

**To follow a recipe to make a bread roll**

Reflection Points	What we expect to see EY professionals do	Some of the provision we may provide to support	Links*
<p><b>First point of reflection-</b> children explore and learn to combine different ingredients/messy materials (e.g., sand and water, cornflour, and water; mud and water). They learn how to use different tools (e.g., sieves, spoons, knives, rolling pins)</p>	<p>Children have lots of opportunities to access messy play; mud kitchen; water play and sand play. They learn how to use the tools with more precision and control. Children take part in cooking activities with an adult and learn how to use knives safely at the snack table (e.g., for buttering and cutting toast)</p>	<ul style="list-style-type: none"> <li>- Using a range of malleable materials – mud, making potions, cooking food – using pretend situations such as home corner, mud area etc.</li> <li>- Start using correct language for measure – teaspoons etc.</li> <li>- Counting out for cooking</li> <li>- Using scales – thinking about balancing and weight</li> </ul>	
<p><b>Second point of reflection-</b> with an adult, children follow steps to make a flat bread. They are supported to follow a simple recipe, completing each step with adult help</p>	<p>Children have opportunities to make gloop, slime and play dough and paint with adult guidance. Simple instruction cards are used to support and counting out encouraged.</p>	<ul style="list-style-type: none"> <li>- Using simple recipe cards (depicting photos with numbers 0-3, 0-5, 0-9) etc.</li> <li>- Mixing</li> <li>- Exploring baking</li> <li>- Campfire cooking?</li> <li>- Using the oven – safety</li> <li>- Moving towards measuring with support to independently measuring out and mixing.</li> </ul>	<p>Birth to 2 three DM links- PD, L, UW,EAD</p> <p>3 to 4- PD, , M, UW,EAD</p>
<p><b>Third point of reflection-</b> in small groups children follow steps to make in individual bread roll. They can use the correct tool to measure and fill it up to the top and count out what they need. They can subitise to 3. They know the last number they say is the total.</p>	<p>The amount of adult support is reduced. Counting during play activity is encouraged to support subitising and 1:1 counting. Instructions are available for children to make their own play dough.</p>		<p>3 to 4 DM links- Comm, PD, L, UW, M,</p>
<p><b>Fourth point of reflection-</b> children can make a bread roll independently by following the recipe card. They get it ready for cooking by putting it on a baking tray.</p>			