



EYFS Lead Practitioners Cookery Book Project

Contents

Oh me, oh my, a PIE! by Jan Fearnley.....	1
Tea REX by Molly Idle	16
Chapatti Moon by Pippa Goodhart	31
Quill Soup by Alan Durant.....	47
Mama Panya's Pancakes: A Village Tale from Kenya by Mary Chamberlin and Rich Chamberlin	64
The Little Red Hen (Makes a Pizza) Retold by Philemon Sturges.....	78
Biscuit Bear by Mini Grey	94
The Magic Paintbrush by Julia Donaldson, Illustrated by Joel Stewart.....	108

Oh me, oh my, a PIE! by Jan Fearnley



QR code to audio version:



You can listen to the story on [YouTube](#)

Key Vocabulary

Share: To have part of something with others.

Greedy: Wanting lots of something for example food, money, power.

Scoff: Eating very quickly and greedily.

Sneak: To move or act in a quiet and secret way.

Tough: Strong and resilient.

Where: A place or position.

England and East Sussex Facts

Did you know? The banoffee pie was first invented in Jevington, East Sussex.



Other Pie facts

Did you know? Pie has been around since the ancient Egyptians. The first pies were made by early Romans who may have learned about it through the Greeks. These pies were sometimes made in "reeds" which were used for the sole purpose of holding the filling and not for eating with the filling. Pies were also often made aboard ships to help with space and storage.

Where in the world: England is part of the United Kingdom. The United Kingdom includes the countries: England, Northern Ireland, Scotland, and Wales. England is divided into counties, and we live in the county called 'East Sussex'.



You can travel between the countries in the UK by bus, coach, car, train, and some people use aeroplanes to travel between the parts quickly.

England Flag:



East Sussex Flag:



Language: The language spoken in England, Northern Ireland and Scotland is English but lots of people have bought other languages which are commonly spoken here too. In Wales they speak English and Welsh.

Famous places:

There are many castles to visit in East Sussex including Lewes, Herstmonceux, Pevensey, Bodiam and Hastings castles. Also Battle Abbey and the Battlefields are where the Battle of Hastings took place in East Sussex in 1066. The Royal Pavilion in Brighton is a beautiful example of a very different style of architecture.

Pooh Sticks Bridge - Made famous by Christopher Milnes Winnie the Pooh stories in Hartfield, East Sussex.

Banoffee Pie Recipe

Ingredients: (one large pie serves approximately 15)

- 250 grams of digestive biscuits
- 100 grams of melted butter
- One tin of Caramel (397 grams)
- Two bananas
- 300 millilitres of whipping cream
- Chocolate to sprinkle or other decorations

You will also need...

A 20 centimetre loose-bottomed cake tin and a grater

Instructions:

1. Crush the biscuits in a large, tough bowl using a rolling pin.
2. Melt the butter in the microwave, and to the butter and mix them together.
3. Then press the mixture into the base and the sides of the cake tin.
4. Chill for 30 minutes in the fridge or ten minutes in the freezer.
5. Spoon the caramel into the base and spread it gently to the edges.
6. Slice the bananas and share them across the caramel.
7. Whip the cream into soft peaks and then put this on top of the bananas.
8. Grate the chocolate over the cream or decorate.

You can follow the recipe and watch a video on how to make the pie on the [carnation website](#).



Activity ideas for practitioners

Activity: Mud Pies

Areas of learning: EAD, PD



Create an inviting mud pie making area with a range of different sized cutlery, pots, pans, cookie cutters, moulds, sieves, cupcake cases and baking trays. Include or encourage children to collect natural objects to add such as petals, twigs, leaves. Add paper, pencils, pens, and clipboards to encourage mark making and labelling.

Adult prompts:

What shall I add to my mud pie? Should we eat mud pies? Why not? How will we know what is in each pie? How could we share the pie? How many shall we make? Why is it crumbling? What could we add?

Activity: Playdough Pies

Areas of learning: EAD, PD, Literacy, Maths



Set up or prepare playdough with the children. Try adding different food spices or flavours, for example cinnamon to create sensory apple pie dough or caramel for a Banoffee Pie. Add different colours to represent various fillings such as red for cherry pie or orange for pumpkin pie. You could add foam shapes to represent fruit or vegetable pieces if you're making savoury pies.

Adult prompts:

How many pieces will we need to cover our pie filling? Are they long enough? How do we know whose pie is whose? Shall we add our names or initials? How can we share the fillings and pie dough? How can we share the finished pie?

Activity: Pie Face Game

Areas of learning: PSED, Maths



If you have the actual game great, if not you can recreate the idea in a slightly different way. First fill a plate with squirty cream then sing 'pass the pie, pass it on, pass the pie, pass it on, '1,2,3,4,5,6,7,8,9,10' as the children sitting in a circle pass the pie round. When the song stops the person holding it chooses to either 'pie' in the face (gently!) the person next to them or to eat themselves!

Adult prompts:

Who will you choose? Who are they sitting next to? Where will the pie stop?

Activity: Target Pie Throwing

Areas of learning: PD, UW, Maths



Using a chalkboard, whiteboard, chalk on the playground or cardboard create a large target like below or several circles or hoop targets to aim or throw objects at. Label with numbers for points. Use beanbags, frisbees or pie shapes cut out of foam to throw and give points for each time they hit the target or targets.

Adult prompts:

Which target are you aiming for? How many points is that? How can we remember how many points we have? Could we keep a tally?

Activity: Preparing and Tasting Fruits

Areas of learning: UW, CLL, PSED



Talk about fruits that the children have and have not tasted before. Make a list together and then create a shopping list. Buy the fruits and then present them to the children posing the problem of how to prepare them together.

Adult prompts:

Do we peel the fruit? Which parts can we eat? Which parts can't we eat? How does it feel- soft, tough? Where was the fruit grown? Does it say on the packaging? How did it get to the shops? Do you like the smell? Do you like the taste? How many pieces can we cut and share out? Which would you like to be greedy with or scoff?

Activity: Pie or Treasure Hunt

Areas of learning: UW, EAD, CLL



Create props or make with the children. Either pie slices with various colour fillings or fruits with numerals on. Ask some children to sneak the pie pieces and hide them outside or around the room whilst others wait, counting to 20 with their eyes closed. When all the pie is hidden children rush to collect and sort the pie pieces back to make complete pies! Or if using fruits and a list as below tick or write the numeral to match to the fruit- racing to see who can find them all!

Adult prompts:

How can we share the pie to make sure we all have some to hide? Where do we put them when we find them? Which number is missing?

Activity: Local Landmarks- Maps

Areas of learning: UW, EAD



Using your local knowledge, going to visit or by researching online- find and recreate a local map to show key features or landmarks that the children will have visited or would like to visit. Encourage the children to create their own versions to represent their local area- parks, shops, friend's houses, school, etc. Can they label them? Can they show and describe to a friend?

Adult prompts:

Where do we live? Which places do you like to go? What does it look like? How do you get there? What's next to it? What colour shall we make it? Why?

Activity: Oh me, Oh my a PIE storytelling

Areas of learning: EAD, Literacy, CLL, PSED



Create a story map of the story using simple pictures. Then find soft toys like the characters or make your own spoon or stick puppets. Use these along with the story map to help retell the story.

Adult prompts:

What happened first? Then? Next? Last? What voices can we use for the characters?
Can we retell the story but change the characters?

Encourage children to use language above and directly from the text.

Activity ideas for families

Activity: Make a craft pie

Areas of learning: PD, UW, EAD,



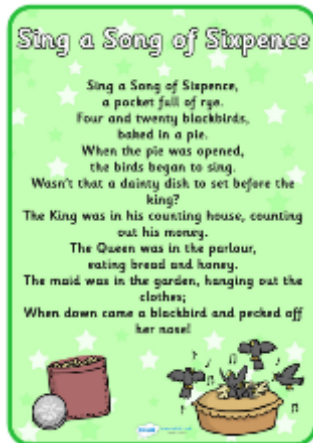
Using paper, magazine or newspaper pages, card, cardboard boxes or even used pie packaging to create your own pies like below. Talk about what favour pie you are going to make, and which resources or shapes work well to represent the fillings. For example, cotton wool is great for the cream topping as it is soft and white just like real cream. Cardboard is good for the pie crust as it is darker and tough like a real pie crust is.

Adult prompts:

What size pie shall we make? What could we use to draw around to make a circle?
What kind of pie will it be? What colours will we need? What shape will they be?

Activity: Singing pie related nursery rhymes

Areas of learning: PD, UW, EAD



Listen to [Alligator Pie Children's Song on YouTube](#) or [Sing a song of sixpence on BBC Teach](#).

Two fun songs that will get stuck in your head, rhyme nicely and may promote interesting discussions about whether we really eat birds and alligators (some people do!) and where the song has come from!

Activity: Beach sand and stone pies

Areas of learning: PD, EAD, UW



As above for 'Mud Pies' but with stones, shells, sand and other found beach objects. Playing with them at the beach itself is great if you live nearby!

Adult prompts:

Where do we find these objects? Do you like to visit the beach? What do you like to collect or do at the beach?

Activity: Making signs and warnings

Areas of learning: PD, LIT, EAD



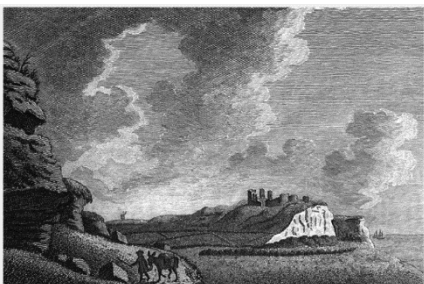
Can you find reasons to create signs or warnings for around your home to encourage mark making or writing? You could label the doors with names, make signs to say if the bathroom or toilet is 'busy' or 'free' or you could even have 'Do not disturb' door hangers like they use at hotels.

Adult prompts:

Where could we put our signs? How big shall we make them? Which sounds do we need to write that word? Shall we write it in capital letters so it's easy to read?

Activity: Local History Research

Areas of learning: PSED, UW, CLL



Visit your local library or search online using the website link below to find old photographs of local places. Have you been to the places? Talk about how they have changed and what they looked like in the past. You could talk to an older person about what they remember, they may have their own photos of the local area too.

You can find out about the history of Hastings and St Leonards on the [1066 online website](#).

Adult prompts:

Do the photos look the same? Do they look different? What is the same and different? When was the photograph taken? Picture drawn?

Activity: Make another Pie

Areas of learning: UW, PD



Have a look together at cookery books or online recipes. Plan, make a shopping list and then read the recipe together to make a new kind of pie.

[BBC Good Food have some great pie recipes](#) or, for budget kids recipes, try [Kid's budget lunch ideas on BBC Good Food](#).

Adult prompts:

Which kind of pie would you like to try? Shall we try something new? Let's make a list of what we need. What do we need to do first, next, last? Who shall we share our pie with? How many pieces do we need to cut it into?

Activity: Draw a map of how to get to places where your friends and family live.

Areas of learning: PD, UW, LIT



In a similar way to the local landmark maps above you could go on a walk to a family member or friend's house and take photographs of your route then create a map to show how you got there. You could give it a purpose by saying you are making the map to help your friend find your home.

Adult prompts:

Where do we live? What do we see first when we go to nanas house? What do we see next? What is next to nanas house? What shape shall we draw for that? What colour shall we colour it in? Why?

Activity: Researching Woodland Animals

Areas of learning: LIT, UW. CLL

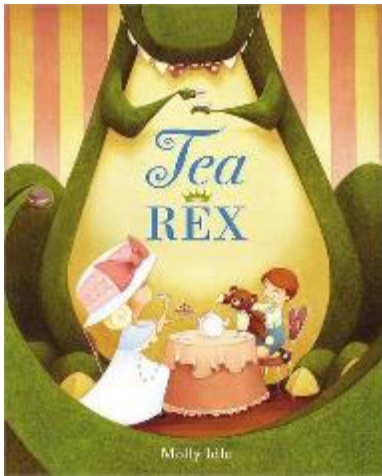


Use the [Woodland Trust website page on British woodland animals](#) to talk about the animals from the 'Oh me, Oh my, a PIE' story and find them. Then learn new information about the animals together. Do any of them really eat pies?

Adult prompts:

Which animal shall we research first? Are the animals greedy and do they scoff food like in the story? Where do they live?

Tea REX by Molly Idle



You can listen to the story on [YouTube](#).

Key Vocabulary

- **Introduce:** Make someone known by name to other.
- **Host:** A person who entertains other people.
- **Refreshments:** A light snack or drink
- **Comfortable:** Relaxed or the right size.
- **Accidents:** An unexpected thing.
- **Pouring:** Prepare and serve a drink.

England and London Facts

Did you know? London is the biggest city in the United Kingdom and England's capital city. The idea of Afternoon tea is believed to have all started in the 1800's when Anna, the Duchess of Bedford, and a close friend of Queen Victoria, felt hungry after lunch and before dinner so needed a refreshment to keep her going. It started off as just a small snack and has grown into more of a meal.

Scone facts

Scones are believed to have originated in Scotland before this but were made more popular in London by the Duchess of Bedford.

Did you know?

The word scone is pronounced in different ways in different places and by people. A poem was written about this: 'I asked the maid in dulcet tone, to order me a buttered scone; the silly girl has been and gone and ordered me a buttered scone.'

Where in the world: England is part of the United Kingdom. The United Kingdom includes the countries: England, Northern Ireland, Scotland, and Wales. The capital city of Northern Ireland is Belfast, Scotland is Edinburgh and Wales is Cardiff.



You can travel between the countries in the UK by bus, coach, car, train, and some people use aeroplanes to travel between the parts quickly.

England Flag:



UK Flag:



Language: The language spoken in England, Northern Ireland and Scotland is English but lots of people have moved from other countries bringing other

languages which are commonly spoken here too. In Wales they speak English and Welsh.

Famous places:

London has so many famous landmarks, art galleries and museums, including the London Eye, Big Ben, and Buckingham Palace.



Scone Recipe:



Ingredients: (makes approximately 16 scones)

- 450 grams of self-raising flour, plus a little extra for dusting
- Two teaspoons Baking Powder
- A pinch of Salt
- 100 grams of unsalted butter
- 75 grams of caster sugar
- 260 millilitres of full fat milk
- One medium free-range egg
- Jam and cream to fill

You will also need:

A baking tray, measuring jug, cooling rack, sieve, pastry brush and a circle cutter.

Instructions:

1. Preheat the oven 220 degrees celsius or 200 degrees celsius fan or gas mark seven
2. Lightly flour the baking tray
3. Sift the flour and baking powder into a large bowl, then add the salt and stir.
4. Cut the butter into cubes then add- use fingertips to rub in the butter until it looks like breadcrumbs. If making sweet scones add the sugar now too
5. In a measuring jug, combine the milk and egg with a fork
6. Make a well in the mixture and add three quarters of the egg mixture into it
7. Use a knife to cut through the liquid and pull the flour stirring a little to form a dough. Use your hands to bring the dough together
8. Lightly dust the surface with flour, tip out your dough and flatten with hands until about three to four centimetres thick
9. Dip the cutter in flour, cut as many circles as you can then put them on the baking tray
10. Gather the remaining dough together and repeat until all the dough is used up
11. Brush the tops with the remaining egg mixture then place in the oven for 10-12 minutes or until golden and well-risen
12. Serve with jam and cream

Activity ideas for practitioners

Activity: Tea Party Invitations

Areas of learning: EAD, PD, LIT



Looking at different examples of party invitations. Then designing their own with balloons, teapots, bunting, etc on them. Invite their own soft toys from home and arrange with parents a day or week when they can really bring their toys in for an afternoon tea party.

Adult prompts:

Who shall we invite? Where will it be? What time will it be? What should they wear?
Who is it from? How do we get it to them?

Activity: Bakery Role play

Areas of learning: EAD, CLL, Literacy, Maths



Create a bakery with various props. Props could include an oven made from a cardboard box, playdough shape cutters and café style menus. Get children

involved in the signage too- open and closed signs, opening times etc. This could be inside or outdoors.

Adult prompts:

What refreshments can we buy? How much does it cost? What is on the menu? Can you write down my order?

Observe children's use of language related to time and money.

Activity: Sensory Tea Party

Areas of learning: PD, EAD, Maths



Make different types of fruit and flavoured teas and then allow time to cool so that children can smell and taste them. Explain clearly once tasted it is now for playing with then pour into your water tray for children to explore further. Provide a range of different size and shape containers- including teapots, cups, jugs, etc. For children to explore pouring, filling, and measuring amounts.

Adult prompts:

Which holds the most tea? Can you pour without accidentally spilling any? Are they full, empty, half full? How many cups can you fill in one minute? What flavour do you think the tea is?

Activity: Prepare for a tea party

Areas of learning: PD, EAD, UW, Maths



Make party cone hats, bunting and other decorations to prepare for a real or pretend afternoon tea party. Arrange napkins, count out cutlery and plates so that there are enough for all the guests. Make place settings with names on.

Adult prompts:

How do we know how many we need? How can we check? How can we make space on the table for everything we need? Have we got enough chairs? Who shall we sit where? Will everyone be comfortable? Who will serve the food and pour the drinks?

Activity: The UK and London

Areas of learning: UW, CLL, EAD



Share a selection of photos and videos of London and of your own town. Talk about who has visited London and how they got there. Look at a selection of maps and simple drawings of landmarks.

Adult prompts:

Is our town like London? What is the same and different? What do we like or dislike about both places? Where would we like to go and why?

Activity: Create a Dinosaur environment or small world play

Areas of learning: UW, EAD, CLL



Create a habitat for Dinosaurs using natural resources and then add small versions of tea party resources to it- make these or encourage the children to create them. Add Dinosaur information books or facts to share what dinosaurs eat.

Adult prompts:

What do dinosaurs eat? Where did they live? How do they behave? Would they be comfortable at a table and chair? Would they make good guests or hosts of an afternoon tea party? What other animals could we invite? Would they be good guests or hosts?

Activity: Andy Warhol Artwork

Areas of learning: UW, EAD, CLL



Have a look at the pop artwork of Andy Warhol inspired by foods and the Queen of England. Have a go at creating your own versions. Creating a master version, then painting their own individually and then putting them together makes them look effective.

Adult prompts:

What do you see? What is the same or different? What is your favourite food? What are your favourite colours? How do we mix them? What colours do we need?

Activity: Tea REX storytelling

Areas of learning: EAD, Literacy, CLL, PSED



Create a story map of the story using simple pictures. Then find soft toys like the characters or make your own spoon or stick puppets. Use these along with the story map to help retell the story.

Adult prompts:

What happened first? Then? Next? Last? What voices can we use for the characters?
Can we retell the story but change the characters?

Encourage children to use language above and directly from the text.

Activity ideas for families

Activity: Making a London Landmark

Areas of learning: PD, UW, EAD, Maths



Go online to look at photos and images and then use clean recycled junk materials to create your own version of a London landmark.

Adult prompts:

What shapes will we need? How big will we make it? What colours can we mix to recreate it? How can we make it stick together? What can we use to decorate it?
How can we make it even better and more life like?

Activity: Meeting New People

Areas of learning: PSED, CLL, EAD



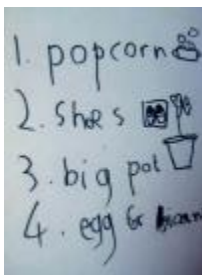
At the Tea REX afternoon tea they introduce the dinosaur to new friends. Can you introduce yourself to someone new or introduce a friend to someone that they don't know? Make sure you check with your adult this is ok.

Adult prompts:

How can we introduce ourselves? We could tell them our name and a little bit about ourselves. For example, how old we are or what we like to do and play? How does it feel to make new friends? How did your friend feel when you introduced them to someone new?

Activity: Tasting New Foods and writing shopping lists together

Areas of learning: PD, EAD, UW



Talk about other food that is popular in the UK. Share your favourite meals and talk about trying some new foods from other cultures. You could introduce one

new meal or countries food each week. You and your family members could take turns to host or organise this yourself.

Adult prompts:

What meals do we have that are the same? What countries food can we try that is different? What did you like? What didn't you like? What shall we try next? How can we sound that out to write on our shopping list?

Activity: Dinosaur Masks Making

Areas of learning: PD, EAD



Using paper, magazines, paper plates or newspaper can you draw to plan and then create your own dinosaur character or mask?

Adult prompts:

What size shall we make it? What materials can we use? What shapes do we need to cut out? How can we make sure our mask fits the size of our face? How can we make sure we can see when wearing it?

Activity: Speak in Welsh

Areas of learning: PSED, UW, EAD



People who are from different places can speak in different ways which is called their language. The language in Wales is called Welsh. The language we speak in our country is English. Have a go at learning to count to ten in Welsh on [YouTube](#).

Adult prompts:

What other languages are there? Is it easy learning a new language? Have you been to a different country where people speak a different language or do you have anyone in your family that speaks a different language?

Activity: Share more Dinosaur books

Areas of learning: LIT, CLL UW

For example:

Dinosaur Roar, Dear Dinosaur, Ten Little Dinosaurs, The Hugasaurus



Adult prompts:

Can you remember any of the names of the dinosaurs? Where were the dinosaurs?
What happened first, next, last?

Activity: Listening to Music

Areas of learning: UW, EAD, CLL



Listen to the different national anthems for the countries in the UK. Talk about when you might hear them. Play some classical music and talk about what kind of music they like to listen to in their home or dance to at a party.

Adult prompts:

How does the music make you feel? Do you like the music? Do you have a favourite song? When do you listen to music? What kind of music do your family enjoy listening to?

Activity: Breakfast or Cheese Scones

Areas of learning: PD, UW, PSED



Follow the recipe above but take out the sugar and add 125 grams of grated cheese or sultanas instead.

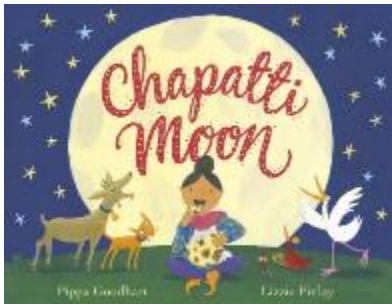
Let the children cut their own scone on half and spread their own butter or other filling.

Adult prompts:

Can you name some healthy and unhealthy foods? What is a healthy diet? How can we use a knife safely?

Observe children's cutting and spreading skills.

Chapatti Moon by Pippa Goodhart



You can listen to the story [Chapatti Moon YouTube Read Aloud Story](#).

Key Vocabulary

- **India:** a country in South Asia.
- **Chapatti:** a round flat bread of India that is usually made of whole-wheat flour and cooked on a griddle.
- **Dough:** a mixture of flour and liquid used for baking.
- **Round:** shaped like a circle or cylinder.
- **Moon:** an object that you can often see in the sky at night. It goes round the Earth once every four weeks, and as it does so its appearance changes from a circle to part of a circle. **Luminous:** bright or shining.

India Facts



Did you know?

Chapatti is a flat unleavened bread traditional to the Indian subcontinent and any Indian meal is considered complete once it is accompanied with rice, chapatti or both. In India, chapatti is often the accompaniment to thick curries. The word “chapat” translates to “slap” or “flatten” which describes the traditional method of preparing this bread. Thin discs of dough are formed by gently slapping the dough with wet palms. Chapatti is baked in a pan called ‘*tawa*’. You can find out more information about Chapatti on the [196 flavours website](#).

Where in the world: India is in South Asia. It is the seventh largest country in the world. You can fly to New Delhi (the capital) from the UK (London) in eight hours 30 minutes.

Flag:



Language: The official languages of India are Hindi and English, although many more languages are spoken. To say ‘hello’ and ‘goodbye’ in Hindi, bring hands together with palms touching in front of your chest and say “Namaste”.

Famous landmark: Taj Mahal



The Taj Mahal is one of the Seven Wonders of the World. Mughal Emperor Shah Jahan built it in loving memory of his wife. Construction began in 1631 and it took 22 years to complete. Around 1,000 elephants were employed to help transport construction materials and 30 different types of precious stones were used to decorate it. The Taj Mahal is perfectly symmetrical, apart from two tombs inside. This is because the male tomb had to be larger than the female tomb.

At different times of the day, the Taj Mahal appears to be a different colour, pink in the morning, white in the day, golden in the moonlight. Recent studies have suggested that the Taj Mahal is sinking into the Yamuna River. Three to four million tourists visit the Taj Mahal every year.

You can find out more about the history and architecture of the Taj Mahal on [YouTube](#). You can also watch a video about India for kids on [YouTube](#).

Chapatti Recipe

Ingredients

- 140 grams of Atta flour (or wholemeal flour)
- 140 grams of plain flour, plus extra for dusting
- One teaspoon Salt
- Two tablespoons of olive oil, plus extra for greasing
- 180 millilitres of hot water or as needed

Method

- 1) In a large bowl, stir together the flours and salt. Use a wooden spoon to stir in the olive oil and enough water to make a soft dough that is elastic but not sticky.
- 2) Knead the dough on a lightly floured surface five to ten minutes until it is smooth. Divide into ten pieces, or less if you want bigger breads. Roll each piece into a ball. Let rest for a few minutes.

- 3) Heat a frying pan over medium heat until hot and grease lightly. On a lightly floured surface, use a floured rolling pin to roll out the balls of dough until very thin like a tortilla.
- 4) When the pan starts smoking, put a chapatti on it. Cook until the underside has brown spots, about 30 seconds, then flip and cook on the other side. Put on a plate and keep warm while you cook the rest of the chapattis.

The recipe can also be found on the [BBC Good Food website](#).

Activity ideas for practitioners

Activity: India and the UK - Animals

Areas of learning: PD, EAD, UW, CL



Ask children to recall some of the animals from the story that helped Mrs Kapoor chase the chapatti. Do we have these animals in the UK? Use Non-fiction books and online videos such as [Indian Animals](#) and [India Wildlife](#) to explore the animals of India. Provide children with photographs of animals to sort.

Children create their own artwork of Indian animals, selecting the resources they wish to use (such as painting, drawing, collage, loose parts play or construction materials).

Adult prompts:

Are these animals found in the UK, in India, or in both countries? Develop early reasoning skills - Can you find another way to sort these animals? For example, number of legs, sea or land, colour.

Use photographs to develop children's observation skills, what colours can you see? What shape is its body? How many legs does it have?

Activity: Puppet shows and storytelling

Areas of learning: UW, PD, PSED, CL, EAD, L



Ask children which other animals could join Mrs Kapor in the chase for the chapatti? Provide animal puppets from the story and then ask children to create their own, using their knowledge of Indian animals.

Use these puppets to create an innovated version of the story, following this pattern of language,

- *“Come back chapatti” shouted Mrs Kapor she chased the chapatti and so did some more...*
- *The bird tweeted,*
- *The dog woofed,*
- *The mouse squeaked,*
- *The goose honked*
- *The goat butted,*
- *The tiger roared,*

- *The elephant stomped,*
- *But still the cheeky chapatti rolled on’.*

Adult prompts:

Which animals live in India? What noise do they make? How do they move? Shall we add them to the story?

Activity: Rickshaws or Tuk Tuks

Areas of learning: PD, UW, EAD



A Rickshaw (Tuk Tuk) is a taxi vehicle used in India. Watch [Blippi travels to India](#) to explore the differences between Tuk Tuks and vehicles we have in the UK. Read story [The wheels on the Tuk Tuk](#) . Children could use large and small-scale construction blocks to create Tuk Tuks of their own.

Adult prompts

How is it different to car? What will you use to build your Tuk Tuk? Can far can your Tuk Tuk travel or move?

Activity: Food Tasting

Areas of learning: CL, PSED



Make a raita dip using the recipe on the [modern proper webiste](#) to accompany the chapattis. Provide Indian foods such as popadoms, mango chutney, naans and curries for the children to taste. You could also include other ingredients mentioned in the story such as tomatoes, cauliflower, yoghurt and coconut milk. Children to share likes and dislikes and describe the taste.

Adult prompts

Is it sweet or spicy? Have you tried a food like it before? What other words could you use to describe the taste?

Activity: Mandala Art

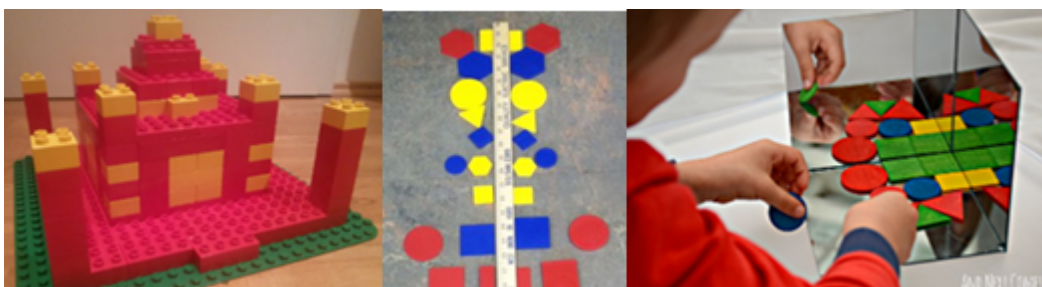
Areas of learning: UW, PD, EAD, M



The Mandala (Sanskrit: “circle”) is a symbol of the universe. Look at [images of Indian Mandalas](#) and discuss shapes, patterns and colours seen. Children could create Mandalas in different ways and on different scales, for example, through using loose parts items, such as buttons, gems, lolly sticks, buttons and pasta on circular plates or boards. Children could also paint Mandalas on paper plates or make Mandalas out of playdough and small-scale items such as buttons and seeds.

Activity: Taj Mahal - shapes and symmetry

Areas of learning: UW, M, PD, EAD



Look at images of the Taj Mahal and ask children to describe the shapes they can see. Explain how the Taj Mahal is symmetrical. Explore shape symmetry through construction play.

Pre-cut paper shapes for children to place on their own paper to create their own symmetrical shape picture of a building. Alternatively, children could explore symmetry using mirrors and plastic shapes.

Adult prompts:

Which shape will you use? Can you make it symmetrical?

Activity: Taj Mahal - Colour mixing

Areas of learning: UW, EAD, PD, CL



Introduce children to the Taj Mahal and explain how it appears to change colour throughout the day. You can watch a video about [how the Taj Mahal appears to change colour on YouTube](#).

Provide children with simple outlines of the Taj Mahal and the primary colours red, blue, yellow, as well as white and black paint. Challenge children to mix the paints to see how many different colours they can make the Taj Mahal.

Adult prompts:

How did you make the new colour? What happens if you add white or black?

Activity: Space spheres

Areas of learning: UW, PD, M, CL



Discuss the shape of the moon; is it flat like a chapatti? Explore how the moon is spherical and hunt for other spheres around the environment. Set up a space themed tuff spot for children to add to. Include spheres of different shapes and sizes for the planets, sun, moon, moon rock for example a tennis ball for a sun, marbles for planets. Encourage children to make and add spheres of their own, using malleable materials such as foil or playdough.

Adult prompts:

What other spheres might you find in space? Can you roll a sphere? Does it roll?

Activity ideas for families

Activity: Moonlit Picnic

Areas of learning: CL, PD, PSED



Enjoy a moonlit picnic just like Mrs Kapor does in the story. Together, you could prepare your child's favourite foods and provide them with torches and reflective strips or jackets so they can be seen in the moonlight. Introduce the vocabulary 'luminous' when wearing reflective strips.

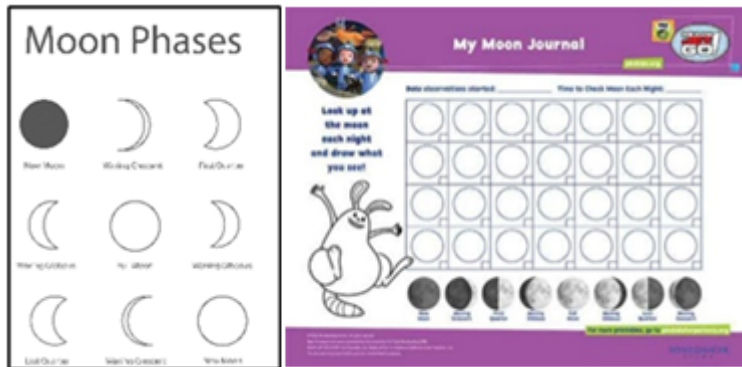
You may like to make a Mango Lassi for your picnic, it is a very popular drink Indian drink. The [Mango Lassi recipe can be found on the veg recipes of India website](#).

Adult prompts:

What shall we prepare for our picnic? Shall we make a list of the things we will need? How many plates and cups will we need? Can you count them out? What shall we wear?

Activity: Moon Diary

Areas of learning: UW, CL, M



Create a moon diary with your child. Each night before bed, look up to see the moon and describe, draw, or write about its shape, size, and colour. Use [My moon journal](#) to record how the moon looks each night.

Adult prompts:

What shape is the moon tonight? Have we seen the moon this shape before? How is the moon different to last night? What size the moon, bigger or smaller than last night? What colours can you see? Is it easy to see the moon tonight?

Activity: Moon Art

Areas of learning: PD, CL, EAD, UW



Share information about the moon with your child. The moon is the second brightest object in the sky after the sun and it rotates around the earth. To us, the

moon looks like a smooth, round ball, but the surface of the moon is bumpy. On the moon's surface, there are mountains, valleys, and big holes called craters.

Make paintings of the moon with your child, discussing its surface as you do so. [Use the instructions on the No Time for Flashcards website to create a puffy paint moon](#). This craft involves PVA glue and shaving foam. Alternatively, make bumpy moon pictures using flour mixed with white paint. You could create the craters by printing with round objects.

Adult prompts:

Can we make our picture bumpy like the moon? What is it like on the moon?

Activity: Exploring dough

Areas of learning: PD, EAD, CL



Chapattis are made from a dough; explore other types of dough with your child. You may like to make pizza dough using the [Sainsbury's Magazine recipe](#), cookie dough using the [BBC Good Food recipe](#) or playdough using the [I Heart Naptime recipe](#).

You could provide small items such as rice, pasta, seeds, or buttons for your child to use with their playdough to create Indian Mandalas.

Adult prompts:

What does your dough feel like? Is it stretchy? How can you shape it?

Activity: Indian Dancing

Areas of learning: PD, UW, EAD

Explore Indian culture through dance. Bollywood dancing is used in Indian films and is a fusion of different dance styles including bhangra dance, hip-hop, Arabic and jazz.

Children can learn Bollywood dancing in a sequence of videos with [Get moving with Rupal- Bollywood dancing for kids](#). Children can also learn Bollywood dancing with [Sesame Street Bollywood Dancing](#).

Adult prompts:

How does exercise make your body feel? Why should we exercise and be active?
What else can we do to stay healthy?

Activity: Nature walk - natural Mandalas

Areas of learning: UW, EAD, CL, M



Go on a nature walk with your child and collect items that can be used to create a large-scale Mandala or Rangoli Pattern. Children could collect objects such as twigs, stones, leaves, berries, conkers, and pinecones. Use them to create a large circle and then have fun creating patterns inside. [Find out more information about Rangoli Art on the Little Explorers Big World website.](#)

Adult prompts:

What items will you collect? How many? Do you have enough? What shapes will you make? Can you describe colour and texture of the natural items?

Activity: Indian Animals (junk modelling)

Areas of learning: EAD, CL, UW, PD



Talk about the different wild animals found in India. Use recyclable and household items to create 'junk models' of different Indian animals. Your child could explore creating animals of their own using kitchen roll tubes, egg boxes, foil, cereal

boxes, and anything else you would put in the recycling. You may like to make a [Recycled milk bottle elephant using the instructions on the Red Kite Days website](#).

Adult prompts:

Why do we recycle? What animal will you make? What could you use for its body?
How many legs does it have? What could his tube or box be?

Activity: Safari at home

Areas of learning: EAD, UW, CL

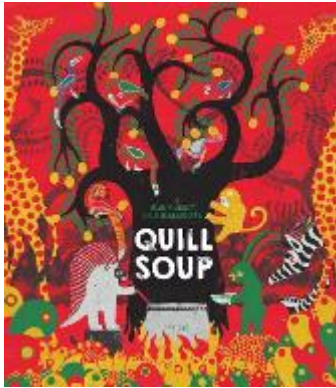


Share the online story [A Safari Ride](#) and talk about the different animals seen on the Indian Safari. Children could then make their own Safari Jeep using a big cardboard box and colouring pens or by pushing furniture together. You could tape kitchen tubes together to create binoculars and then go off on an imaginary safari. If your child has toy animals, they could use these in their safari. Alternatively, they could draw pictures of the different animals.

Adult prompts:

What time shall we leave? What animals can you see? How many legs does it have?
What could this tube or box be?

Quill Soup by Alan Durant



You can also listen to the story of [Quill Soup YouTube Story](#).

Key Vocabulary

- **Quill:** The quills of a porcupine are the long sharp points on its body.
- **Porcupine:** an animal with many long, thin, sharp spikes on its back that stick out as protection when it is attacked.
- **Africa:** the world's second largest and second most populous continent. South Africa is the country at the southernmost point of Africa.
- **Shelter:** a place to stay or live, especially when you need protection from bad weather or danger.
- **Travel:** you go from one place to another, often to a place that is far away.
- **Soup:** is liquid food made by boiling meat, fish, or vegetables in water.
- You could use the [Collins dictionary](#) to find these words.

Africa Facts

Did you know? African Soups are popular all over Africa in various forms, in combination with meat, fish, and vegetables. Unlike other cultures, soups are an

accompaniment to most starchy side dishes. You can find out more information about African soups on the [African Bites website](#).

Where in the world: South Africa is the southern-most country in Africa. You can fly to South Africa from the UK (London) in 11 hours 30 minutes.

Flag:



Language: South Africa has 11 official languages. The *most common languages* spoken as a first *language* by *South Africans* is Zulu, Xhosa, and Afrikaans. ‘Hello’ in Zulu is ‘Sawubona’ and ‘hallo’ in Afrikaans.

Famous landmark: Table Mountain



Table Mountain is a flat mountain overlooking the city of Cape Town in Africa. It got its name because of its flat top. It is often **covered in cloud** which is known as the ‘Tablecloth’.

Find out more information about [Table Mountain Facts on the Just Fun Facts website](#).

Soup recipe:



Make 'Noko the porcupine's soup for a King' using ingredients from the story to make a vegetable soup (carrots, corn, beans, peas, potatoes, spinach) or follow this [Children's vegetable soup recipe](#) for an easy vegetable soup that children can help to prepare.

Ingredients:

- One teaspoon vegetable oil
- One onion, minced
- One carrot, sliced
- One stalk of celery, sliced (may substitute peas, green beans, etc. as desired)
- Half a teaspoon of salt
- A quarter of a teaspoon of black pepper
- A quarter of a teaspoon of oregano
- One courgette or yellow squash, diced
- Two cups water or chicken or vegetable stock (more as desired)
- Two tablespoons tomato paste

Instructions:

- Chop all vegetables before beginning to cook.
- Pour oil into medium saucepan and turn heat to medium. Add onion and sauté for about one minute, stirring frequently.
- Add chopped carrot and celery, sprinkle with salt, pepper, and oregano - and continue to sauté for another two to three minutes. Add squash and sauté for another minute.
- Pour water or broth over veggies, add tomato paste and bring to a boil. Stir well and lower heat. Simmer soup for about 15 minutes, or until vegetables are tender

Activity ideas for practitioners

Activity: Africa and the UK - Animals

Areas of learning: PD, EAD, UW, CL



Ask children to recall some of the animals from the story and share their prior knowledge of them. Do we have these animals in the UK? Look at photographs and online videos to find out more about these African animals.

Children can create their own artwork of African animals, selecting the resources they wish to use (such as painting, drawing, collage, loose parts play or construction materials).

Adult prompts:

Are these animals found in the UK, in Africa, or in both places? Use photographs to develop children's observation skills, which colours can you see? What shape is its body? How many legs does it have? Does it look like another animal you know?

Activity: Storytelling and puppet shows

Areas of learning: PSED, CL, EAD, L



Photograph the children's animal artwork to create puppets (or use photographs of the animals). Perform puppet shows, following a simple pattern of language such as...

- First, Noko knocked on warthog's door
- "I've travelled far, I'm tired and hungry, please can you help me?"
- "No" said the warthog
- Second, Noko knocked on rabbit's door
- "I've travelled far, I'm tired and hungry, please can you help me?"
- "No", said the rabbit.'

To innovate the story, children could use their knowledge of African animals to create new puppets or characters for the story.

Adult prompts:

Which other animals could we add to the story? What would they say and do?

Provide key pictures to help children to remember the sequence of events.

Activity: Imaginary Map

Areas of learning: CL, EAD, L, UW



Discuss meaning of the word travel. Ask children, if you could travel anywhere, where would you go, what would you like to see? Create a map of an imaginary

destination, encourage the children to describe their journey and encourage use of their imagination. Children may like to add labels to their map

Adult prompts: Where will you go first? What can you see? Tell me more about the.... What happens at the ...?

Activity: Kindness Jar

Areas of learning: PSED, CL

Discuss how Noko would have felt when all the animals told him there was no food or room for him. Discuss kind things the animals could have done to make Noko feel more welcome and link to story [There's room for everyone by Anahita Teymonan](#). Create a class kindness jar for acts of kindness by the children.

Adult prompts:

Imagine you are moving to a new school; how would you want people to treat you? What kind act can you do today? How does being kind make you feel?

Activity: Screen printing

Areas of learning: PD, EAD, CL, UW

Look at the illustrations in the story and African Fabrics. Discuss use of bright colours and bold shapes. Children can create a screen print using bold primary colours and animal shapes from the story.



Adult prompts:

Which are the primary colours? What does this mean? Which animals will you use? Will you add anything more to your animals? What do ... look like? How could you create this?

Activity: African masks and dance

Areas of learning: UW, EAD, CL, PD



[Look at examples of African Masks on YouTube](#), [watch How masks are made on YouTube](#) and [videos of Traditional African Dancing](#). Children can create their own masks, either using bright bold colours or wooden masks as an inspiration. Provide a range of materials such as:

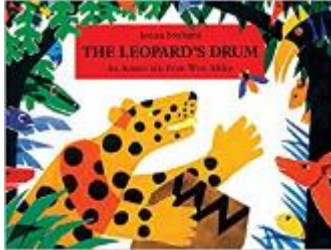
Feathers, eggshell, shells, seeds, and straw for children to add to their designs.
Perform an African dance using masks and drums.

Adult prompts:

Which shape will you make your mask? What will you add? Does your mask have a meaning or a special power?

Activity: Drumming a story

Areas of learning: CL, EAD, PD



[Look at examples of African Drumming on YouTube](#). You can also [watch the online story The Leopard's Drum](#) and follow the instructions to drum along with the storyteller. Children could then make bold colour paintings of the animals from the story.

Adult prompts:

How can we use our drum to make the sound of a snake, elephant or lion? Is it a loud sound or a quiet sound? Is it quick or slow?

Activity: Different African homes

Areas of learning: UW, EAD, PD, CL



Remind children how Noko wanted to find shelter in the story. Look at different examples of [City Homes on Google](#). You can also look at [Traditional Village Homes in South Africa on Google](#). Create a tuff tray of an African landscape. Can children

create their own homes to add to the scene? They could use clay, playdough, straw, junk modelling or construction toys to create their houses.

Adult prompts

Do you think this landscape would need a traditional or a modern home? What can you use to build it? Is it strong?

Activity ideas for families

Activity: Natural Porcupines

Areas of learning: UW, CL, EAD, PD



The main character in the story is Noko the porcupine. Watch Learn all about porcupines and talk about what they look like. Go on a nature walk with your child and collect interesting items such as pinecones, twigs, or holly leaves. Combine these natural items with playdough to make little porcupines. Alternatively, children may like to find objects around the home that can be used to create the porcupine's quills. Items could include pasta, spaghetti, cocktail sticks, cotton buds or straws.

Adult prompts:

What can you find on our walk? Would this be a good quill for our porcupine? What do the porcupines look like? What do you think they feel like? Shall we count the quills?

Activity: Movement and stretching

Areas of learning: CL, PD



Explore moving like an African animal using online exercise activities with:

- [Andy's Wild Workouts on BBC iPlayer](#)
- [Big 5 Animal Workout on YouTube](#)
- [Lulu the baby Lioness on Cosmic Kids Yoga](#)
- [Safari on Cosmic Kids Yoga](#)

Adult prompts:

How does your body feel when you exercise? What has happened to your heartbeat? Can you move like a...? What else can we do to keep healthy?

Activity: Build a shelter for Noko

Areas of learning: CL, PD, EAD



Challenge your child to build a cosy shelter or home for their homemade porcupine using [instructions on the Little Hands Learning website](#). They could use large or small-scale construction toys or create a home for him using recyclable materials. You could also use playdough as a ‘cement’ to hold wooden blocks together.

Adult prompts:

Where do you think your porcupine would like to shelter? Is your shelter strong?
How will it protect him?

Activity: Colour Mixing - hot colours

Areas of learning: EAD, CL, PD, UW



Explore hot colours. Look at a picture of an African sunset and talk about the colours your child can see. Explore colour mixing by adding drops of red paint to yellow paint a little bit at a time. Your child could create an African sunset picture of their own.

Adult prompts:

What happens when you add red to yellow? What happens if you add more red?

Activity: African Animals (junk modelling)

Areas of learning: EAD, CL, UW, PD

Talk about the different wild animals found in Africa. Use recyclable and household items to create 'junk models' of different African animals. Your child could explore creating animals of their own using kitchen roll tubes, egg boxes, foil, cereal boxes, and anything else you would put in the recycling. You may like to make a paper plate lion ([using instructions on the Rainy Day Mum website](#)) or an Egg box crocodile ([using instructions on the Mess Around UK website](#)).



Adult prompts:

Why do we recycle? What animal will you make? What could you use for its body?
How many legs does it have? What could this tube or box become?

Activity: Safari at home

Areas of learning: EAD, UW, CL, PD



Watch [the African Savannah virtual safari on YouTube](#) and talk about the different animals seen. Your child could then make their own Safari Jeep using a big cardboard box and colouring pens or by pushing furniture together. You could tape kitchen tubes together to create binoculars and then go off on an imaginary safari. If your child has toy animals, they could use these in their safari. Alternatively, they could draw pictures of the different animals.

Adult prompts:

What time shall we leave? What animals can you see? How many? What are the animals doing?

Activity: Making soup and writing lists

Areas of learning: CL, PD, PSED, L



Talk with your child about their favourite vegetables and ask them to create a special soup of their own. Together, make a list of all the ingredients your child would like to put into their soup.

Shop for the ingredients together then prepare and cook the personalised version of the soup recipe. Find out how to support your child to develop their knife skills using the [knife skills guidance on the Mom Life Made Easy website](#).

Adult prompts: What do you think would taste nice in your own soup? Can you help me write a list of ingredients we need to buy? What sounds can you hear in the words? Shall we give your soup a special name?

Activity: Imaginary play- magic soup

Areas of learning: EAD, PD, CL



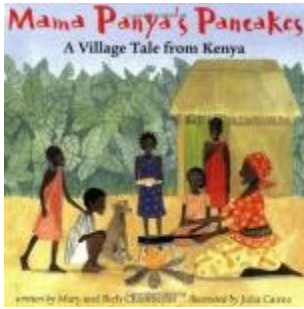
Make imaginary soups with your child using natural items found outside. Provide children with basic kitchen utensils such as a wooden spoon, a saucepan and a jug of water and encourage them to add items to make a magic soup. Children could add petals, leaves, twigs, flowers, pebbles, or grass to their soup.

Adult prompts:

Who is your soup for? (E.g., is it a fairy soup, a magic soup, a monster soup?) What will you put into your soup? Will you cut the into smaller pieces or do you want a chunky soup? Does your soup give you a power? What does it taste like?

Mama Panya's Pancakes: A Village Tale

from Kenya by Mary Chamberlin and Rich Chamberlin



You can listen to the [story of Mama Panya's Pancakes on YouTube](#).

Key Vocabulary

- **Finest:** very good of its kind.
- **Baobab:** a thick-trunked tree found in Africa also known as 'the tree of life' which produces a particular fruit. Find out more information about [The Baobab Tree on the Aduna website](#).
- **Pace:** The pace of something is the speed at which it happens or is done.
- **Frowned:** When someone frowns, their eyebrows become drawn together, because they are annoyed, worried, or puzzled, or because they are concentrating.
- **Plantain:** A plantain is a type of green banana which can be cooked and eaten as a vegetable.
- **Pail:** a bucket, usually made of metal or wood.
- You can find look up these words in the [online Collins dictionary](#).

Kenya Facts

Did you know? Pancakes are a kind of bread made on a frying pan. In Kenya, pancakes are eaten for breakfast as an alternative to bread. They are served plain with the sugar already added to the batter to sweeten them. Find out more information about [pancake facts on the Kiddle website](#).

Where in the world: Kenya is in East Africa and is joined to five countries: Tanzania, Ethiopia, South Sudan, Uganda, and Somalia.

You can fly to Kenya (Nairobi) from the UK (London) in eight hours 35minutes.



Flag:



Language: The languages spoken in Kenya are English and Kiswahili. Good morning is 'habari za asubuhi' and hello is 'jambo'.

Famous landmark: Mount Kenya is the second highest mountain on the continent, after Mount Kilimanjaro, and the highest mountain in the country of Kenya. It is an extinct volcano, meaning that it will never again erupt. Even though it is near the equator the mountain is so high that its peak is always covered with sheets of ice, called glaciers. Find out more [information about Mount Kenya on the Britannica Kids website](#).



Mama Panya's Pancake Recipe:

Ingredients

- One and a quarter cups of flour
- Two cups of cold water
- One third of a cup of vegetable oil
- Half a teaspoon of salt
- Half of a teaspoon of cardamom (or nutmeg)
- Half of a teaspoon crushed red chili pepper flakes

Instructions

- In a bowl, mix all the ingredients with a fork.
- Preheat a non-stick pan at a medium to low setting.
- Ladle a quarter of a cup of batter into the centre of the pan. Tilt the pan to spread the batter to about the size of a grapefruit.
- Cook until you see tiny bubbles in the pancake, then gently flip it over.
- When the second side begins to pop up from the heat, the pancake is ready.



Activity ideas for practitioners

Activity: Pancake Race

Areas of learning: PD, UW



Shrove Tuesday is a Christian festival. It falls on the Tuesday before the beginning of Lent. Lent is the six weeks leading up to Easter. During Lent, Christians give up luxuries to remember when Jesus went into the desert for 40 days to fast and pray. A tradition on pancake day is pancake racing. Using tennis rackets as frying pans and bean bags as pancakes, get the children to race against each other trying not to drop their 'pancake'. Children can also practise tossing their 'pancake'! More [facts about Shrove Tuesday can be found on the NatGeo Kids website](#).

Adult prompts:

Why do Christians celebrate Shrove Tuesday? What is your favourite pancake topping? What could you give up for lent?

Activity: Maasai tribe

Areas of learning: UW, PD, PSED



The Maasai tribe are a group of people that live in Kenya. They are animal herders, and they live in kraals, which consist of a large circular thornbush fence around a

ring of mud-dung houses. Further [information about the Maasai tribe can be found on the Britannica Kids website](#).

The Maasai are known for their traditional dances. The men dance by jumping up and down, you can watch the Maasai jumping dance ([watch the dance on YouTube](#)). The men show their power by trying to jump the highest. Learn about the Maasai people and dance along ([using the instructional video on YouTube](#)) with their traditional jumping dance. Find out [more about the Maasai life on YouTube](#).

Adult prompts:

Why are their animals important to them? What do they wear? How do they dance?

Activity: Baobab-Tree of life

Areas of learning: UW, EAD, PD



The baobab tree is known as the tree of life because it can provide shelter, clothing, food, and water for the animal and human inhabitants of the African savannah regions. It survives by storing water in its thick trunk.

Create a baobab silhouette painting with a sunset background. Water down yellow, orange, red and pink paints. Paint strips of each colour along a piece of paper blending into the next colour each time. Once dry paint baobab trees in black on top.

Adult prompts:

What colours can be mixed to make orange or pink? Have you ever seen a sunset?
What is a silhouette? What do trees need to survive?

Activity: Dance: African Waterhole

Areas of learning: PD, UW, EAD



As a class do an African Waterhole dance ([using the instructional video on YouTube](#)) imagining you are different African animals.

You can also [complete Andy's Wild Workouts work out on BBC iPlayer](#).

Adult prompts:

How would a lion, zebra, giraffe or elephant move?

Observe childrens ability to move in a variety of ways and their creativity within their movements.

Activity: African weaving

Areas of learning:



People in Africa can wear clothes from a cloth made of thin strips of fabric woven together. Help children to weave their own paper placemat using traditional African colours. Fold a piece of card in half lengthways. Cut long lines in the card about two to three centimetres apart and about two centimetres from the edge of the card. Then cut strips of paper to weave in and out. Observe children's fine motor skills when cutting and weaving.

Adult prompts: What are traditional colours in Africa?

Activity: Market role play

Areas of learning: CLL, EAD, Maths



Look at different pictures of markets and talk about if the children have ever been to a market. With the children set up a market role play area with play money, tills, food, scales, bags etc. The children can create signs and price tags.

Adult prompts:

How much does this cost? Do I have enough money? What foods are you selling?

Listen to children's use of language including language related to measures.

Activity: African Music and instruments

Areas of learning: UW, EAD, PD



[Learn about traditional Kenyan music on YouTube](#) and Instruments from Kenya on the [Fortune of Africa website](#).

Children can try and dance along to some traditional music or recreate some of the sounds they have heard using different instruments.

In groups try to create different beats and rhythms using drums as they are central to a lot of African music.

Adult prompts:

Can you copy a beat or rhythm? How does the music make you feel? How can you move to the music? What instruments can you name? Have you played any instruments before?

Activity: Go on a safari!

Areas of learning: CLL, EAD, UW



A safari is a journey to hunt for animals in the wild. Animals you may see on a safari in Kenya are lions, giraffes, zebras, elephants, cheetahs. On safari people often travel in a jeep.

Use giant loose parts create a jeep with the children to go on a pretend safari. The children can make binoculars out of toilet roles or animals masks using paper plates.

Adult prompts:

What animals can you see? What can you hear? What do you think you need to take on your safari? Listen to new vocabulary the children may be using.

Activity ideas for families

Activity: African dot painting

Areas of learning: PD, UW, EAD



Look at some [African dot painting on the Painting Photos website](#) and discuss the patterns and images. Create your own dot art using fingerprints, cotton buds dipped in paint or felt tip pens. It can be an African image or a brightly coloured pattern.

Adult prompts:

What colours and patterns will you use? What can you use to make bigger or smaller dots?

Encourage children to plan their ideas before starting.

Activity: African collar necklace

Areas of learning: EAD, PD, PSED



Necklaces are an important part of African culture, and each tribe has a different version. In some tribes the style or length can show if a woman is married or not.

Using a paper plate create a necklace shape and decorate it with bright colours, patterns, and pasta shapes. Coloured pasta shapes can be hung from the bottom with string.

Adult prompts:

What colours and shapes can you use? How can we attach the pasta, so it is secure?

Observe children's fine motor skills when cutting and threading.

Activity: Lion crafts

Areas of learning: PD, EAD



Use the internet to find out about African lions then create a lion picture. You can use paint and a fork for the mane or stick-on pieces of spaghetti.

Adult prompts:

Can you describe a lion? What is a mane?

Observe children's fine motor skills when using tool.

Activity: Make a glacier

Areas of learning: UW, PD



Mount Etna is the largest mountain in Kenya. It is so high that at the top you can find glaciers. A glacier is a large area of thick ice that remains frozen over time. Glaciers also slowly flow over the land. Make your own glacier following the instructions [how to make a glacier video on YouTube](#). You will need PVA glue, water, glitter, borax and blue food colouring.

Adult prompts:

How are glaciers made? Where do you find glaciers? Why? What is needed to melt ice?

Activity: A Day in the life

Areas of learning: UW, Literacy, EAD



Find out about a day in the life of a Kenyan child. Discuss how it is similar or different to children in the UK. Watch [A Day in the Life on YouTube](#) and [Urban Kenya on BBC bitesize](#) and discuss.

Draw and label two pictures comparing an aspect of daily life in the UK and Kenya for example going to school.

Adult prompts:

What are the similarities and differences? Where would you rather live and why?

Encourage children to discuss their own lives and routines.

Activity: Make a Kenyan Tribal drum

Areas of learning: EAD, PD



Use two plastic or paper cups to create the shape of a Kenyan tribal drum. Turn one cup upside down so the bottom is on top. Place and glue the second cup on top of the first to create the drum shape. Cover the cups and opening with masking tape. Create the deep brown colour by rubbing brown shoe polish over the masking tape surface. Add colourful geometric shapes to the surface to finish.

Adult prompts:

Can you create sound patterns or keep a beat on your drum? How can you make the sound louder or quieter? How can you decorate your drum? Why is masking tape the best tape to use?

Activity: African mask

Areas of learning: EAD, PD



The tribal people of Kenya often wore tribal masks in many of their ceremonies. Make a mask out of cardboard. Add bright colours patterns, and even feathers and tissue paper for extra details.

Adult prompts:

Why are masks worn? How can you decorate your mask? What patterns and colours will you use?

Activity: Maasai hut

Areas of learning: EAD, PD



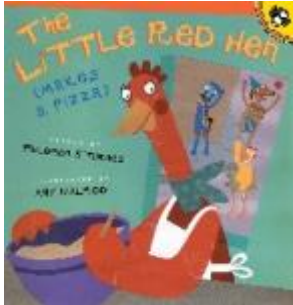
Maasai huts are built using cow dung mixed with mud for the walls and sticks for the structure. Then grass and more sticks are used for the roof.

Create your own African hut. You can use rolled paper or a cardboard tube. Texture can be added by sticking on straw or sticks.

Adult prompts:

How do the Maasai people build their huts? What could you use for your hut? How can you make the shape for your hut?

The Little Red Hen (Makes a Pizza) Retold by Philemon Sturges



You can [listen to the story of The Little Red Hen \(Makes a Pizza\) on YouTube](#).

Key Vocabulary

- **Tasty:** strong and pleasant flavour which makes it good to eat.
- **Rummaged:** search for something you want by moving things around in a careless or hurried way.
- **Eggplant:** a vegetable with a smooth, dark purple skin. Also known as an aubergine.
- **Mozzarella:** a type of white Italian cheese.
- **Knead:** press or squeeze with your hands so it becomes smooth and ready to cook.
- **Delicatessen:** a shop or part of a shop that sells high quality foods such as cheeses and cold meats that have been imported from other countries.

You can find these words in the [Collins dictionary](#).

Italy Facts

Did you know? Pizza was first invented in Naples, Italy as a fast, cheap, tasty meal for workers on the go. In 1889, Queen Margherita visited Naples and enjoyed her first slice of pizza. The queen wanted hers with mozzarella, tomatoes, and basil. This is how the Margherita pizza got its name. Find out more [facts about Pizza on the Kiddle website](#) and [who invented pizza on the Salernos Pizza website](#).

Where in the world: Italy is a country in Southern Europe in the centre of the Mediterranean Sea. It is boot shaped and touches France, Switzerland, Austria, and Slovenia. The island of Sicily, which is a part of Italy, sits just off the ‘toe’ of the ‘boot’.

You can fly to Italy (Rome) from the UK (London) in 2 hours 30 minutes. Alternatively, you can travel from the UK to France by ferry or train using the Channel Tunnel, then travel from France to Italy by car, train, or plane.



Flag:



Language: The language spoken in Italy is Italian. ‘Hello’ in Italian is ‘Ciao’.

Famous landmark: The Leaning Tower of Pisa is a building in Pisa, Italy. It is a bell tower is about 56 metres from high and has 294 steps. Construction of the tower occurred in three stages over 199 years. The tower began to sink after construction had progressed to the second floor due to a small three-metre foundation set in weak unstable soil. [The Kiddle website has more fact about the Leaning Tower of Pisa](#).



Pizza recipe:

Ingredients: (one large pizza)

- 255 grams (two cups) of strong white plain flour
- One tablespoon of olive oil
- One teaspoon of salt
- Half a teaspoon of fast action yeast
- 150 millilitres of lukewarm water
- Packet of mozzarella
- Tin of tomatoes
- Any other toppings

Instructions:

- Measure the dry ingredients
- Measure the flour, salt, and yeast into a large bowl.
- Make a well in the flour and pour the water and olive oil into the middle. You could do this in a bowl or on a work top.
- Mix the ingredients, bringing flour in bit by bit until they come together to form a slightly wet and sticky dough.
- Knead the dough on a lightly floured work surface.

- Once the dough ball looks smooth, pop it in a bowl, cover with cling film and leave it in a warm place until its roughly doubled in size.
- When it's ready turn the dough out on to a lightly floured surface, knead it slightly and roll it out. Place it on a baking sheet.
- Heat the oven to 200C
- Drain the tin of tomatoes then spread it on the pizza base.
- Chop up or grate some mozzarella then get sprinkle that on top.
- Add any other topping you like.
- Bake in the oven for 25-30 minutes. Keep an eye on it. You may need to turn it if one side is browning faster than the other.

[The recipe can also be found on the Cooking With My Kids website.](#)



Activity ideas for practitioners

Activity: Pizza collage

Areas of learning: EAD, PD



Either cut a circle out of cardboard or use brown paper cut into triangles with the edge folded to look like a crust.

Next create various toppings using a variety of textured and coloured paper to stick on top.

Adult prompts:

What is a collage? How can you add texture to your collage? What colours are the different toppings? How can you attach your toppings to your base?

Observe children's use of a range of tools.

Activity: Pizzeria role play

Areas of learning: EAD, CLL, Literacy, Maths



Create a pizzeria with various props. Props could include a pizza oven made from a cardboard box, playdough pizza style cutters, empty pizza boxes and takeaway pizza menus. You could even create an outdoor pizzeria in your mud kitchen area.

Adult prompts:

How long do you need to cook your pizza for? How much does your pizza cost?
What is on the menu? Can you write down my order?

Observe children's use of language related to time and money.

Activity: Playdough pizzas

Areas of learning: PD, EAD, Maths



Roll out playdough and cut into a circle for a base. Cut out or mould playdough to create different toppings.

Loose parts could be used as an alternative for toppings.

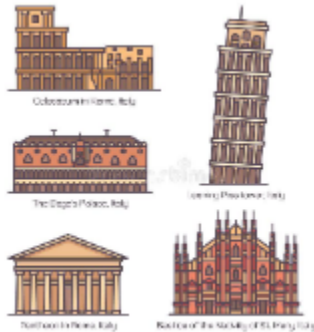
Adult prompts:

What shapes do you need to cut for your pizza toppings? What loose parts can you use for each topping?

Observe children's ability to mould the playdough and use tools to cut and roll it.

Activity: Italian architecture

Areas of learning: PD, EAD, UW, Maths



Print out a variety of pictures of famous Italian architecture such as The Leaning Tower of Pisa and The Colosseum. Children to use various construction toys or large scale loose parts outside to recreate the different buildings.

Adult prompts:

How can you make the walls, roof, columns, or different levels? How can you make your structure strong, so it won't fall over?

Encourage prepositional language and language related to length and size.

Activity: Italy and the UK

Areas of learning: UW, CLL, PSED



Have a selection of images for the children to sort into UK and Italy and then discuss. Images could include flags, houses, landmarks, maps, transport, food etc. Include images that could be placed under both countries to promote discussion.

Adult prompts:

What are the similarities and differences? Why do you think this image belongs to the UK or Italy? Where would you rather live? Why? Can you find the UK and Italy on a globe or world map?

Activity: Create an amphitheatre

Areas of learning: UW, EAD, CLL



The Colosseum was an amphitheatre built by the ancient Romans in Italy out of concrete and stone. It was used for gladiator competitions, animal hunts and battle or story re-enactments. Look at images of the colosseum and [watch Go Jettys: The Colosseum on BBC iPlayer](#).

Using chairs create an outdoor theatre with the children and provide various props and instruments.

Adult prompts:

What shape is the colosseum? What did people watch at the colosseum? How could all the people see? What do you think people would enjoy watching in your outdoor theatre? Have you been to a theatre?

Activity: Opera

Areas of learning: UW, EAD



Opera began in Italy. An opera is like a play in which everything is sung instead of spoken. Listen to [Opera for kids on the Classics for Kids website](#) from some famous Italian opera singers such as Andrea Bocelli, Luciano Pavarotti or Renata Tebaldi and discuss.

Adult prompts:

How does the music make you feel? Do you like the music? Have you seen any shows or films that have singing and songs to help tell the story?

Activity: Little Red Hen storytelling

Areas of learning: EAD, Literacy, CLL, PSED



Create a story map of the story 'The Little Red Hen (Makes a Pizza)' using simple pictures. Then create stick puppets of the main characters and use these along with the story map to help retell the story.

Adult prompts:

What happened first? Then? Next? Finally? Who are the main characters? What voices can we use for the characters? Were the animals kind to The Little Red Hen? Why not? Was the Little Red Hen kind to the other animals? Why?

Encourage children to use language directly from the text.

Activity ideas for families

Activity: Make a Leaning Tower of Pisa

Areas of learning: PD, UW, EAD, Maths



[Learn about The Leaning Tower of Pisa on YouTube](#). Use recycled materials found at home to create a model of the bell tower.

Adult prompts:

Why is the tower leaning? What was the tower built for? Can you create different floors on your model? Can you add a bell at the top?

Observe your child exploring and problem solving how to make their model lean without falling over.

Activity: Make a gondola

Areas of learning: PD, UW, EAD



Find out about the city of Venice and how it has no streets only canals. [Watch Go Jettors: Venice Italy on BBC iPlayer](#). Gondolas are used as water taxis. Use recycled materials to create a boat or gondola that floats.

Adult prompts:

How can the people of Venice travel quickly if there are no streets only canals? What materials will float? What is the best shape for a boat? Have you ever been on a boat before?

Observe children experimenting with different materials to see what will float. Children can also experiment with playdough to see what shape is best for a boat.

Activity: Pasta art

Areas of learning: PD, EAD, UW, Maths



[Learn about how Italy is also famous for pasta and the different types of Pasta available on the Jessica Gavin website](#). Use these to create different pictures and to add texture to pictures. Use pasta shapes to create different repeating patterns.

Adult prompts:

How are the pastas similar or different? What could the pasta represent? What would be best to use to attach the pasta to your picture? What comes next in your pattern?

Activity: Spaghetti paintbrushes

Areas of learning: PD, EAD



Gather small bunches of spaghetti and secure at one end with an elastic band or tie with string. Soften the pasta in a small pan of boiling water ensuring the elastic band end is out of the water. Then begin painting!

Adult prompts:

What patterns can you make? What happens when you mix two colours? What do you think would happen if we cooked the spaghetti for too long or not cooked the spaghetti at all?

Activity: Speak Italian

Areas of learning: PSED, UW



People who are from different places can speak in different ways which is called their language. The language in Italy is Italian. The language we speak in our country is English. [Have a go at learning to count to ten in Italian using Counting in Italian video on YouTube.](#)

Adult prompts:

What other languages are there? Is it easy learning a new language? Have you been to a different country where people speak a different language or do you have anyone in your family that speaks a different language?

Activity: Make a volcano

Areas of learning: UW, PD



Mount Etna is one of the world's most active volcanoes on the coast of Sicily. Learn about Mount Etna then try to create your own volcanic eruption. [Watch Go Jettys: Mount Etna on BBC](#) to find out more information.

How to make a volcano:

1. Place an empty plastic bottle in a mound of sand.
2. Add some baking soda to the bottle.
3. Mix some food colouring and vinegar together and pour this mixture inside the bottle and watch your volcano erupt!

Adult prompts:

What comes out of a volcano? Would you live near a volcano? Why?

Activity: Get active!

Areas of learning: PSED, PD



Learn the [pizza dough boogie on YouTube](#) and have a go at this pizza related exercise ([All I Eat is Pizza - YouTube](#)).

Adult prompts:

How does exercise make your body feel? Why should we exercise and be active?
What else can we do to stay healthy?

Activity: Breakfast fruit pizzas

Areas of learning: PD, UW, PSED



Toast a whole wheat pita bread then leave it to cool. Once cooled spread cream cheese on the top with a drizzle of honey. Next top the pizza with fresh fruit.

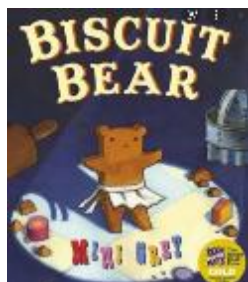
You can view the [Breakfast Fruit Pizzas recipe on the Two Peas and Their Pod website](#).

Adult prompts:

Can you name some healthy and unhealthy foods? What is a healthy diet? Can you make a pattern or face on your pizza? How can we use a knife safely?

Observe children's cutting and spreading skills.

Biscuit Bear by Mini Grey



You can listen to the story of Biscuit Bear

Key Vocabulary

- **Appetite:** feeling hungry.
- **Batch:** a group of things.
- **Perform:** to do.
- **Acrobat:** someone who is amazing at gymnastics.
- **Aeronaut:** a person who travels in the air.
- **Shadow:** a dark shape.

You can find these words in the [Adapted from Oxford Languages section of the Oxford Languages website](#).

Biscuits originated in Persia which is now called Iran in Western Asia.

Facts About Iran

Did you know? Biscuits originally came from Iran as they were one of the first countries to grow and harvest sugar cane. Find out more information about [The History of the Cookie on the DoDo Cookie Dough website](#).

Where in the world? Iran is in southwestern Asia.

You can fly in an aeroplane to Iran from the UK in eight hours, this is as long as watching five Disney films back-to-back!



Flag:



Language: The language most spoken in Iran is Persian. People greet each other by saying “salaam alaykum” which means ‘may peace be upon you.’

What is the Weather? Iran has a hot and dry climate. There are long hot Summers and short, cool Winters. You can find out [more information about Iran’s climate on the Weather Online website.](#)

Traditional Transport: Transport around Iran was mainly by road until steam trains were introduced around the time of the war. Iran still plans to build more railways to make it easier to get around the country. You can find out [more information about the railways in Iran on the Roger Farnworth website.](#)



Pudsey Bear recipe:



Ingredients

- 200 grams of unsalted butter, softened
- 200 grams of golden caster sugar
- One large egg
- Half a teaspoon of vanilla extract
- 400 grams of plain flour, plus extra for dusting

To decorate

- 25 grams of icing sugar
- 50 grams of white fondant
- coloured icing pens (writing quality)
- 25 grams of black sugar paste
- Hundreds and thousands or sweets to decorate (optional)

Method

1. Heat oven to 200 degrees celsius, 180 degrees celsius fan or gas mark six and line a baking sheet with baking parchment. Put the butter in a bowl and beat it with electric beaters until soft and creamy. Beat in the sugar, then the egg and vanilla, and finally the flour to make a dough. If the dough feels a bit sticky, add a little bit more flour and knead it in.
2. Roll the dough out so it's about the thickness of a £1 coin. Cut out shapes using a Pudsey bear cutter or cut around a template you have made. Re-roll off-cuts and repeat.
3. Transfer the biscuits to the baking sheet and bake for eight to ten minutes or until the edges are just brown. Leave to cool completely.
4. To decorate the biscuits: Mix the icing sugar with enough water to make a stiff paste then roll the white fondant out to five millimetres thick and cut into strips to make Pudsey's eye bandage. Stick it on with the white icing. Decorate with polka dots using coloured icing pens. Make his eye, nose and

mouth with the black sugar paste and add a little dot of white icing to the eye. Stick the features down with more icing. Repeat the process with most of the biscuits and decorate the rest with icing simply sprinkled with hundreds and thousands. Will keep for three days in a biscuit tin.

Activity Ideas for Practitioners

Activity: Finding Friends

Areas of learning: PSED



When Biscuit Bear wakes up, he can't find anyone to play with. Gather ideas about what to do if you don't have a friend to play with.

Adult prompts:

Role play some scenarios with another member of staff. Ask the children to chat about what to do if you want to join in a game. Q What if the other child says no? Who can help you with this?

Scribe ideas for children to refer to when they are finding friends, you could add some photos to support understanding.

Activity: Talking About Time

Areas of learning: Maths



Biscuit Bear wakes up in the middle of the night! Have a look at the clock illustrations. Experiment with toy clocks or make your own with paper plates!

Adult prompts:

Model talk about time starting with the sequence of the day. Show o'clock times on your demonstration clock. Encourage children to look at the clock in your setting at key times of the day.

Activity: Research Famous Bears

Areas of learning: UW



There are so many famous bears: Paddington, Winnie the Pooh, Baloo, Lotso (Toy Story). Can you find out more about one of the bears which interests the children?

Adult prompts:

Model using google or Alexa to find out more, maybe you have some books about Winnie or Paddington you can show the children. There are [modern versions of some of these older stories which can be found on YouTube](#). Scribe some key facts you find out; you could even make a book together!

Activity: Bear Cut Outs

Areas of learning: PD, EAD



Dancing bears can be made in the same way as paper dolls. You can watch the [instructional video on how to make paper dolls on YouTube](#).

Learn how to make the dolls with this clip and adapt with a bear head!

Adult prompts:

Model each step for the children to simplify the process. Some help might be needed to ensure the bears are still joined when opened. The Paper Dolls by Julia Donaldson links to this activity.

Activity: Learning Healthy Habits

Areas of learning: PSED



Horace cleans his teeth and counts sheep to get to sleep. Use photo prompts to talk about healthy habits. The Community Nurse may visit with healthy teeth resources: contact your local Children and Family Centre.

Adult prompts:

Ask children to bring in their toothbrushes. [Watch Peppa Pig clean her teeth on YouTube](#) and practice together! Explain why we clean teeth, link to hand washing.

Activity: Playdough Bears

Areas of learning: PD, EAD, C & L



Use bear shaped cutters and playdough together. Model talk about what cheeky things the bears might do when all the children have gone home. You could then position the bears around your setting to surprise the children the next day!

Adult prompts:

Model ideas of what the bears may do for example, tightrope walk across the washing line of paintings or eat the fruit! You can get some ideas from 'Elf on the Shelf' activities online. Encourage the children to share ideas with their friends.

Activity: My Favourite Toy

Areas of learning: C & L



Teddy bears have been a favourite toy for many years. Encourage the children to bring in a toy they love and talk about it to their friends.

Adult prompts:

Introduce the idea of what makes a toy a favourite by bringing in your own toy and talking about what you like about it and what you play together. Encourage parents to talk to their children about their choice at home first so each child feels confident to share ideas with a friend or in a group.

Activity: Reading Baking Books

Areas of learning: Literacy, C & L



Enjoy some other picture books about baking for example Pat a Cake Baby by Joyce Dunbar.

Adult prompts:

What would you most like to bake and who would you bake it for? How would you decorate your creation? What kind of birthday cake would be your favourite?

Encourage children to draw and label their ingredients and cake. You could create an imaginary group cake recipe and scribe the ingredients the children suggest!

Model use of process words for example, mix, stir, whisk.

Activity Ideas for Families

Activity: Learn Circus Skills!

Areas of learning: PD



Use a beanbag to begin to learn to juggle! Try a low rope tied between trees for tightrope walking. Have a go at some cartwheels!

Adult prompts:

Watch some clips of circus skills. Model some of the skills, and persistence. You can often find circus skills classes in your local area!

Activity: Making Patterns

Areas of learning: Maths



Biscuit Bear uses decorations to make patterns on icing. Make some patterns on biscuits, on paper or outside with chalk.

Adult prompts:

Model making patterns with shapes or numbers. Use the word 'repeat' and demonstrate what this means with the resources. Look at some patterns in the environment, on animals or go on a pattern walk in your local area.

Activity: Taking Photos

Areas of learning: UW, C & L



On the first page there are lots of photos of Horace's baking experiences. Encourage your child to use a child's camera or I pad to record experiences for example cooking at home or going to the park.

Adult prompts:

Review the photos and talk about the size of the picture: did they get everything in? Encourage talk about different stages of the activity and use vocabulary for example first, next, last...

Activity: Talking about feelings

Areas of learning: PSED



Share the page when Biscuit Bear's friends are broken. Encourage talk about how he felt. Link to resilience when he finds himself a safe place.

Adult prompts:

Have a look at the [istock website](#) for some picture prompts for feelings and talk about different emotions to support children's talk. Model how this feels in your body for example being sad also feels tired and your body feels heavy.

Activity: Changes in Materials

Areas of learning: UW, C & L



Baking involves the changes in the mixture from liquid to solid. Explore some other changes in materials for example jelly, bread, eggs....

Adult prompts:

How has the mixture changed? What caused the change? Can we reverse the change in the material?

Find out more with the [3C materials song on YouTube](#).

Activity: Baking Together

Areas of learning: UW, C & L



Choose a simple recipe together online or get a children's cookbook from your library.

Adult prompts:

Model how to follow the instructions step by step. Encourage as much independence as possible. Model safe use of equipment for example knives, scissors, and grater. Explain the oven is only for adult use and why.

Activity: The First Bear

Areas of learning: UW



The first bear was named after US President to Theodore (Teddy) Roosevelt. [Find out more about the Teddy Bear on the Wikipedia website.](#)

Bears were made of very different materials to modern bears as were all toys: research older and modern toys on google together.

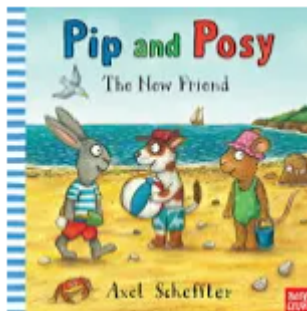
Adult prompts:

Encourage your child to have a look at some of their toys. Q What materials is this made of? What are toys stuffed with today? Why is this stuffing better than straw?

You could visit a toy museum to see some of these old toys. You can view [information about the Brighton Toy and Model Museum on their website](#).

Activity: Visit the Library!

Areas of learning: C & L, Literacy



Ask about some other picture books about the circus e.g. The Singing Mermaid by Julia Donaldson. Find some other picture books about friendship for example Pip and Posy The New Friend by Alex Sheffler.

Adult prompts:

Encourage your child to hold the book themselves and turn the pages. Q What can you see in the picture? Have you been to a place like that? What do you think about what happened? How does that character feel? What would you do?

The Magic Paintbrush by Julia Donaldson, Illustrated by Joel Stewart



The Magic Paintbrush

Key Vocabulary

- **Oysters & Shrimp:** small shellfish.
- **Emperor:** the ruler of the land.
- **Gracious:** kind and polite.
- **Majesty:** a person with power.
- **Wealthy:** having lots of money, rich.
- **Poor:** having very little money.
- **Seize:** take hold of someone or something.

China Facts

Did you know? Stir fry was first invented in China as a way of cooking vegetables, meat, or fish to keep all the goodness and make sure the ingredients are as tasty as possible. Stir fry is often eaten with rice as there are lots of rice fields in China. Stir fry is also eaten with noodles which also came from China. Further [information about what it's like to be a rice farmer can be found on The World website.](#)

You can find out information about the 4,000-year-old [noodles found in China on the National Geographic website](#).

Where in the world? China is a large country in East Asia.

You can fly in an aeroplane to China from the UK in ten hours, this is nearly as long as two days at school!!



Language: The language spoken in China is Mandarin Chinese. ‘Hello’ in Chinese is ‘Nǐ hǎo’.

What is the Weather? As China is a huge country it has different weather in different parts: the weather can be freezing in the Winter in the mountains of the North. It is very hot in most of China in the Summer. You can find out more [information about the weather in China on the Climates to Travel website](#).

Traditional Transport: A long time ago people would have often used rickshaws to travel shorter distances. Now train travel is the most popular type of transport in China. You can find out more about [transport in China on Wikipedia](#).



Vegetable Stir Fry

Ingredients

- Two tablespoons of sunflower oil
- Four spring onions, cut into four centimetre or one and a half inch lengths
- One garlic clove, crushed
- A piece fresh root ginger, about one centimetre or half an inch, peeled and grated
- One carrot, cut into matchsticks
- One red pepper, cut into thick matchsticks
- 100 grams or three and a half ounces of baby sweetcorn, halved
- One courgette, cut into thick matchsticks
- 150 grams or five and a half ounces of sugar-snap peas or mangetout, trimmed
- Two tablespoons hoisin sauce
- Two tablespoons low salt soy sauce

Method

Heat a wok on a high heat and add the sunflower oil. Add the spring onions, garlic, ginger, and stir-fry for one minute, then reduce the heat. Take care to not brown the vegetables.

Add the carrot, red pepper and baby sweetcorn and stir-fry for 2 minutes. Add the courgette and sugar snap peas and stir-fry for a further three minutes. Toss the ingredients from the centre to the side of the wok using a wooden spatula. Do not overcrowd the wok and keep the ingredients moving.

Add one tablespoon water, hoisin and soy sauce and cook over a high heat for a further 2 minutes or until all the vegetables are cooked but not too soft. Serve with noodles or rice.

- Preparation time less than 30 minutes
- Cooking time ten to 30 minutes
- Serves four



You can view this [Stir Fry Recipe on the BBC Good Food website](#).

Activity Ideas for Practitioners

Activity: Good Deeds

Areas of learning: PSED



This book is about Shen doing good deeds for her community. What could you and your friends do for your school?

Litter picking, tidying the library, taking the spare fruit to classes, teaching singing games to other children.

Create a kindness tree to add leaves to, writing children's names on a leaf when they are kind.

Activity: Restaurant Role Play

Areas of learning: EAD, CLL, Literacy, Maths



Collect small bowls and spoons, vegetable role play food, cooking pots and spoons, a till and coins. Sushi rolls can be made with cotton wool and card!

Print some restaurant menus and blanks for clipboards.

Adult prompts:

Model play through being the waiter or waitress and writing keywords for orders, asking for payment, and counting coins.

If possible, visit a local café or ask parents if they can do this! Related shows to get ideas about café's:

- [Molly and Mack on BBC iPlayer](#)
- [Something Special on BBC iPlayer](#)

Activity: Dragon Dance!

Areas of learning: PD, EAD



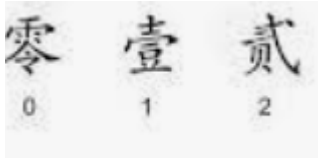
[Learn how to do a Chinese Lion or Dragon dance on the CBeebies website!](#) Use a large cardboard box and some fabric to create your own dragon! Try playing some claves to 'wake up' the dragon (any sticks can be used). Take turns to be inside the dragon and be in the band! Create a chant: Chinese Dragon (repeat).

Adult prompts:

Model a rhythm on the claves. Encourage children to choose different instruments to accompany the dance. Create an area in your setting with claves and 'mini dragons' to dance.

Activity: Chinese Numbers

Areas of learning: Maths



[Use the Chinese number flashcards from the Twinkl website](#) to look at the numbers to five. Children can have a go at writing these then putting the symbols in order. As an extension they can use the numbers for addition games for example show the children a missing number sentence or part whole model. Children can draw the missing Chinese number on their whiteboards.

Adult prompts:

Draw the symbols together for example on the big board for children to copy piece by piece. Encourage the children to add different numbers together and find the total.

Activity: Chinese New Year Story

Areas of learning: EAD, CLL



[Watch the Chinese New Year story on the CBeebies website.](#)

Use small world animals or printouts to stick onto wooden blocks. Use blue fabric or the sand tray or mud area as a setting for the story. Encourage the children to play with the animals and remember parts of the story.

Adult prompts:

What happened first? Then? Next? Finally? Do you know any other stories like this?
(Gingerbread Man)

Model using phrases from the story and talking as one of the animals. Observe children who are re-telling and ask to film to show the class.

Activity: Puppet Theatre!

Areas of learning: PD, EAD, CLL

Watch the Chinese New Year story.



Ask the children if they would like to make a puppet show? What could we use to create the characters? Have paper, card, fabric, glue, tape, boxes, lolly sticks and paint available. Support problem solving through the creative process. Use fabric on chairs or a large box to create the puppet theatre.

Adult prompts:

Observe children with successful ideas: ask them to share with the other children. Encourage children to solve problems themselves for example try again, measure, use a different joining technique. What other material might work? How did your friend join their pieces together?

Activity: Box Model Mini Dragons!

Areas of learning: PD, EAD



Look at the dragon page in the story and pictures of dragons in books or online. Support the children to choose materials to create their own dragon: boxes, cotton wool, paper, fabric scraps, paint, glue ...

Adult prompts:

Observe children with successful ideas: ask them to share with the other children. Encourage children to solve problems themselves for example try again, measure, use a different joining technique. What other material might work? How did your friend join their pieces together?

Activity: Drawing a Wish

Areas of learning: Literacy, PSED, PD



Shen drew things to help other people: food for hungry people and when she needed help herself, she drew a key. Shen also drew a dragon to scare the Emperor. If you could draw anything which would become real, what would it be? What about something to help someone else?

Adult prompts:

Is there anything you would wish for? For example, a pet, a special holiday, something which you could use to help you or your family? Do you know anyone who needs help? What could you draw to help them?

Support or model drawing and sentence if appropriate.

Activity Ideas for Families

Activity: Using Chopsticks

Areas of learning: PD



Practise using chopsticks (you may have these already or use sticks from the garden)! Now see what you can pick up to make a delicious dinner: screwed up paper, cereal, leaves or small pebbles. Spaghetti and noodles are easiest food to pick up.

Another fun challenge is: how many cheerios can you fit on a chopstick?

Adult prompts:

Observe: does your child have success with one hand more than the other? Can you show them how to wiggle the chopstick with their finger?

Activity: Moving to music from China

Areas of learning: PD, EAD



[Listen to some beautiful music from China on YouTube](#). First listen and look at the images. Find fabrics from around your home: ribbons, scarves, tea towels or even tissue paper are good! Enjoy moving to the music and watch the patterns your scarf makes!

Adult prompts:

What does this music make you think about or feel? Share words for your child to learn for example swirl, twist, circle, high, low...

Activity: Cleaning!

Areas of learning: PD, EAD



Cleaning is a very important preparation for Chinese New Year as you can see in the [preparing for Chinese New Year video on YouTube](#). Involve your child in cleaning for a special event (even if this is Grandma coming over). Your child could help to: wash the car, dry the dishes, weed the garden, or lay the table. This will also support their physical skills!

Adult prompts:

Let your child choose which chores they want to have a go at. Model different chores and if you can include big movements for arms and small movements for fingers! You could also involve other areas like counting how many plates are needed for dinner.

Activity: Make a Money Tree!

Areas of learning: Maths, EAD



The Emperor asks Shen to paint a money tree. Can you draw or paint a tree on a large piece of cardboard? Use real or pretend coins to decorate the tree (or cut out cardboard coins). Fill your tree with money leaves! Count together how many coins on each branch and add up the total for the whole tree!

Adult prompts:

Count aloud to support your child's counting. Move the coins and place them in a line to support careful counting. At other times count as part of your daily routine for example climbing the stairs or spotting red cars on the school run!

Activity: [Watch on CBeebies as Abi gets ready for Chinese New Year!](#)

Areas of learning: UW, C & L



Watch the clip together a couple of times. On the second turn talk about what you can see, relate this to celebrations your child has experienced: highlight what is the same and what is different.

Adult prompts:

Can you tell me four things Abi does to prepare for the celebrations? What gift is given at Chinese New Year? What is the lucky colour? What types of special food did you see? Have you tried any of these foods?

Activity: Water Painting!

Areas of learning: PD, EAD, C & L



Use any paintbrushes you have already to dip in water and paint outside. This can be done on your front path or step. Your child could paint some of the things Shen painted in the story or some patterns as a decoration for Chinese New Year! Longer lasting patterns can be made with chalk or with food colouring in water.

Adult prompts:

Do you remember the first thing Shen painted? Do you remember what Shen painted next? Encourage your child to paint freely and tell you about their pictures: the more fantastical the better!

Activity: Where in the World?

Areas of learning: UW, C & L



Look at a globe or map of the world together. There will be an Atlas you can use in your local library. Can you find China together? What countries are nearby? Imagine you took a flight from the UK to China: what places would you fly over to get there?

Adult prompts:

Observe which aspects of the map your child is interested in and follow their interest. Children find it interesting to imagine they are making a journey from one place to another: what transport would you use, what clothes would you wear, how long would it take? Some maps link to indigenous animals which can lead to finding out more.

Activity: Visit the Library!

Areas of learning: C & L, Literacy



Julia Donaldson is the Author of this book and many others. Have a look for some of her stories like The Gruffalo, Stick Man and Zog! Are the illustrations the same

or different to 'The Magic Paintbrush?' Do you know why? Can you pick out some of the rhymes in the stories and say them together? Do you know any other stories with rhyming words?

Adult prompts:

Say the rhyming sentences and words together. Encourage your child to pick out the rhyming words from the sentences. Does your child have a favourite you can take home and re-read? Children benefit from 'internalising' the rhythm and rhyme in stories.