

Mud kitchen – Continuous Provision – Summer

Previous learning...	What we are doing now...	Key questions?
<p>Explore weight and capacity and make comparisons.</p> <p>Compare ingredient amounts using the vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.</p> <p>Use imagination to build stories around muddy creations.</p> <p>Imitate and recreate everyday experiences (cooking, going out for a meal, celebrating birthdays, cleaning).</p> <p>Count natural items that are added to their mixtures and match numbers to quantities using recipe instructions.</p> <p>Use a range of one-handed tools and equipment (snipping herbs, slicing using a child-safe knife, peeling, or grating vegetables).</p>	<p>Explore how quantities can be distributed equally.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Describe events taking place in the mud kitchen using the words ‘first’, ‘then’, ‘next’ (when giving instructions for a recipe).</p> <p>Develop descriptive vocabulary when exploring colour, texture and properties of mud, sand, clay, soil.</p> <p>Develop literacy skills by reading/writing recipes, menus and ingredients.</p>	<p>What materials are you using?</p> <p>What does it feel like?</p> <p>I wonder which is the best funnel or container to use.</p> <p>What are you going to make?</p> <p>Can you describe the ingredients that you put into your mixture?</p> <p>When you crush the herbs, what happens and does it smell different?</p> <p>I wonder what you could add to make these two containers weigh the same.</p> <p>How could I measure how much water I am adding?</p>