



# Stay-at-home RESOURCE PACKS

For  
Year 1 and YEAR 2  
THEME:  
COOKING FOOD



Choice of theme:

*The choice of the theme 'Cooking Food' emerged from our observations of current circumstances with several posts on social media depicting children with their loved ones preparing different dishes and desserts. We all know the benefits cooking with young children presents. When children are actively involved in the preparation of food, they enjoy the multi-sensory experience while developing skills and understandings needed in everyday life, including concepts of measure, quantity, language, creativity, fine motor skills, to name a few. Indeed, cooking with young children is an enjoyable way of spending good quality time with them, allowing adults space and time to actively listen to their child's thoughts and reasoning while building deeper relationships with their loved ones.*

DAY 1: SPEAKING

Show the child this photo and ask: *What can you see in this picture?*

Encourage the child to try to say at least 3 different things and to speak in English as much as possible.



Here are some questions you can ask to help the child speak:

How many children are there?  
How old do you think they are?  
What are they doing?  
How are they feeling?  
How do you know?

Where do you think they are?  
Did you ever cook at school?  
Did you ever cook at home?  
How do you feel when you cook?  
What is your favourite dish / recipe?  
Describe your favourite food.  
Describe your favourite dessert / sweet.



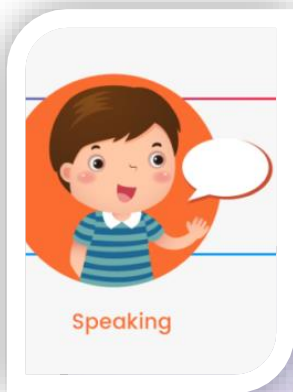
Speaking

Explain to the child.

There are different foods related to different celebrations around the world. ***What feast will be celebrated in Malta next week?*** Show them the following picture:

Apart from the Easter eggs, what other sweets do we normally think of at Easter time?

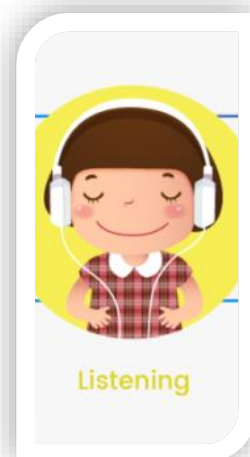
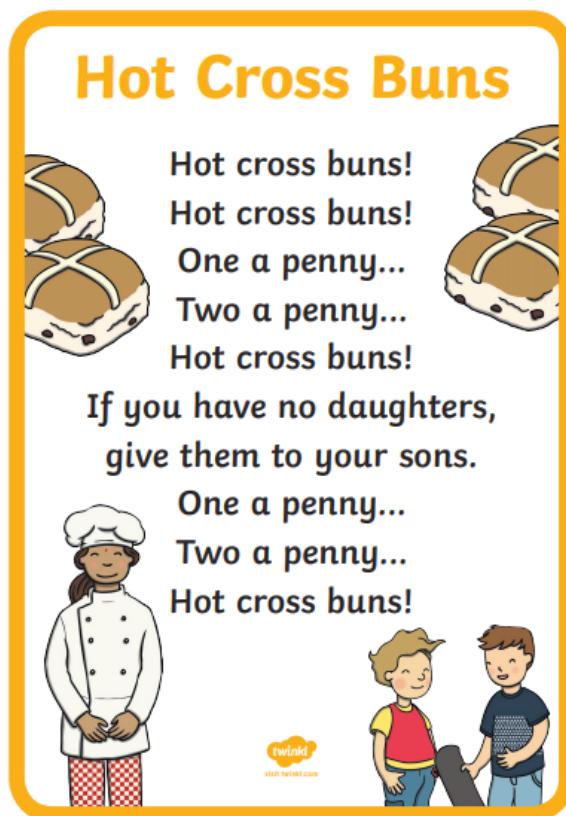
They might mention the Maltese traditional Figolli. Encourage them to talk about them and to describe them in detail. You might wish to refer to the picture. Encourage them to talk about the different shapes, different colours and ask them what they prefer.





## DAY 1: LISTENING

Now, tell the child that another famous dessert associated with Easter are the Hot Cross Buns. Tell them to look at the nursery rhyme below and together read and sing it. You may wish to watch it via this link: <https://www.youtube.com/watch?v=t7UZwBopVoE>. If you do, encourage the child to talk about what they can see in the video clip.



## DAY 2: READING

Now, encourage your child to read with you. The child may wish to read parts of this nursery rhyme, particular words like: *hot, buns, sons*. **Encourage them to come up with other similar words that finish with -ot related to food / kitchen, for example:**



hot



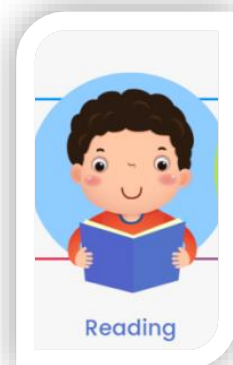
lot



rot



pot



Tell your child: *Hot Cross buns need to be served hot. Can you list different food or drink items which need to be served hot? And which need to be served cold?*  
Now ask your child to complete this task.

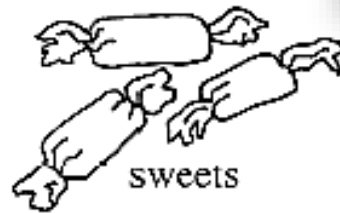
## Hot or cold?

Join each picture to the right word.

ice-cream



yogurt



sweets

hot



soup



jam

cold



ice lolly



fish and chips



jelly



tea






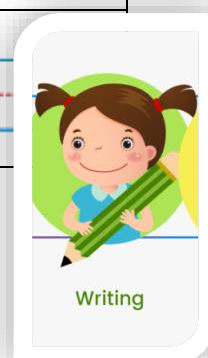
pop



## DAY 2: WRITING

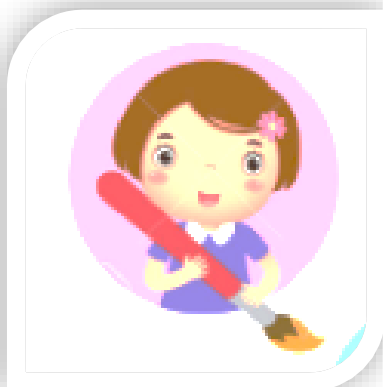
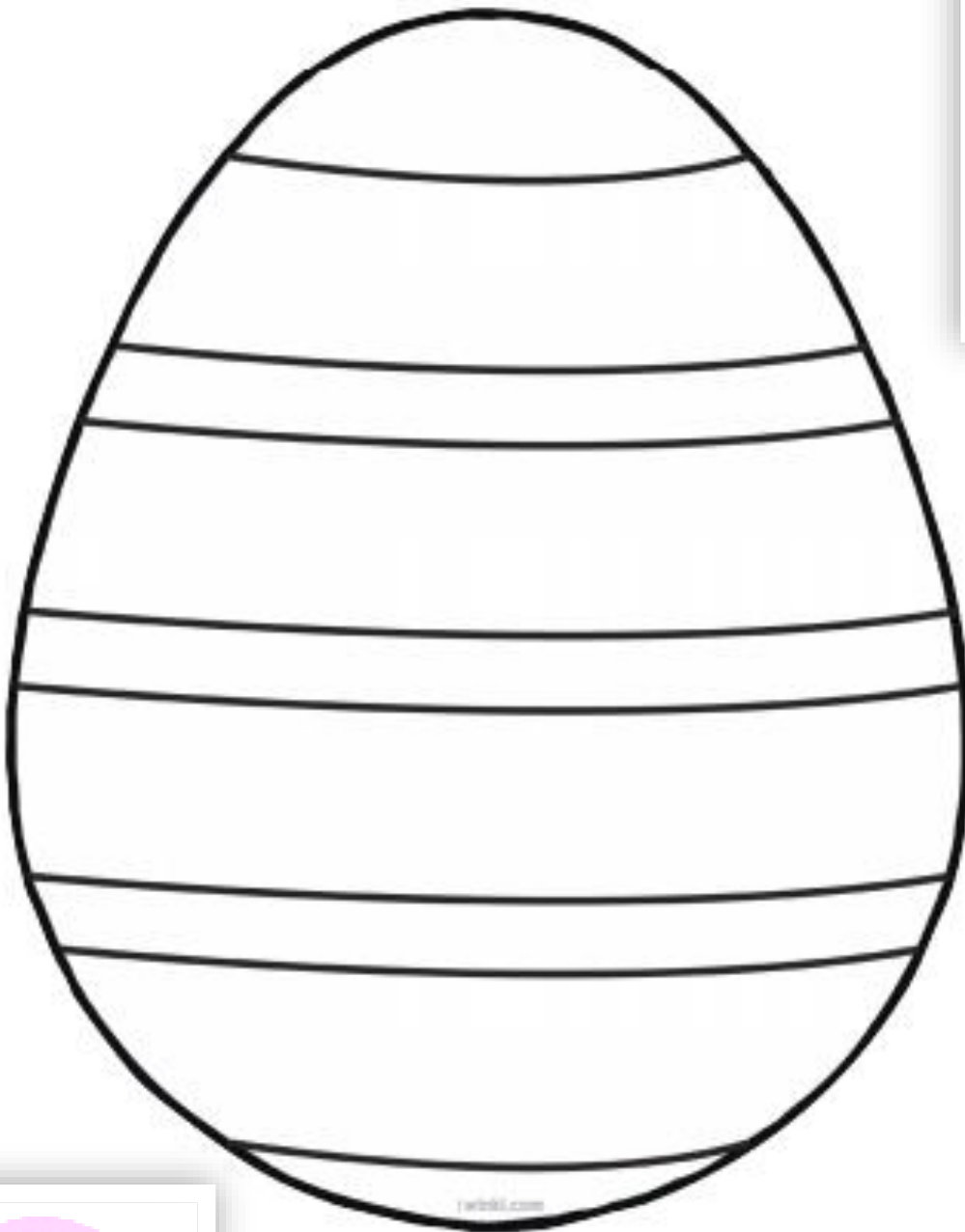
Now let's write some important (high frequency) words found in the nursery rhyme:

 Look and say	 Look, say and write	 Cover and write
one	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
two	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
a	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
if	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
you	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
have	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
give	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
to	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>



Encourage your child to write something on this egg and to colour and design it in any way they like. Ask them to describe it to you.

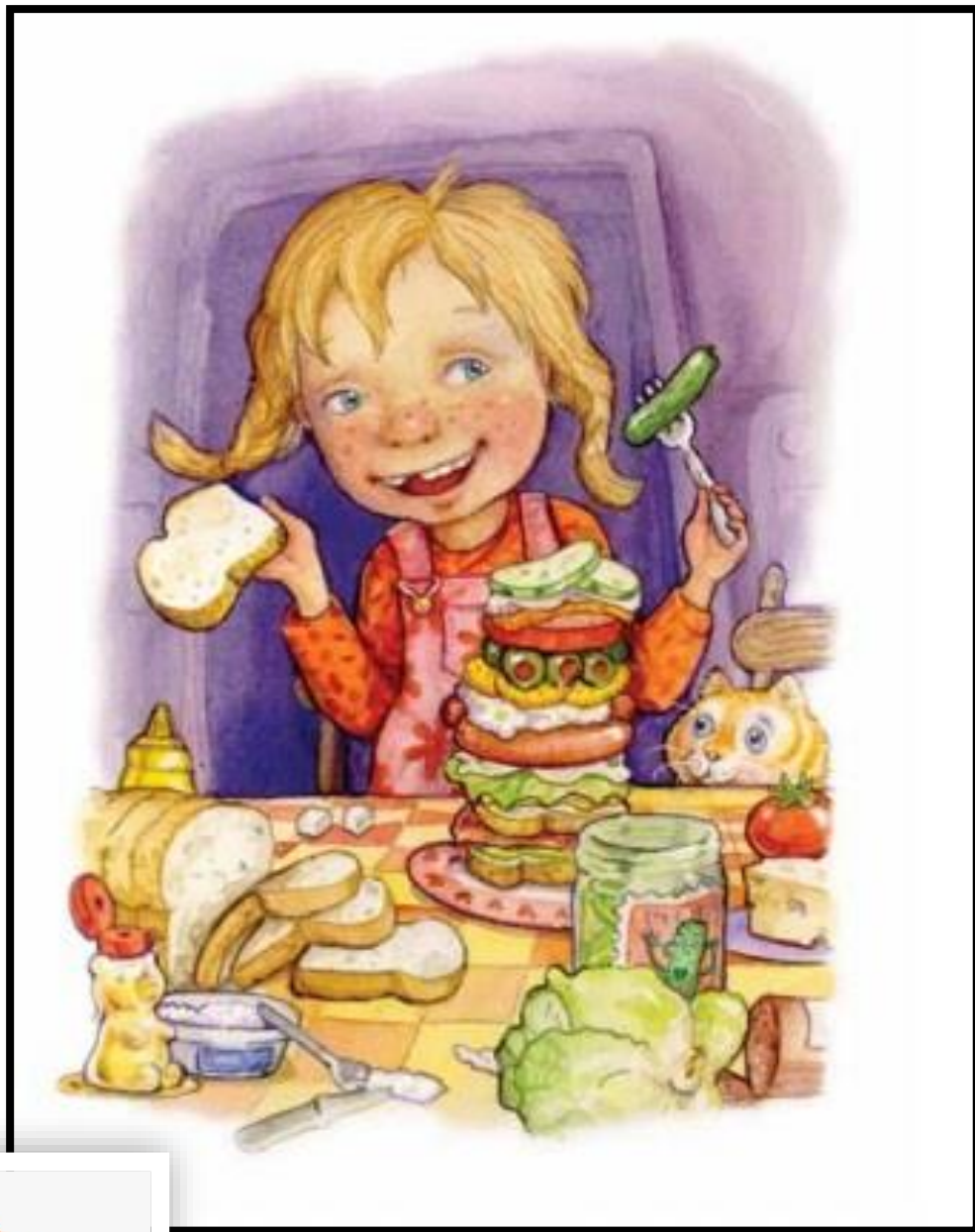
They can use words from the nursery rhyme.



DAY 3: SPEAKING

Encourage your child to look at this picture. Ask: ***What can you see in this picture?***

Encourage the child to try and list all the things they can see and to speak in English as much as possible.



Speaking



Then ask, **what do you like your sandwiches with?** Show them the following.



EGG



MUSHROOMS



PAPRIKA



CHEESE



TOMATO



CUCUMBER



PICKLED CUCUMBER



BACON



BEEF STEAK



RED ONION



SALAD



SAUSAGE



SALMON



PINEAPPLE



OLIVE



RUCOLA



FRENCH FRIES



MAYONNAISE



MUSTARD



KETCHUP



Ask your child: If you had to have a different sandwich, what ingredients would you put in it? It must be different. The more creative, the better.

## DAY 4: SPEAKING



Speaking

# Sandwich Shop

## Menu

<b>Sandwich Fillings:</b> (White or Brown Bread)		<b>Treats and Snacks:</b>	
Ham .....	5p	Cupcake.....	5p
Cheese .....	20p	Currant Bun.....	4p
Chicken .....	10p	Chocolate Bar.....	8p
Beef .....	5p	Apple .....	5p
Banana .....	4p	Banana .....	5p
Peanut Butter .....	8p	Pear .....	8p
Salad .....	5p	Nuts .....	10p
		Fruit Salad .....	25p
		Crisps .....	30p
<b>Fancy Bread:</b>		<b>Drinks:</b>	
Baguette .....	10p	Water .....	5p
Focaccia .....	20p	Cans (Coke, Lemonade, Fanta , Dr Pepper) .....	10p
<b>Toasties:</b>		Tea .....	8p
Cheese .....	20p	Coffee .....	10p
Ham .....	25p	Cappuccino .....	15p
Cheese and Ham.....	30p		
Cheese, Ham and Tomato	40p		

[www.twinkl.co.uk](http://www.twinkl.co.uk)

**Role Play:** Pretend your child owns a Sandwich Shop. Pretend you are the customer and your child is the owner and then swap roles.

Now, ask them to think about what their classmates used to bring to school for lunch and to say whether they liked their classmates' lunch or not.

## DAY 4: LISTENING

Tell your child that they will be listening to a recipe on how to make a **Marmalade sandwich**. Whilst the adult reads the text below, please ask the child to do the tasks on the next page.

- 1) First, ask the child to circle the ingredients and cutlery they need to make the sandwich while the adult reads the list:

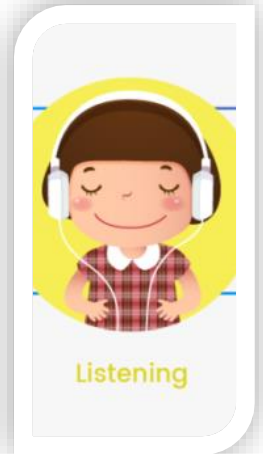
**You will need:**

2 slices of bread

Butter/spread

Marmalade

Knife

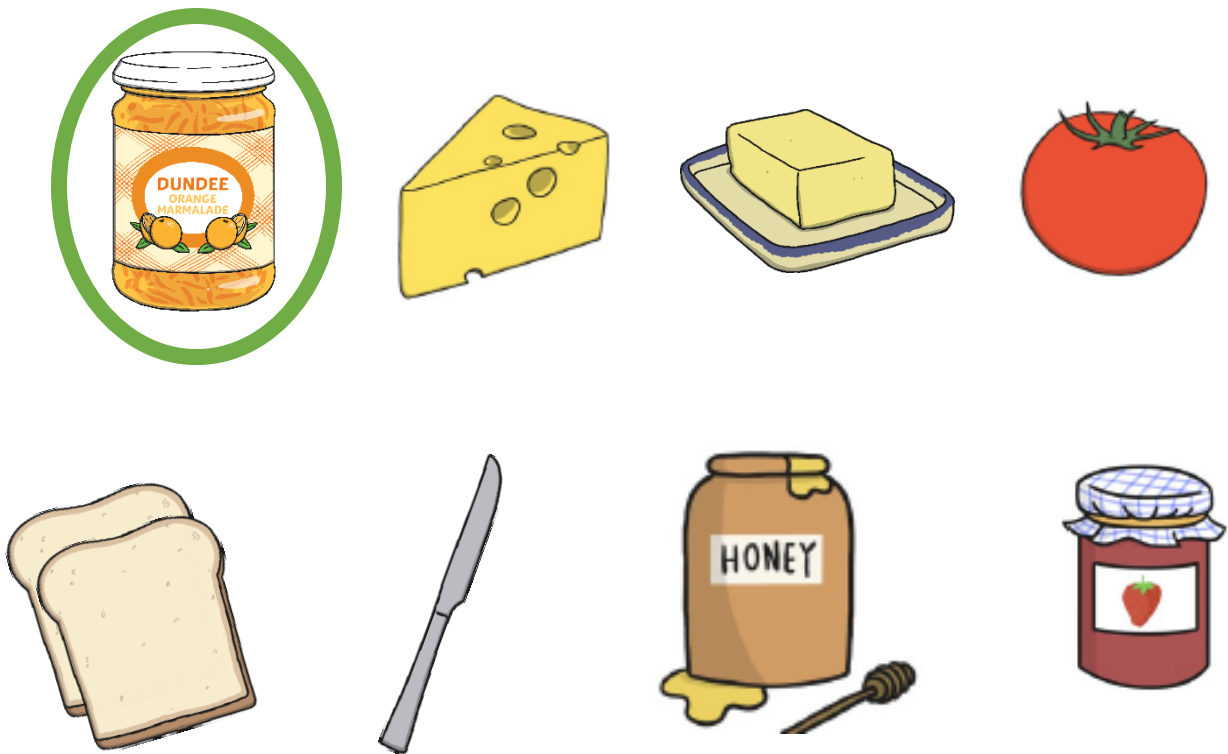


- 2) Then, ask the child to put the pictures in order by writing the number from 2-6:


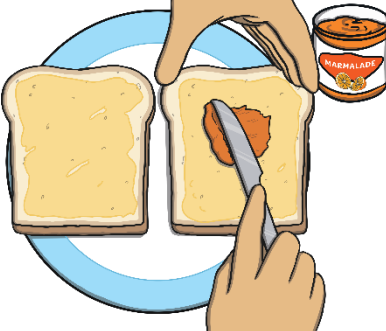
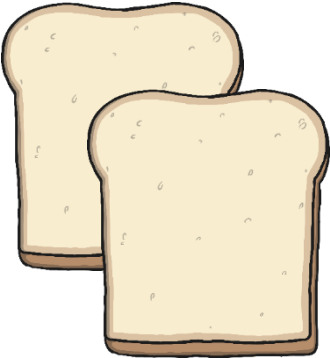
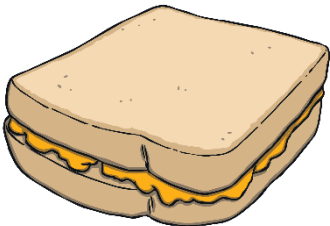
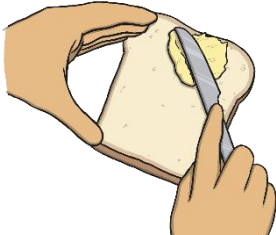
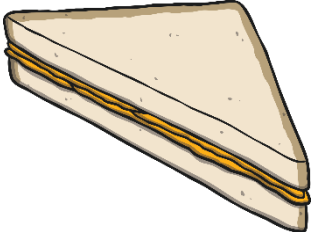
1. First, get two slices of bread.
2. Next, use the knife to spread some butter onto both slices.
3. After that, use a knife to spread the marmalade on top of the butter, on one of the slices of bread.
4. Then, put one slice of bread on top of the other, to make a sandwich.
5. After that, cut the sandwich in half with the knife.
6. Finally, eat it!

You may wish to discuss the tasks together first and make sure the child understands the words in the text.

**Task 1: Circle the things you need to make a Marmalade Sandwich.**



**Task 2: Put the following pictures in order by writing numbers 2-6. The first one is done for you.**

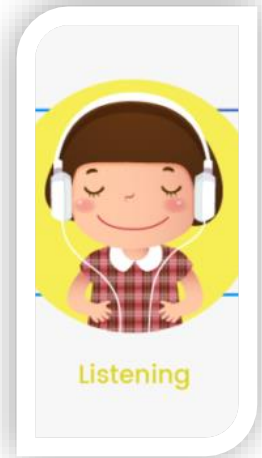
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DAY 5: LISTENING / LITERATURE

Now, tell your child that they will be **listening** to a story called *Carla's Sandwich* by Debbie Herman and Illustrated by Shiela Bayley. While listening to the story, ask the child to show their opinion of the weird sandwiches by giving a thumbs up or thumbs down as each of Carla's sandwiches are introduced.

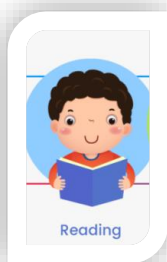
- Why didn't anyone want to sit next to Carla? (they didn't like her sandwiches)
- Would you have reacted the same way as the characters in the story? Thumbs up/thumbs down
- Why does Buster decide to try the sandwich?
- Why do you think the other characters decided to try the sandwich after Buster? (accept any reasonable answer)
- Were you surprised that Carla brought a peanut butter and jelly sandwich at the end of the story? Why? (accept any reasonable answer)



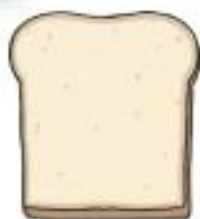
Here is the link to the story: <https://www.youtube.com/watch?v=M-aceEquCtY>

Now ask them to draw what they listened to in this sequence story map:

## DAYS 5 - 7: READING



Tell your child that you will be making a jam sandwich. Ask them what they would need to make the jam sandwich and then show them the ones below and ask them to read the words.



Bread



Butter



Knife



Jam

Tell your child that they need to follow a recipe. Ask your child: ***What is a recipe?*** ***Why do we need recipes?*** Ask the child to go find a recipe book and look at it. When looking at it, remind your child about the features of a recipe:

<b><i>Ask your child:</i></b>	<b><i>Answer</i></b>	<b><i>Example</i></b>
<b><i>What comes first in a recipe?</i></b>	Title – the name of the dish	<i>Making a jam sandwich</i>
<b><i>What comes next?</i></b>	List of ingredients / What you need (cutlery)	Butter, jam, bread, knife
<b><i>And then?</i></b>	How to make it / Method	First, place the bread on a large plat....
<b><i>And lastly, what do we find?</i></b>	Bossy words	Place, Cut, Spread

***Game: Ask children to act these bossy words out and you have to guess what they are doing.***



Cut out this recipe and put it back together in the correct order.

✂

Jam

Method

Spread butter on one side of each slice.

Cut it in half.

Place the other slice on top of the jammy one, butter side down.

Butter

Ingredients

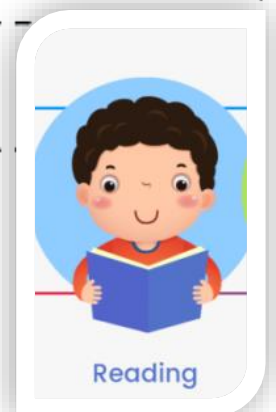
Spread jam over one slice.

Place the bread on a large plate.

Making a jam sandwich

Two slices of bread

Then you may ask them to try reading them on their own and match the pictures with the instructions on the next page.



Complete the instructions by adding the pictures, showing how to make a jam sandwich.


1. First, get two slices of bread.
2. Next, use the knife to spread some butter onto both slices.
3. After that, use a knife to spread the jam on top of the butter, on one of the slices of bread.
4. Then, put one slice of bread on top of the other, to make a sandwich.
5. After that, cut the sandwich in half with the knife.
6. Finally, eat it!



Now ask them to actually **make the sandwich**. Encourage them to say the method aloud while they are making it. You may wish to take photos or record them while they are making the sandwich and send them to us via email at [pamela.zerafa@ilearn.edu.mt](mailto:pamela.zerafa@ilearn.edu.mt) .



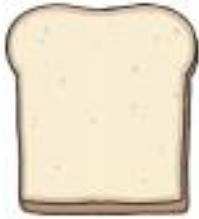


DAY 8: WRITING

Encourage your child to **write the recipe**. They may wish to copy the words from the recipe or from the ones below. Tell your child that their friend wants to know how to make a jam sandwich and they have to write the recipe so they can send it to their friend.

### Recipe For Making A Jam Sandwich

You will need:




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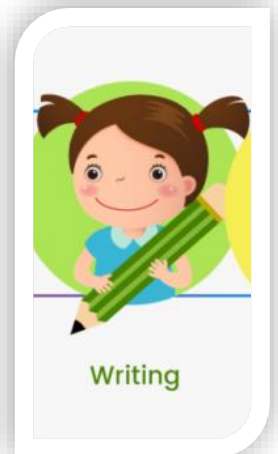
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Get some jam, some butter and a knife.

Place the other slice of bread on top.

Spread the jam onto one slice of bread.

Eat your sandwich.

Get two slices of bread.

Spread the butter onto one slice of bread.

DAYS 9 - 10: WRITING

Now encourage your child to write the instructions for their **own special sandwich**. The most creative sandwich will be published online on our website. You may use the words below to help the child.

# My Own Sandwich

## Choose a Grain

- ☐ Pita pockets
- ☐ Bagels
- ☐ Wraps
- ☐ Tortilla

- ☐ Bread
- ☐ Rolls
- ☐ Baguette
- ☐ Panini

- ☐ English muffin
- ☐ Muffins
- ☐ French Bread



## Choose a Spread

- |  |  |                                    |
|--|--|------------------------------------|
| <input type="checkbox"/> Peanut Butter | <input type="checkbox"/> Hummus              | <input type="checkbox"/> Guacamole |
| <input type="checkbox"/> Almond Butter | <input type="checkbox"/> Cream Cheese        | <input type="checkbox"/> Mustard   |
| <input type="checkbox"/> Sunbutter     | <input type="checkbox"/> Pesto               | <input type="checkbox"/> Dressing  |
| <input type="checkbox"/> Sesame Butter | <input type="checkbox"/> Laughing Cow Cheese |                                    |

## Choose a Vegetable

- ☐ Carrots
- ☐ Lettuce
- ☐ Spinach
- ☐ Cucumbers

- ☐ Olives
- ☐ Bell Peppers
- ☐ Onions
- ☐ Cabbage

- ☐ Sprouts
- ☐ Salsa
- ☐ Broccoli
- ☐ Cauliflower



## Choose a Fruit or Protein



- ☐ Apple
- ☐ Orange
- ☐ Banana
- ☐ Pear

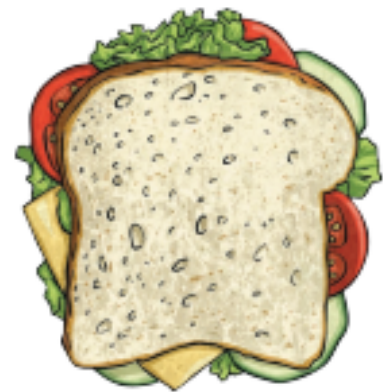
- ☐ Fruit Jam
- ☐ Applesauce
- ☐ Tomatoes
- ☐ Raisins

- ☐ Meat
- ☐ Eggs
- ☐ Cheese
- ☐ Tuna

[www.superhealthykids.com](http://www.superhealthykids.com)

**Design and create your own sandwich. Plan out your design below.**

<b>Bread</b>	
<b>Butter</b>	
<b>Fillings</b>	
<b>Sauces/Condiments</b>	



This is what my sandwich will look like:



Writing

DAYS 10: LITERATURE

**BEFORE** reading this poem, ask your child:

**What do you think this poem is about? How do you know?**

**What is the title of this poem?** ("The Sandwich).

**Who is the poet?** (Tony Bradman).

**How do we know it's a poem and not a story?** (It's organised in stanzas not chapters like a book).

**Count the number of stanzas** (Paragraphs - There are 9 stanzas).  
**Each stanza is made up of...how many lines?** (4 lines in each stanza).

**WHILE-Reading:** Read this poem with your child and while reading you can ask your child to **point to the drawn ingredients** mentioned in the poem.

## The sandwich

Oh what shall I have  
Today for my tea?  
I know - a sandwich,  
As big as can be!

I'll start with the bread,  
Two slices, quite large;  
Then slap on some jam,  
Oh yes, and some marge,

I'll put in some cheese,  
A tomato or two,  
And maybe an onion  
This big one will do!

I'll bung in some lettuce,  
A radish, of course,  
And ... a sizzling burger,  
All covered in sauce!

Add in some chicken,  
And maybe some chips,  
Some biscuits, an apple,  
A packet of crisps,

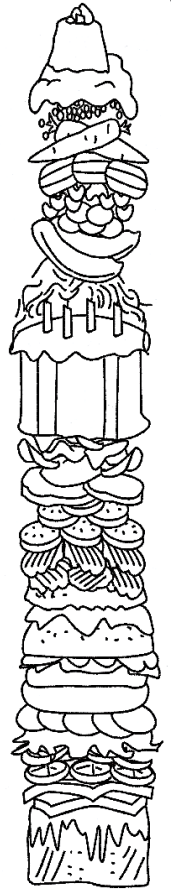
A cake with some candles,  
Some chocolate (one bar),  
Spaghetti, bananas,  
Sweets from a jar,

Baked beans and humbugs,  
Carrots and mustard,  
All topped off with cream  
And steaming hot custard ...

Now a sandwich like that  
You really can't beat,  
It's packed out with goodies.  
A real tasty treat.

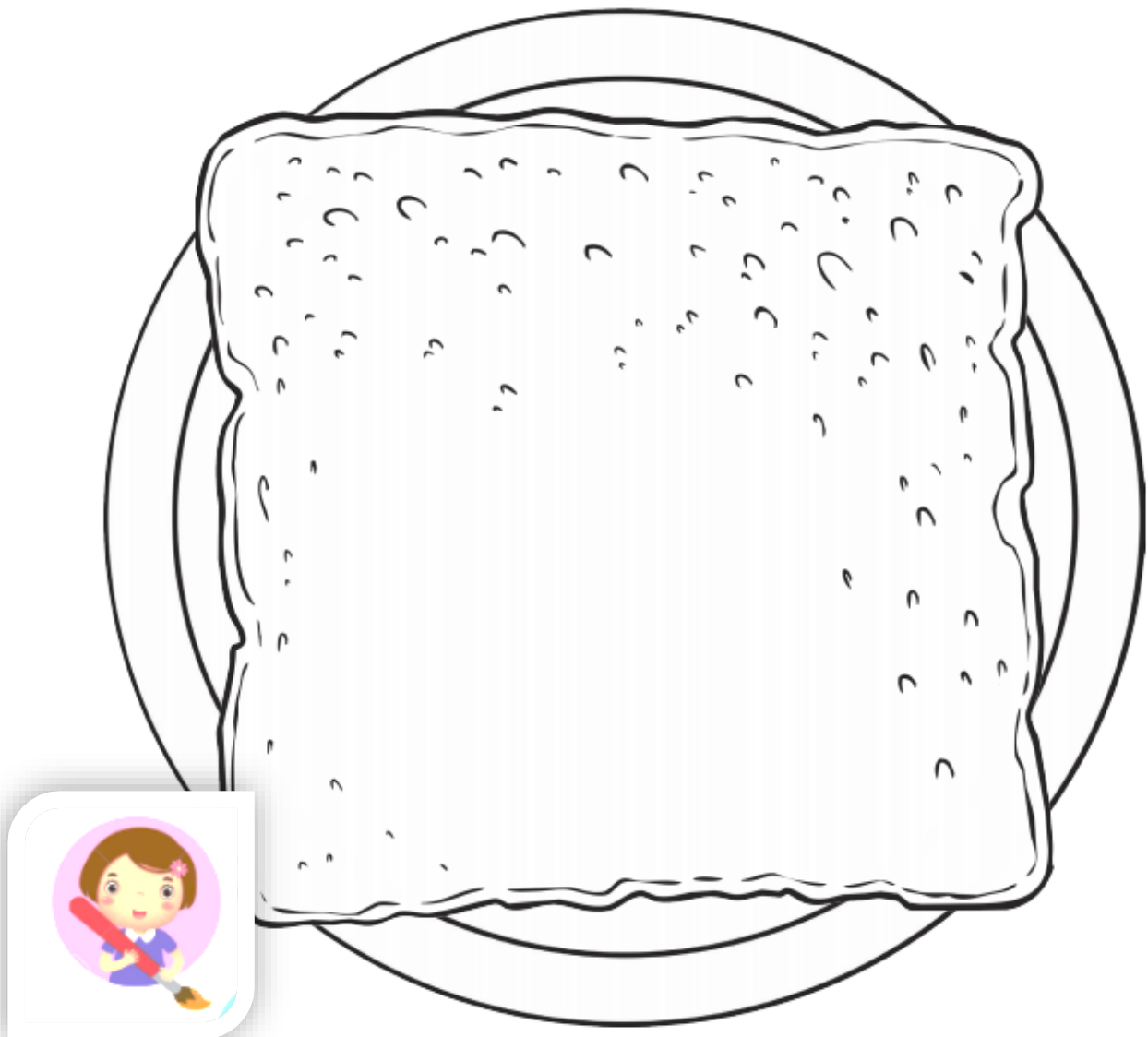
There's only one problem;  
It's breaking my heart ...  
It's such a big sandwich -  
Where do I start?

Tony Bradman



**AFTER reading** ask your child: **Did you like this poem? Why? Does it make you hungry? Do you notice any rhyming words e.g. tea - be, large - marge. Does this remind you of any stories we've read?** (E.g. Carla's Sandwich, The Very Hungry Caterpillar). In the end, ask your child to **draw all the things** mentioned in the poem on the picture of the empty sandwich on the next page or to bring some of the ingredients you might have in the kitchen.





Try to read, listen or watch:

The Very hungry Caterpillar by Eric Carle:

<https://www.youtube.com/watch?v=75NOK-Sm1YY>

Other nursery rhymes related to food:

<https://www.nurseryrhymes.org/food.html>



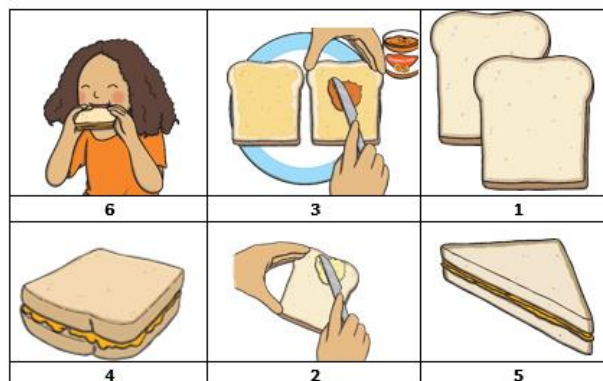
## ANSWERS

### Listening Tasks Page 12

Task 1: Circle the things you need to make a Marmalade Sandwich.



Task 2: Put the following pictures in order by writing numbers 2-6. The first one is done for you.



### Reading Tasks Page 15 and Page 16

Cut out this recipe and put it back together in the correct order.

Jam	4
Method	6
Spread butter on one side of each slice.	8
Cut it in half.	11
Place the other slice on top of the jammy one, butter side down.	10
Butter	5
Ingredients	2
Spread jam over one slice.	9
Place the bread on a large plate.	7
Making a jam sandwich	1
Two slices of bread	3

Complete the instructions by adding the pictures, showing how to make a jam sandwich.

1. First, get two slices of bread.
2. Next, use the knife to spread some butter onto both slices.
3. After that, use a knife to spread the jam on top of the butter, on one of the slices of bread.
4. Then, put one slice of bread on top of the other, to make a sandwich.
5. After that, cut the sandwich in half with the knife.
6. Finally, eat it!

Material adapted from

[www.twinkl.com](http://www.twinkl.com)

Reading for Meaning 1 by Gill Nettle

Ready to Go Lessons for English (Stage 2) by Kia Hiatt

## Reading for Pleasure

Don't forget to encourage your child to read (**paired reading**) for at least 20 minutes a day. Some free eBooks are available on the following sites:

<https://www.oxfordowl.co.uk/>

[http://www.storiesfromtheweb.org/earlyyears/sfw07\\_stories.asp](http://www.storiesfromtheweb.org/earlyyears/sfw07_stories.asp)

<http://www.littlegiraffes.com/storyprops1.html>

<http://www.storyplace.org/preschool/other.asp>

<http://www.priorywoods.middlesbrough.sch.uk/kidsonly/story/story.htm>

<http://www.schoolexpress.com/storytime.php>

<http://www.storylineonline.net>

<https://www.worldbookday.com/>

If you want someone to read to you, you can always go online and choose a story which tickles your fancy: <https://www.storylineonline.net/>

Teachers and Parents, for more resources, you can visit

<http://taleinmalta.wixsite.com/elrc/resources>

or the official curriculum website:

[https://curriculum.gov.mt/en/syllabi\\_as\\_from\\_sept\\_2018/Pages/yr03\\_to\\_yr06\\_English.aspx](https://curriculum.gov.mt/en/syllabi_as_from_sept_2018/Pages/yr03_to_yr06_English.aspx)

or the Digital Resources tab: [https://curriculum.gov.mt/en/digital\\_resources/Pages/Primary-EnglishResources.aspx](https://curriculum.gov.mt/en/digital_resources/Pages/Primary-EnglishResources.aspx)

*Dear Parents / Guardians,*

*We understand how hard it is to home-school children and deal with everything else that's happening, so we hope this pack helps a little. At this tender age, children should be exposed to the language as much as possible through reading and listening. We encourage you to dedicate a time during the day where you speak only English and read to your child as much as possible. If you need any help, feel free to contact us via email at [pamela.zerafa@ilearn.edu.mt](mailto:pamela.zerafa@ilearn.edu.mt) or call on 25982067.*

*Meanwhile, stay safe,*

*Pam, Mary Jude and Urieth*