



The BIG Picture

Our Children are able to bring fiction to life as they enjoy the story, The Best pumpkin Soup before making their very own tasty soup.

Early Learning Goals

Pupils should be taught:

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Fine Motor Skills: Use a range of small tools, including scissors, paint brushes and cutlery.

Managing self: Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices

Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants.

Key Questions

Is that a fruit or a vegetable?

How does it feel, smell, taste?

Which ingredients were added to the pumpkin soup?

Is it smooth or lumpy?

Is it bitter / creamy?

Specific unit outcomes

To explore fruits and vegetables and the differences between them.

To use adjectives to describe how fruits and vegetables look, feel, smell and taste.

To listen to and recall elements from the story 'The Best Pumpkin Soup.'

To explore a pumpkin and describe it using the five senses.

To design a fruit and vegetable soup recipe.

To practise cutting with a knife.

To learn how to use a knife safely.

To safely use tools to prepare ingredients.

To describe the finished product and evaluate the process.

EYFS Outcomes

Learn new vocabulary.

Use new vocabulary throughout the day.

Develop small motor skills so that they can use a range of tools competently, safely and confidently.

Know and talk about the different factors that support their overall health and wellbeing: healthy eating.

Explore, use and refine a variety of artistic effects to express ideas and feelings.

Explore the natural world around them.

Key vocabulary & understanding:

Roots	leaves
Stem	plant
Flower	bud
Juicy	sweet
Sour	dry
Wet	bitter
Chewy	watery
Pumpkin	heavy
Bumpy	rough
Smooth	hard
Spiky	big
Huge	orange
Soft	seedy
Squashy	stringy
Wet	slimy
Squelchy	hollow
Carrot	sweetcorn
Garlic	onion
Potato	leek
Spinach	peas
Pumpkin	butternut
squash	
broccoli	





The BIG Picture

Creativity through exploration and play is vital to the development of children and this project allows them to do just that. They are encouraged to tinker with a variety of junk items and joining techniques in order to make their model.

Early Learning Goals

Fine Motor Skills - Use a range of small tools, including scissors, paint brushes and cutlery.

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Creating with Materials: Share their creations, explaining the process they have used.

Key Questions

How can we join these materials together?

Can you make a crocodile's mouth with the scissors?

What material could make a good door?

How could we share out the bottle tops?

What is your favourite part of the model?



Key vocabulary & understanding:

Join stick
Cut bend
Slot smooth
Bendy bumpy
Scissors blades
Handle snip
Cut squeeze
Thumb fingers
Elbow bubble wrap
cooked pasta tin foil
Playdough straws

Specific unit outcomes

To explore and investigate the tools and materials in the junk modelling area.

To develop scissor skills.

To investigate cutting different materials.

To learn how to plan and select the correct resources needed to make a model.

To verbally plan and create a junk model.

To share a finished model and talk about the processes in its creation.

EYFS outcomes

Develop small motor skills so that they can use a range of tools competently, safely and confidently.

Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.



The BIG Picture

An early understanding of the world is vital and our children ask their first scientific questions in this fun and exciting project.

Early Learning Goals:

Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Speaking: Offer explanations for why things might happen.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants

Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Creating with materials: Share their creations, explaining the process they have used.

Key Questions

How can we test this...?

What might happen if we...?

Would a ball of foil float as well as a flat piece?

Can you tell me something about boats?

How will these parts join?

Is it waterproof?



Key vocabulary & understanding:

Waterproof material
Absorb leak
Wet dry
Prediction variable
fair test experiment
Investigation Float
Sink sail
Anchor hull
Mast rudder
Helm poop deck
Deck crow's nest
Boat ship

Specific unit outcomes

To understand what waterproof means and to test whether materials are waterproof.

To test and make predictions for which materials float or sink.

To learn about the different features and structures of boats and ships.

To investigate how the shape and structure of boats affects the way they move.

To design a boat.

To create a boat based upon their own design.

EYFS Outcomes

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Explore the natural world around them.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.