



## Baking Plan

<b>Intended skill development</b>	<b>Implementation</b>	<b>Metacognition</b>	<b>Intended Impact (Development Matters)</b>
To respond to a question or headlines through facial expression, gesture or language	Lead practitioner will engage in open ended conversation and questions, embedding and extending learning	<b>Q</b>	<b>Communication and Language</b> Understand a question or instruction that has two parts Understand 'why' questions
Use tools for a purpose, with growing confidence and control	Children will be supported to use a range of tools safely and for a purpose. They will learn the names and functions of each tool.	<b>U</b>	<b>Personal, Social &amp; Emotional Development</b> Use one-handed tools and equipment Show a preference for a dominant hand
Participate in making marks related to the weekly phoneme	Children will connect their learning around sounds to the baking experience, being given the opportunity to write the weekly phoneme as a collective activity.	<b>U</b>	<b>Literacy</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
Use and understand the language of number, size and quantity, within a real world context	Throughout the session children will be encouraged to explain their understanding of mathematical concepts related to the baking process - counting, comparing and sizing as appropriate.	<b>E &amp; S</b>	<b>Maths</b> Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than'. Count objects, actions and sounds
Notice changes in materials and explore using all the senses	Lead practitioner will draw children's attention to the materials being used, the sensory experience these materials offer and how these materials change through the	<b>E</b>	<b>Understanding the World</b> Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary.

	baking process. Children are encouraged to explain their observations and recall the process.		Talk about the differences between materials and changes they notice.
	Children are encouraged to explore the tools and food materials, thinking about how they will be used and their impact on the baking process.	<b>T</b>	<b>Expressive Arts &amp; Design</b> Explore different materials freely, to develop their ideas about how to use them and what to make.
P4C	Children are encouraged to integrate Caring, Collaborative Critical and Creative thinking into their baking sessions		

Subject lead – Amanda Hubball

Baking link practitioner – Jane Blant