



BEYC
Consultative Planning
Harvest Learning Stories
Term 1 2016/17

Write—Say—Make—Do

Prior Learning

- Our produce in the orchard and greenhouse is now ready to harvest. In small groups children have been visiting the orchard to look, touch, smell and water the fruit trees/plants and vegetables.
- Lots of interest in 'The Giant Turnip' story, Mrs Ola been reading in Polish too.

Differentiated Learning Experiences.

PLODS.

- Investigate Talking and Thinking floor tub at group time.
- Prepare fruit and vegetables for snack., recognising that some foods have different taste, smells and appearance.
- Harvest produce and use simple recipes.: soups, crumbles, pies, bread.
- Hands on investigation to learn about the process of farm to fork, e.g. grinding wheat to make flour.
- Measure produce to compare sizes and weights,
- Community links: A small group visit to Tesco/Morrisons/bakers to find out how bread is made and learn about job roles/farm to fork.
- Home links: Invite 'real farmer' Finlay's Dad to come back into nursery to talk about his job and learn about the role of the farmer.



Key Aspects of Learning—see WL Dev Grids

(Skills. Knowledge. Understanding. Application.)

I am beginning to:

- understand events happen at a particular time day/week/season/year
- use simple signs and charts for information to help make choices and decisions.
- Show an awareness that numbers represent quantities and numbers are all around us
- read numerals
- count with one to one correspondence
- develop an understanding of the language of pre measure (bigger/ smaller, longer/shorter, wider / narrower, heavier /lighter)
- learn new words and apply them in the correct context.
- share knowledge and ask appropriate questions.
- use language to organise, sequence and clarify thinking, ideas, feelings and events.



Experiences & Outcomes.

Focused Observations.

Numeracy and Mathematics—Measurement

I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. [MNU 0-11a](#)

Health and Wellbeing.—Food and the consumer & Planning for choices and change.

I have explore and discover where foods come from as I choose, prepare and taste different foods. [HWB 0-35a](#)

I can describe some of the kinds of work that people do and I am finding out about the wider world of work. [HWB 0-20a](#)

Literacy and English—Finding and using information

I listen or watch for useful or interesting information and I use this to make choices or learn new things. [LIT 0-04a](#)

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. [LIT 0-14a](#)



Assessment Focus

Learning Intention

Through play children will develop understanding of measurement when using scales/measuring jugs/tapes/rulers and various sized containers to compare amounts from the harvest produce gathered and when baking/cooking with it.

Success Criteria

- I can talk about and compare materials/produce that are bigger/ smaller, longer/shorter, wider /narrower, heavier /lighter).

Write—Say—Make—Do.

Children's Voice.

Miss Gardner and yellow group investigating Harvest TTFT.

Miss G asked what could the tub be all about?

Sophie, Christie and Erin "Farmers".

Miss G asked "What do farmers do?"

Sophie "The y look after animals and get milk."

Diarmid "They look after pigs who are sick."

Sophie "Look in the picture he is making potatoes."

Miss G asked "How are potatoes made?"

Erin and Sophie "At the shops." Everyone else agreed.

Miss G "Potatoes grow in the ground. Do some of you remember we planted potatoes n the bags in our orchard?"

Diarmid "I do it was really messy and I had muck in my nails."

Sophie "This glove is for picking tomatoes."

Miss G "Where do tomatoes grow?"

Diarmid "In the greenhouse and that's potatoes growing in the hay and the tractor is getting them."

Miss G "This machine looks like a tractor but this is a combine harvester, it harvests the wheat, it collects the wheat from the fields." Shows children the wheat in the tub.

Sophie "It looks like straw that the pigs use to build the house of straw"

Diarmid "But the pig dies."

Ella "Aye it gets munched."



Experiences and

PLODs

Further develop understanding of 'harvest' through books, TTFT, visits to our orchard to harvest the produce



Learning Intentions.

Children's Voice.

Miss Kelly and green group listening to 'Oliver's Vegetables' story.
 Miss K "Which vegetables did Oliver find in his garden?"
 Ollie "Carrots."
 Summer "My carrots are crunchy."
 Ethan M "I have vegetables in my bit."
 Leia "He got chips."
 Miss K "Which vegetables do we use to make chips?"
 Ethan M "Potatoes make chips."
 Ollie "From the chip shop."
 Callum "I've got carrots growing in my house."
 Miss K "Oliver found some rhubarb in his Grandpa's garden. Has anyone tried rhubarb before."
 Ethan M "My papa grows rhubarb."



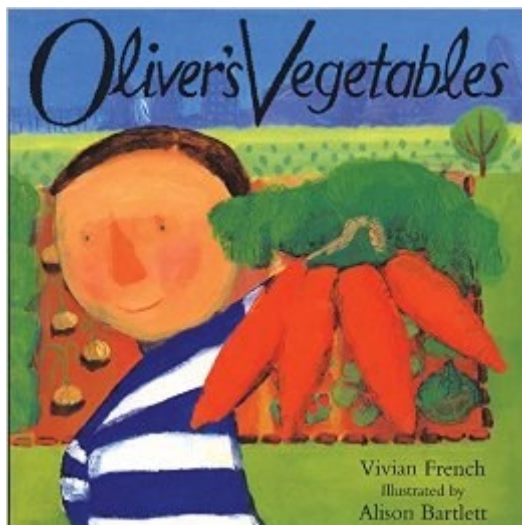
Learning Intentions.

Children's Voice.

Miss Kelly and green group then went to investigate the orchard.
 Ollie "Look, look! Apples grow from trees."
 Leia "Green one!"
 Miss K "Look we have potatoes growing in the bags how are we going to get them out?"
 Ethan M "Well we will just pull them out and wash them."
 Miss K "How did Oliver's Grandpa get his potatoes out?"
 Finaly "With a big spade."
 Investigating produce in the greenhouse.
 Finlay "If they (tomatoes) are green they're not ready, don't touch."
 Summer "I'm growing potatoes at Granda's garden."



Experiences and Outcomes.



PLODs
Home Links
 Ask Summer and Ethan to bring in rhubarb/potatoes or photos of it to explore at group time.





Learning Intentions.



Children's Voice.

Mrs Ola and children harvesting orchard produce that is now ready.

Mrs Ola "We are looking for fruit and vegetables."

Ivy May "Look I can see lettuce."

Mrs Ola "How do you know it's a lettuce?"

Ivy May "I have lettuce at home and my mum makes me salad."

Mrs Ola "You were close but this is a cabbage."

Sophie "Yes it's a cabbage cause its green and looks like a tomato and has a small ball inside. We can make cabbage soup? I've never ate it before."

Marcus "I can see apple trees, lets go pick them."

Lucy "They are green."

Sophie "I know lets make apple soup."

Ivy May "Apple soup? No we can make apple pie."

Mrs Ola "Or we can make apple cakes but can you tell me what ingredients we will need to make the cake or pie?"

Marcus "Apples."

Lucie "Apples."

Mrs Ola "What else?"

Sophie "I don't know?"

Ivy May "Apples and flour?"

Write—Say—Make—Do.



Continued.....



Write—Say—Make—Do.



Children's Voice.

Mrs Ola and children harvesting orchard produce in greenhouse that is now ready.

Mrs Ola "What can you see here?"

Sophie and Lucie "Tomatoes."

Mrs Ola "How do you know they are tomatoes?"

Marcus "Because they look like tomatoes."

Sophie "Pick one! They are tomatoes because they are red and smell like tomatoes."

Ivy May "Yuck they are too soft. Look they have tiny seeds inside."

Mrs Ola "Why are they too soft?"

Lucie and Marcus "I don't know?"

Sophie "I know because they are cracked and seeds fall out."

Mrs Ola "Can you tell me the difference between a tomato and an apple?"

Lucie "Apples are big and round."

Marcus "Tomatoes are small and soft."

Mrs Ola "Well done! Now can we count how many apples and how many tomatoes we collected?"

Sophie "No, lets go back to the room and eat them!"

Lucie counted 3 apples.

Learning Intentions.



PLODs

Set out a variety of fruit and veg from orchard for investigation using our senses.

Sorting activity.

Support learning with books.

Baking activity.



Experiences and Outcomes.

Write—Say—Make—Do.

Children's Voice.

Mrs Ola, house corner supporting children to use kitchen scales to weigh orchard produce.

Rogan "Mrs Can you help me to get to a thousand."

Mrs Ola "Yes but I'm sure you can do it without my help."

Rogan "Finlay do you want to help me? Let's put stuff in."

Mrs Ola "That's a good idea, what will you put in?"

Rogan "Potatoes.... Hair rollers....spoons."

Rogan pointed to the dial on the scales "Look it's a thousand."

Mrs Ola "How do you know it's a thousand?"

Rogan counted to four "Because a thousand has a one and three zeros."

Mrs Ola "Well done you are right."

Rogan "One million is bigger than a thousand."

Mrs Ola "How do you know that?"

Rogan "Because a thousand had four numbers and one million has eight numbers."

Finlay "Yes and one hundred has one and two zeros and one thousand had one and three zeros."

Experiences and Outcomes.

Learning Intentions.

PLODs

Focussed observation

Numeracy—Counting, Number recognition and Measurement.

Provide other types of scales e.g. balance scales and various fruits and veg. Encourage children to use scales appropriately providing support and challenge when required.



Write—Say—Make—Do.

Adult Voice

Miss Wilkinson and the AM red group.' The Little Red Hen and The Ear of Wheat' story. Handling ears of wheat.

"Wheat is a grain, it's not a fruit or a vegetable. Wheat can be used to make its of other foods..... The wheat is going to be ground at the mill. If you grind something you break it all up by squashing it and pressing it into powder..... To harvest something means to gather it up when it has grown and is ready..... Combine harvesters make harvesting wheat much easier. They are big machines with blades on them, like big sharp knives to cut lots of the wheat at the same time."



Learning Intentions.

Experiences and Outcomes.

PLODs

- Grind wheat to make flour.
- Research combine harvesters online and in books, photos, video clips etc.
- Mrs Ola to teach us 'Big Red Combine Harvester' Song. Lyrics online and video on Youtube.
- Adults model new vocabulary and support understanding; **grains, grind, ground, wheat, harvest, mill, combine harvester,**

Child Voice

Miss W "What does harvest mean?"

Libby " Harvesters do it. I saw one in my motorhome, It's not a tractor."

Ivy May "You can pull it out."

Sophie "Or chop it out."

Miss W "Or pick them like the apples on our trees."



Adults' Voice.
Harvest Talking Tub—"this is a pestle and this is a mortar, you use the pestle to grind the wheat, press down hard on it and try to crush it, we want it to turn into powder, the powder is flour... a long time ago this is how people made flour....now there are big machines to grind the wheat and it is much faster



Child/ Adult Voice

PM Red group time, following on from 'The Little Red Hen' story and investigating ears of wheat the group had a try at grinding wheat grains to make flour for themselves.



James "It's (grains) like seeds."

Erin "It's not going to flour."

Miss W "It's such hard work. You have to really crush it as hard as you can, use all your strength."

Amelia "It's going everywhere."

Erin "I'm not giving up!"

Miss W "I think that is why The Little Red Hen went to the mill, the machines done all the hard work for her."

Erin "I think that's what we should do!"

We looked on Google videos and found some video footage on YouTube of wheat grain mills working.

Erin "Can you get us a machine? This is too hard."

We looked on Google Shopping on the Smartboard and found a wheat grain hand mill. We sent Mrs Lynch an email asking if we could put it on nursery wish list to help us make our own flour.

At song time we used YouTube again to learn a new song Mrs Ola started to teach us yesterday, 'Big Red Combine Harvester'. We also looked at video clips of a combine at work in a wheat field.



Learning Intentions.



PLODs

- Grind wheat to make flour using a hand mill.
- Continue to model new vocabulary **grains, grind, ground, wheat, harvest, mill, combine harvester, pestle, mortar.**
- Continue to learn song.
- Further extend by using the flour to make dough and then bread like the Little Red Hen.



Experiences and Outcomes.



Write—Say—Make—Do.

Child/Adult voice.

21&22/9/16 Following on from previous PLODs, Miss Heenan and AM and PM children went to the orchard to look for more apples that were ready to be used. Some apples were picked from trees and some were found on the ground. We made apple muffins using a recipe which Kyla found in a recipe book. We concentrated hard to follow the recipe right to the end. . When baked our muffins in the oven and then took them home to eat.

Key Vocabulary

mix, stir, spoonful, weigh, scales, heavy, light, sticky, dry, teaspoon, turn, how many?



Write—Say—Make—Do.

Learning Intentions.



Adult Voice

What did we make yesterday?
How did we do this?
What ingredients did we use?
Where did the apples come from?
Do you remember how we cut the apples?
What did we find inside the apples?

Children's Voice

Continued....

22/9/16 Miss Heenan and children discussing apple muffins.

Violet: "We made apple muffins. I liked the apple muffin"
Eve "didn't like it ... Gave it to Grandad. We had to put milk and sugar in the bowl. We had to stir it The apples were outside on the trees."

Jessica: "Apple muffins. Butter and milk...we mixed it into a big bowl...apples...we had knives...We put the apple muffins in the oven."

Lilia: "Butter...Apples...Apples on the apple tree."

Leia:"I made apple cakes. We got apples from the orchard. I chopped them with knives. My gran makes frozen cakes and the boys made Star Wars cakes."

Freya: "We got apples in the trees. I chopped apples."

Katie: "We put in salt and sugar and put the apples in from the orchard. We grew them and picked them. We put everything in the big bowl and mixed them up. Miss Heenan put them in the oven. I gave them to Nana. They said "delicious"."



PLOD: Explore various types scales in play, bowl/digital/ jug/luggage etc. Model language of measurement e.g. heavy light and more than, less than. Recognise numbers.



Children's Voice.

Kyla: We made apple cakes and apple muffins. We needed butter and we needed flour and salt and weighing bowls. It weighs things with numbers. Stir it with a spoon. We got apples from our orchard and we had to wash and cut them. We needed to mix them and put it in the little cases. Miss Heenan put them in the oven. They tasted yummy... Seeds inside the apples...You can plant them and grow them again.



Learning Intentions.



Write—Say—Make—Do.



Child/ Adult Voice
PM Red Group grinding wheat with grinder at group time.
 Recapped on last weeks activity, discussing where wheat comes from and what we can make from it.
 Miss W "What do we need to make flour?"
 James "Wheat."
 Erin "To make our bread." Uses the grinder "You twist it and it turns to flour, look inside the drawer. Flour is messy, messy like sand."
 Alex "Cake flour is yummy."
 Miss W "Lilia did you use flour to bake your apple cakes to-day?"
 Lilia "Yeah." Lilia showed the group her cakes."

Learning Intentions.

Experiences and Outcomes.



- PLODs
- Grind wheat to make flour using a hand mill during free play.
 - Continue to model new vocabulary **grains, grind, ground, wheat, harvest, mill, combine harvester, pestle, mortar.**
 - Continue to learn song.
 - Further extend by using the flour to make dough and then bread like the Little Red Hen.

Write—Say—Make—Do.



- PLODs
- Grind wheat to make flour using a hand mill during free play.
 - Continue to model new vocabulary **grains, grind, ground, wheat, harvest, mill, combine harvester, pestle, mortar.**
 - Continue to learn song.
 - Further extend by using the flour to make dough and then bread like the Little Red Hen.
 - Bake using our flour for McMillan Coffee Morning.

Learning Intentions.

Child/ Adult Voice

AM Red Group grinding wheat with grinder at group time.

Recapped on last weeks activity, discussing where wheat comes from and what we can make from it and the tools used to grind wheat.

Miss W "Where does wheat come from?"

Sophie "Seeds."

Libby "In the field."

Introduced the grinder.

Miss W "Can you tell me what you are doing to the wheat, can you describe what is happening to it?"

Sophie "Mashing... ground it... I have muscles for this."

Ivy May "Harvest it... basher.... Mashing seeds."

Miss W "What would you like to do with our flour."

Sophie "Make a cake."

Libby "Cupcakes."



Experiences and Outcomes.



Write—Say—Make—Do.

Child/ Adult Voice 15/9/16

AM&PM Blue group and Miss H discussions at group time about apples on the trees they can see from the window.

Talking about where apples come from, what they need to grow, what do they taste like, what can we do with them?

Charlie "My Mummy's got apples in the house. Tastes nice."

Kyla "They are red and green on the trees. You can grow them in pots too.

Rain helps them get drinks and flowers too."

Katie "They are big apples on the trees. Water makes them grow from watering cans."

Julian ""Carol Ann had apple. Like fruit."

Kyla "Apple pie. We could make apple cakes."

Katie "Apple smoothies."

Freya "Dad gave me apples."

Lucas "Apple trees. Apples for eating. I see green ones."

Rogan "Water helps flowers and trees."

Riley "We need a basket to get them. We smash them and put them in the oven."

Rogan "We could make apple juice."

Shay "You eat apples for snack. Crunch!"

Ryan "I saw apples next door in peoples other house."

Charlotte "At Morrison's you get apples. I like apples."

Alfie "There's apples in my house. I eat them."

Ivan "Apples in the house. Apples are juicy. Seeds in the apple.. You plant them."



Learning Intentions.

PLODs

- Explore the orchard and harvest apples to touch, chop, taste, bake., sort, order, match etc.



- Blue group and Miss H 21/9/16 harvesting apples in Orchard in preparation for baking apple cakes.
- (PLOD).



Experiences and Outcomes.

Write—Say—Make—Do.

Learning Intentions.



Child/ Adult Voice 15/9/16

Mrs F and group of children discussing harvest (conversation lead towards farms), handling animals from small world farmyard and looking online for images and video clips of farm animals.

Ivan "Look it's a cow."

Lily "It's chocolate colour."

Ivan "No it's black and white."

Mrs F "Do you know what cows eat?"

Charlie "Aye, they eat grass."

Ivan "What are they hanging things?"

Mrs F "Those are called udders. That is where milk comes from. The cows on this farm are attached to special machines that squeeze their udders until all the milk comes out."

Kianna "Ew yuck!"

Ryan "You only get them on big cows."

Ivan "Milk is cold."

Alfie "But you can make it hot because I get hot chocolate from Gran and Grandpa. Can we get hot chocolate in nursery?"

Mrs F "If we are careful, if hot chocolate spills it could burn."

Caitlin "Cereal with milk? Maybe Coco Pops?"

Mrs F "We could have milky porridge for snack and smoothie too?"



Experiences and Outcomes.



PLODs

- Taste hot chocolate at snack time. Explore other options for snack that include milk, smoothies etc. Investigate other foods that are made from milk e.g. yoghurt, cheese etc.



Write—Say—Make—



27/9/16 After reading Oliver's Vegetables with Miss Kelly, the children wondered if potatoes grew underground and decided to go to the orchard to explore

We got investigated the potato sacks

Summer: Where are they?

Miss Kelly: Well we can't see them yet, so do you think they grow above the ground or under the ground?... Ethan: Under.

Ivy May: My Gran grows potatoes but they're all gone now.

Whilst digging, Ethan found lots of potatoes.

Ivy May: These ones are tiny ... they've got pink skin.

Miss K: Does anyone know why they have pink skin? ..No...When we get back inside we can do our research online at google. When we went back inside, the children realised the potatoes were dirty.

Ethan: Can we wash them? Where can we wash them?

Summer: in the water . We counted them as we put them into the water tray...Ethan: There's 6 yellow ones

Miss K and Ivy May counted together ...13 pink ones.

We found out there are more than 100 types of potatoes, even some blue and purple ones..

Leon: You can buy them in the shops.

Ivy May: I've never seen one before (purple/blue ones)

Leon: You need to cook them, then eat them.

Miss K: What can we make from potatoes?

Ethan: Chips, big ones and wee ones.



PLODS:

Continue to investigate fruit and vegetables through washing them and cutting /peeling them.

Explore the orchard learning where fruit and vegetables grow.

Context: children were playing with the wheat ears and grinding them to make flour.. Children asked for some more seeds so Mrs Carlin brought some stems

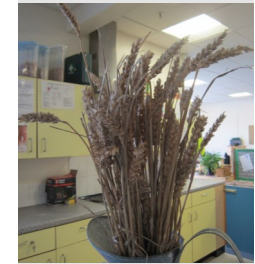
Children's Voice.

Caelen: Look, I've got some flour in the drawer (of the grinder)
Mrs C: Where did the flour come from?
Caelen : From the birdseed.
Mrs C: That's called wheat
Caelen:(to his friend): put it in the bowl and give it a little stir...you get flour

Write—Say—Make—Do.

Children's Voice.

James, Charlie and Ella were grinding some seeds and they asked for more. Mrs C gave them some wheat.
Mrs C: Can you see the seeds?
James: They're at the end. (they pull the ears off)
Mrs C: The piece that is left is called straw. It can be used for making beds for horses. What other animals might sleep on straw?
James: sheep... Charlie: Cows ... James: hens...Charlie: Ducks
Mrs C: Where does a hen live? James: in his den



Children's Voice

Ethan, Christie and Caelen also investigated the straw.
Mrs C: Where does a hen live? Ethan: in a hen coup.
Mrs C: Will we see if we can find a hen coup? Christie: With no hens?
We went outside and Ethan immediately spotted the "A" frame. Ethan: This is like a chicken coup. (They all made lots of clucking noises.) Can we get some hens?
Mrs C: There are hens inside in the story corner> Ethan: Not real ones...The Little Red Hen. Mrs C: we could take the chicken coup inside and put the hens in it.
Ethan: Can we dress up as hens?



PLODS: Bring "A" Frame indoors and set up with chickens/Little Red Hen characters in it, to create a "chicken coup"/den in story corner.
Make bread and/or cakes using flour.

Child/ Adult Voice

PM Red group used the flour they ground from wheat to make bread dough on Tuesday at group time.

On Wednesday we met during the session to knead our dough and shape it into a little roll each. We looked at the baking book for ideas. Erin "I'm going to make a tortoise roll." We put them in the oven to bake and then ate them at group time. We discussed what fillings we would like to accompany our rolls....

Erin "Tastes so yummy."

James "I having some jam. It's yummy."

Erin "The ham is my tortoise's housecoat."

Alex "Like it."

Sophie "Ham on it."

Lilia "Cheese. Some jam."

Amelia "Yummy with butter."

Miss W "First we ground the...."

Erin "Wheat"

Miss W "To make...."

James "Flour"

Miss W "Then we mixed the flour into...."

Erin "Dough"

Miss W "Then we bakes the dough into...."

Sophie "Toast"

Amelia "Bread"

Miss W "I'm so glad everyone helped to make our bread, not like the characters in the Little Red Hen."

See video clips in server.

Learning Intentions.



PLODs

- Continue to revisit previous PLODS to consolidate learning.
- Watch 'Come Outside—Bread' at group time and discuss learning.
- Focused numeracy ob re measurement from baking video clip.

Experiences and Out-

Write—Say—Make—Do.

Child/ Adult Voice

27.9.16 AM Red Group— Discussion after 'Oliver's Vegetables' story at group time. Everyone agreed they like potatoes the best.

Logan "Can we make chips for snack?"

Sophie "We can cut them."

Libby "And do the peeler."

Miss W "Do you know what else you can make with potatoes?"

Everyone "No"

Miss W "I will give you some clues.... They are crunchy...they come in packets...you eat them cold... they come in lots of different flavours... my favourite flavour is salt and vinegar."

Lucie and Sophie

"Crisps!"



PLODs

- 'Come Outside Crisps' to find out how crisps are made.



Write—Say—Make—Do.

Child/ Adult Voice

28.9.16 AM Red Group—' Come Outside—Crisps'.

Logan "The digger digs up the soil and picks the potatoes up, washes potatoes, puts them in the oven and makes crisps."

Caelen "Carrots are in the field."

Sophie "Crisps went in a big oven."

Lucie "Potatoes turned into crisps. They get washed n the machine."

Anna "I like cheese crisps."

Miss W "Do you think we could make crisps at nursery?"

Caelen "Yes! Spicy crisps."

Miss W "What else would we need?"

Logan "A cooker."

Sophie "Flour?"

Ivy May "Potatoes. I like ham crisps"

Anna "I like spicy crisps."

Sophie "Salt and vinegar."



Learning

Child/ Adult Voice

3.10.16 AM Red Group researching crisp recipes on Google and watching video clips on YouTube.



Tomorrow we are going to:

- Peel and slice the potatoes.
- Put the slices in a bowl of salty water for 10 minutes.
- Spread the slices thinly on a baking tray.
- Bake for 30 minutes.
- Turn over and bake for another 30 minutes.



On Wednesday we are going to EAT THEM YUMMY.

<http://www.thedailyspud.com/2010/07/25/potato-crisps/>

PLODs

- Research home made crisp recipes.
- Ask Sebastian's family if they have any photos of the family potato farm in Poland.



Experiences and Outcomes.

Child/ Adult Voice

4.10.16 Red AM Group time. Following on from yesterdays group time PLOD.

Libby "Be careful with the peeler."

Ivy May "It can chop your fingers off."

Caelen Peels some potato skin and studies it, "I can see little crisps."

Ivy May helps Anna to peel and Marcus demonstrates to everyone how good he is at peeling potatoes "I peel potatoes at home."

Miss W demonstrates how to use the "slicer" on the "grater".

Caean "Is that apple?"

Miss W "No its very thin slices of potato. It looks like apple."

We all had another discussion about flavours and agreed on salty crisps to taste tomorrow.

After the peeling and slicing we put the slices into a bowl of water. We all added a pinch of salt.

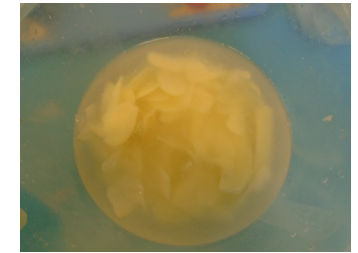
OOOOOPS we knocked the bowl over..... FLOOD!!

We all jumped out the way and dried up the spilled water.

Miss W put the slices on a baking tray and popped them into the oven.



Write—Say—Make—Do.



Learning Intentions.

Experiences and Outcomes.



PLODs

- Check the crisps with Wraparound at lunch time.
- Taste them tomorrow at group time.
- Set up a peeling station.

Write—Say—Make—Do.



Child/ Adult Voice

4.10.16 AM. Vegetable soup making for the PM snack. From previous PLODS to further explore harvest produce.

Jude cuts a carrot "Knife....Cut"

Erin and Jude identified the carrots."

Miss W introduced a "parsnip" , "turnip" , "sweet potato"...

"another root vegetable that grows in the ground like carrots."

Erin identified the onion and rubbed her eyes when cutting it, commenting it was "stingy."

Miss W points to the roots on the sweet potato. "What are these?"

Ethan Mc "Roots... they help the turnip grow.. Well the roots stick to the ground.... They kind of help the turnip to grow big and fat."

Miss W " The roots are like little straws and they sook the rain water out the soil to give the turnip a drink to help t grow."

Ollie "What are these?"

Miss W "They are lentils, not a vegetable or a grain like wheat."

Ollie "Where?"

Miss W "Lets find out where pulses come from."



PLODs

- Give our soup to our afternoon friends to eat for snack.
- Find out where pulses come from.
- Try to identify the vegetables used in the soup and in 'Oliver's Vegetables' story that are in nursery for handling.
- Find out about roots and what they do in the life cycle of a vegetable.
- Find out why onions nip your eyes when you cut them.
- Set up a peeling station.



Write—Say—Make—Do.



Child/ Adult Voice
4.10.16 PM. Vegetable soup making for the AM snack tomorrow. From previous PLODS to further explore harvest produce.

Jessica and Gracie identified onions and carrots.

Dylan used the peeler to peel the carrots.

Jessica commented on the turnip "I can't really cut this."

Nessamy worked hard to cut the carrots and onion.

Miss W told the group this is what children used to carve at Halloween instead of pumpkins in Scotland a long time ago.

We looked at the roots on the sweet potato.

Miss W "What are these growing out the sweet potato?"

Gracie "Potato and yeah it's a stick."

Miss W "The roots are like little straws and they sook the rain water out the soil to give the turnip a drink to help t grow."

Jessica commented on the onion "This makes my nose feel yucky."

Violet studied the inside of the sweet potato "Cool pattern."

Erin "What about inside the carrot."

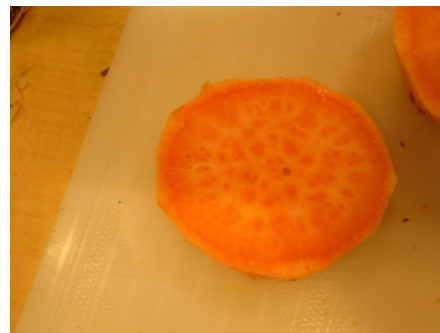
We all looked inside the carrot and the onion and saw "circles."



PLODs

- Give our soup to our morning friends to eat for snack tomorrow.
- Try to identify the vegetables used in the soup and in 'Oliver's Vegetables' story that are in nursery for handling.
- Find out why onions make your nose feel yucky.
- Explore patterns inside vegetables.
- Set up a peeling station.

Learning Intentions.





Child/ Adult Voice
 5.10.16 Red AM Group time. Eating our crisps. Following on from yesterday's group time PLOD.
 Miss W "What do think of the crisps, how do they taste?"
 Kieran "A bit soft."
 Caelen "A bit slippery."
 Sophie "I found a bit potato skin....Salty."
 Marcus "They are yummy."
 Anna "Potatoes."
 Libby "Slippery. They haven't been cooked good!"
 Miss W "I think you are right. I think the oven needs to be turned up so it is hotter and they maybe need cooked for longer."
 Logan "At one hundred. One hundred it a big number."
 Lucie "A little bit hotter."



Experiences and Outcomes.



PLODs

- Make a recipe card tomorrow to photocopy and then 'try at home' - taste other flavours.

Learning Intentions.



Write—Say—Make—Do.

Staff Evaluation (Impact on learning)

Points to consider:

Quality of the curriculum (design principles)

Developing the 4 capacities

Types of evidence gathered to inform the Learners' Journeys, including examples of the teacher/practitioner's voice and the child's voice

How well did we support, encourage, extend children's development and learning?

How well did staff interact with the children to meet their needs?

Parental and community engagement.

Most children have experienced the range of opportunities identified in the learning intentions indoors and out.

Most children learned about harvesting fruit and vegetables using our orchard produce and finding out where / how it grew (HWB014a HWB35a).

Most children also found out about the various uses for the produce through cooking/baking activities; soups, crumbles, muffins, smoothies and making crisps (meeting the needs of children spontaneously). (HWB29a, HWB030a).

Most children also participated in cutting, chopping and peeling of the produce, set up as a self-directed activities (HWB21a)

Learning was then further extended through science based active learning activities, e.g. onion gases, pumpkin playdough. (SCN005a SCN012a)

Some children's vocabulary was extended and applied in correct contexts, reflected in learning stories and focused observations. (LIT010a)

Most children engaged in active sessions indoors and outdoors where staff encouraged children to participate in harvest, thinking about where food comes from and how we know the produce is ready for harvesting (HWB0-30a).

The Harvest Talking Tub enabled hands on learning experiences during group time (HWB001a,HWB014a, LIT010a, LIT014a, LIT004a).

Wheat grinding was accessed by most children at group time and also as a very popular self-directed activity (HWB010a LIT010a, LIT01b, HWB004a, HWB09a). Learning was extended through making bread highlighting the farm to fork process, supported by a visit from a farmer (home/community links) - Finlay's dad (SOCO-16a).

Parents were encouraged to support their children's learning by participating in 'try at home' activities (making crisps, apple crumble, pumpkin playdough) with an emphasis on numeracy and maths, e.g. number, amount, quantity, size and measurement through following simple recipes (LIT010a, MNU020a, MNU011a, MNU001a).

The children's voice and effective adult dialogue was clearly demonstrated throughout the learning stories. Adults modelled new vocabulary and supported children's understanding throughout the topic by using the Talking Tub, books, songs and online resources (LIT001b, LIT011b, LIT010a)

Most children accessed measurement activity as planned as a focused observation opportunity using pumpkins (real and relevant context due to Halloween), however only some children's learning was recorded in focused observations (MNU020a, MNU011a, MNU001a). Staff continue to develop confidence using the focussed observation format and are working towards gathering more quality assessment information in relation to the children's interest.

(Unfortunately Tracy from Tesco could not make a visit this term but has rescheduled to visit nursery on Burns Day.)

Evidence includes:

Weekly planning diaries

Learning Stories

Learners Journeys

Photographs on Sway

Videos from GoPro

Displays/samples of work

Children's voice

Adult's voice

High quality questioning to encourage thinking, discussion challenge and next steps

Providing visuals to support children with EAL/ASN/limited language processing

Children taking responsibility, developing confidence amongst peer group, contributing to discussions and learning experiences and applying the learning in other contexts.