. Make different egg recipes, e.g. scrambled or omelette, following a recipe. Add different ingredients and compare likes and dislikes. Could Humpty be mended? How might this happen?

Suggested text(s) and rhymes:

- ▶ Traditional rhymes: *Humpty Dumpty*

CL: Listening and attention; Understanding; Speaking

Use objects to show Humpty's fall. Use prepositions to describe Humpty's position. Use intonation when singing the rhyme. Think in advance about how to accomplish a task.

L: Reading; Writing

Read: Follow and join in with rhymes. Read and follow recipes.

Write: Imitate the story and retell it. Innovate by changing the ending. Invent – Use the structure of the story to write own version. Write instructions for mending Humpty.

Child-initiated writing opportunities:

Provide indoor and outdoor mark-making/ writing resources in different areas. Provide word banks.

