


INTENT	To follow a recipe to make a cake		
IMPLEMENTATION	Aspect of Educational Programme In addition to developing a strong grounding in number, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.		
	Autumn Term- We are all special		
	Planned outcome - to follow a recipe when amounts are not specified to explore changes that happens when you mix ingredients.		
	Experiences <ul style="list-style-type: none">• Exploring materials and sensory play• Making mud pies, extend to making mud pies following 3 step instruction where amounts do not matter• Exploration of mixing natural materials without a planned purpose• Shared experiences of making playdough		
	Adaptation to continuous provision <ul style="list-style-type: none">• Range of natural resources to be used without direction• Wide range of sensory experience (jelly, cornflour, slime, shaving foam etc)• Opportunities for self-mixing – powder paint, cornflour etc• Recipe books in home corner	Role of the adult <ul style="list-style-type: none">❖ Narrate using adjectives of texture for sensory materials❖ Model “I wonder what” to describe possible changes and cause/effect❖ Introducing and modelling accurate use of language such as full and empty❖ Introducing and encourage use of vocabulary concepts – heavy or light, more/less, big/little and longer/shorter❖ Sequencing – what comes first?	
	Spring Term – Time for change		
	Planned outcome – To be able to follow a recipe with 3 ingredients using non-standard units (cups and spoons) to make a non-edible outcome		
	Experiences <ul style="list-style-type: none">• Making playdough using pictorial recipe• Paint mixing following a recipe card (red + yellow = orange)• Shared baking in a group following a simple recipe using non-standard units• Making salt dough following a pictorial 3 step recipe - adding child’s choice of colouring for desired outcome		

	Adaptation to continuous Provision <ul style="list-style-type: none"> • Balance scales • Provide clearly labelled scoops, spoons and cups of different sizes • Resources arrange with shadows in size order (biggest to smallest) • Simple Pictorial recipes using non-standard units (cups and spoons) • Recipe books in home corner 		Role of the adult <ul style="list-style-type: none"> ❖ Introducing and modelling accurate use of language such as half full, half empty ❖ Introducing and encourage use of <i>comparative</i> vocabulary concepts – heavier or lighter, more/less, bigger/smaller and longer/shorter ❖ Modelling and highlighting vocabulary ❖ Narrating process of mixing and the changes you see ❖ Model ‘I wonder ...’ to show though process for making predications ❖ Sequencing, first, next, then
	Summer term – What a wonderful world Planned outcome - To follow a pictorial recipe with 5 or more steps using accurate measures (non-standard units) to make a cake to be eaten. Experiences – <ul style="list-style-type: none"> • Baking an individual cake to eat following a recipe • Making sensory playdough allowing each child to choose an addition (lavender, vanilla essence, glitter etc) 		
	Adaptation to continuous Provision <ul style="list-style-type: none"> • Pictorial recipes with 5 steps using non-standard units • Baking and recipe books added to the home corner • Role corner set up as a bakery • Recipe books in home corner 		Role of the adult <ul style="list-style-type: none"> ❖ Introducing and modelling accurate use of language such as nearly full, nearly empty ❖ Introducing and encourage use of <i>comparative</i> vocabulary and concepts – heaviest or lightest, biggest/smallest and longest/shortest ❖ Model using first, next, after, that, then and finally vocabulary as you narrate the process of following a recipe
	Interventions	Circle Time	Continuous Provision
	NELI Fine motor skills group Bucket time – listening and attention	Favourite foods Healthy food choices choices	Colour mixing Playdough/salt dough and plasticine opportunities Range of sensory play Continued access to the mud kitchen with added adaptations
	Story/song time		
	Where has all the Cake Gone? – Andrew Sanders (<i>SLS recommended</i>)		
IMPACT	To become a baker who can explore how ingredients change when mixed together.		