



Living is Learning – Making dinner or lunch

If your child helps to make a meal then quite often they are more likely to eat it. Along the way they can chop things (*Physical Development*), weigh things, count things (*Maths*), look at a recipe (*Reading*) and spend time with you (*Making Relationships*).

You will need: a recipe (if you're using one), ingredients (these can be as simple as you like), suitable equipment – e.g. a knife your child can hold safely and your child!

1. Get all the ingredients out together. These can be really simple – fish fingers and broccoli still requires breaking the broccoli into pieces and looking at the fishfinger packet to see how long to cook them for! Talk about the ingredients as you lay them out: name them, what colour are they, why are they good for us to eat? (*Communication and Language: Speaking and Physical Development: Health and Self-Care*).
2. If you're using a recipe, look at it together. Talk about what it says, where the ingredients are in a list and the instructions underneath. Point to things in the recipe so your child begins to associate words on the page with what they are doing (*Literacy: Reading*). Use words like first, next, then, last as you go (*Communication and Language: Understanding*).
3. Show your child how to do the different tasks – chopping, spreading, stirring. Then let them have a go. Be on hand to make sure they are safe but give them time to practice these skills. (*Physical Development: Moving and Handling*). Use lots of talk to describe things (sharp, stiff, small, big, smooth) (*Communication and Language: Speaking*).
4. Do some counting – how many teaspoonfuls, how many carrots, how many fishfingers! Use language like **one more** and **one less** where appropriate (*Maths: Number*).
5. Do some weighing – if the recipe needs you to weigh ingredients then show your child how this works, look at the numbers together, talk about **more and less, heavy and light** (*Maths: Shape, Space and Measure*).
6. If the meal needs to go in the oven or on the cooker, you can talk about hot and cold and how to be safe around the hot places (*Physical Development: Health and Self-Care*).
7. Time to eat! Don't forget to tell your child how delicious their cooking is! (*Personal, Social and Emotional Development: Making Relationships, and Self-confidence and Self-awareness*).

Extension ideas:

You can extend this by giving your child a little more independence as they (and you!) become more confident. Have any of the ingredients changed because they have been cooked: carrots softer, eggs harder, cheese runnier? What do they notice? (*Understanding the World: The World*).