



# ASPIRATION –TO INDEPENDENTLY FOLLOW A RECIPE TO BAKE BREAD

● Communication & language 
 ● Physical Development 
 ● PSED 
 ● Literacy 
 ● Mathematics 
 ● Understanding the World 
 ● Expressive Arts & Design

<p><b>Milestone 1</b> Christmas</p>	<p><b>What will be observed</b>  <span style="color: blue;">●</span><span style="color: orange;">●</span><span style="color: red;">●</span><span style="color: green;">●</span><span style="color: purple;">●</span><span style="color: teal;">●</span></p> <p>Children mix different ingredients and substances in the provision, including sand and water, flour and water, different colour paint; and mud and other organic substances in the mud kitchen and at forest school.</p> <p>Children use tools such as spoons, sieves, scoops, rolling pins, cookie cutters and knives, and they begin to use cutlery at lunch time and at the snack table.</p> <p>Children understand quantitative vocabulary such as “more, less, add, share, take away” and, with adult support, they count steps and amounts (scoops, coins, etc) up to and beyond 5.</p> <p>With adult support and in a small group, children will understand and follow the steps to bake a simple cake. With adult scaffolding, children will learn to use the balancing scales to find the same weights.</p>	<p><b>What activities suggested</b> <b>Implementations/ideas</b></p> <ul style="list-style-type: none"> <li>- Mud kitchen</li> <li>- Colour mixing during art</li> <li>- Water play</li> <li>- Following instructions</li> <li>- Using tools, wooden spoons, scoops, sieves, rolling pins, cookie cutters, knives.</li> <li>- Playdough, kneading and manipulation.</li> <li>- Simple cooking and mixing</li> <li>- Snack time</li> <li>- Visual timetable Passing of time, daily schedule, sequencing, ordinal numbers</li> <li>-</li> </ul>
<p><b>Milestone 2</b> Easter</p>	<p><b>What will be observed</b>  <span style="color: blue;">●</span><span style="color: orange;">●</span><span style="color: red;">●</span><span style="color: green;">●</span><span style="color: purple;">●</span><span style="color: teal;">●</span></p> <p>Independently, children mix paints following colour cards, and simple picture recipes in the provision mixing substances, such as sand, water, leaves, herbs, and mud, starting to count (scoops, leaves, etc.) up to 10 and beyond.</p> <p>Children independently access the tools that they need with a purpose in mind, and with adult support, they are able to explain the process that they are following, for example, grinding chalk to make paint and mixing different colours.</p> <p>In a small group with an adult offering support but not leading, children follow the steps to make a flat bread. They use measures such as scoops, spoons, cups and weighing against other objects such as eggs and the vocabulary associated with quantity such as “more, less, add, take away, ‘more than’ and ‘fewer than’ to compare quantities.</p> <p>Children are able to wait for the end result, e.g. baking and cooling time, and they are able to reflect on the process.</p>	<ul style="list-style-type: none"> <li>- Flat bread making.</li> <li>- Following a picture recipe.</li> <li>- Scaffolded use of measures (weight scales, cups, tablespoons, teaspoons etc.</li> <li>- Waiting for proving</li> <li>- Mixing powder paint.</li> <li>- Following a recipe to make playdough.</li> <li>- Visual timetable Passing of time, daily schedule, sequencing, ordinal numbers</li> <li>- Pancake making</li> <li>- Waiting for important events.</li> </ul>
<p><b>Milestone 3</b> End of the year</p>	<p><b>What will be observed</b>  <span style="color: blue;">●</span><span style="color: orange;">●</span><span style="color: red;">●</span><span style="color: green;">●</span><span style="color: purple;">●</span><span style="color: teal;">●</span></p> <p>In small group cooking activities, children follow the steps to make a bread roll with an adult. Children independently and accurately use measures, tools, and ingredients to achieve the end result.</p> <p>Children recognise the numerals on the recipe cards, and count out quantities accurately beyond 10 showing a secure understanding of the ‘cardinal principle’ (last number is the total). Children describe and discuss the sequence and the process. They show a deep understanding of numbers 1-10 such as ‘one more than/one less than’.</p> <p>Adult support is minimal, as their general behaviour more sensible, controlled and independent, and they are able to follow recipe cards.</p>	<ul style="list-style-type: none"> <li>- Children follow the steps of a recipe independently.</li> <li>- Measuring ingredients using scoops, weighing scales (for comparison)</li> <li>- Rolling and using a rolling pin.</li> <li>- Waiting for dough to prove.</li> <li>- Solve real-life maths problems with numbers up to 5</li> <li>- Cake/biscuit station.</li> </ul>