



### A Recipe For A Family

<b>SUBJECT:</b> English	<b>KS/Year Group:</b> Upper KS2. Can be adapted for any age group.	<b>Lesson Title:</b> A Recipe For a Family.	<b>Duration:</b> <b>2 Lessons.</b> <b>Input.</b> 60 mins <b>Writing</b> 60 mins.
<b>Essential Skills met:</b>  1. Discussion  2. Listening  3. Writing	<b>National Curriculum targets met:</b>  1. Make contributions relevant to the topic and take turns in discussion.  2. To listen, understand and respond appropriately to others.  3. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.		<b>Cross-Curricular Opportunities:</b>  1. PSHE  2. Citizenship
<b>Learning Outcomes:</b>  <b>Lesson 1.</b> To reach a consensus on what every family needs.  <b>Lesson 2.</b> To write a recipe for a family.		1. By the end lesson 1, pupils will be able to reach a consensus on what every family needs using consensus maps. Children will discuss all different kinds of families and the important factors that each one includes. Children will understand what a stereotype is and what society views as a stereotypical family.  2. By the end of lesson 2, children will know the main features and layout of a recipe and be able to apply these to their own recipes.	
<b>Key Vocabulary</b>  Consensus, families, carer (to be used instead of parent), stereotypes.			
<b>Lesson 1.</b>  <u>Children need to be in groups of no more than 4 children.</u>	<b>Timing</b>	<b>Activity.</b>	
<b>Starter learning activity:</b>	<b>10 Mins</b>	Display PP and discuss the term consensus with the children. Display the consensus map and explain to the children how it works. Working in groups of 4, the children each fill out a segment with their ideas/opinions on a given topic or question. Once all children have filled in their segment, they then discuss their ideas and reach a group	

		<p>consensus.</p> <p><i>NB- If time allows, create an example map together, a good topic is 'Weekends are for...' as children will often list a wide range of activities they do and you can come to the consensus of 'hobbies' rather than football, dancing, horse riding etc.</i></p>
<b>Continue the Learning:</b>	<b>10 Mins</b>	<p>Explain to the children that today we are going to be coming to a consensus on what the main ingredients would be for a family. Children are to spend 10 minutes filling in their segment of the consensus map with their ideas on what they think every family needs. Encourage children to think outside the box and include things like bedtime stories, I love yous etc.</p>
	<b>10/15 Mins</b>	<p>Explain to the children that now they are going to discuss their opinions and ideas with the rest of their group. Anything that the children agree on can go into their circles, encourage them to try and come to an agreement on any conflicting ideas. For example, many children will say a family needs a mum and a dad. What about single parent families? What about children who live with grandparents? How can we come to an agreement on what term to use?</p> <p><i>NB- If the school has a copy of 'The Great Big Book Of Families', it could be passed around for children to look at during this time to allow them to think about other ideas they could add to their list.</i></p>
	<b>15 Mins.</b>	<p>Once the children have come a consensus within their groups, allow all groups to feedback. Encourage active discussion from ALL members of the class to decide what ingredients we are going to use for our recipes.</p> <p>When discussing parents/carers and brothers/sisters, discuss STEREOTYPES with the children and what a stereotypical family looks like? How does this not match the families we see in today's society? Encourage children to mention in their ingredients that if a family has 2 or more carers, they do not have to be from different genders. I.e. A family can have 2 mothers or 2 fathers. I would recommend that extra information regarding ingredients would be put into brackets.</p> <p><i>Make a note of ingredients the children have created as they will need this for their writing during the next session.</i></p>
<b>Challenge – Next Steps</b>	<b>10 Mins</b>	<p><b>Review and Apply.</b></p> <p>Look at the final list of ingredients that children have agreed on. In terms of putting these into a recipe, what is missing? Establish that we need measures, can children think of measures used in recipes? How</p>

		about verbs used in recipes? Make a note of these for tomorrow/next lesson.	
<b>Support the learning – Differentiation:</b>		<b>Task for students who need support:</b>  Adapt questioning to match the needs of pupils.  Children to work in mixed ability groups to gain support from peers.  Differentiation by outcome of answers.	<b>Task for students who need extension work:</b>  Further questioning to match the needs of the pupils.  Differentiation by outcome of answers.
<b>Lesson 2.</b>	<b>Timing</b>	<b>Activity</b>	
<b>Starter learning activity:</b>	<b>15 Mins</b>	Review the ingredients list from yesterday and explain that today the children will be writing their own recipes.  Using the link on the picture on the PowerPoint, look at the 'Love Bug Biscuits' recipe and ask children to think about the layout and features that they must include in their work.  Ensure children know that they must include a 'You will need' section and ordered steps including imperative (bossy) verbs that clearly tell the reader what to do.  Discuss the success criteria for the writing with the children ( <i>this can be adapted to meet the needs of your class</i> ) and explain that green is for everyone to meet, orange is for everyone to try and red is to have a go at if you feel confident.	
<b>Continue the learning:</b>	<b>30/40Mins</b>	Allow children sufficient time to write their recipes.	
<b>Celebrate the learning-Plenary</b>	<b>10 Mins</b>	When children are finished writing, encourage them to peer assess a partner's work. Discuss the importance of friendly feedback. NB- Children can complete what went well and even better if sentences in their partner's book or on whiteboards.  If time allows, ask children to share their work with the class.	
<b>Support the learning – Differentiation:</b>		<b>Task for students who need support:</b>  Differentiation through	<b>Task for students who need extension work:</b>  Differentiation through

	success criteria.  Ask children to focus on meeting green and attempting orange if they feel confident.	success criteria.  Ask children to focus on meeting all of the success criteria.
<b>Resources/Equipment needed:</b> <b>Lesson 1.</b> Recipe For A Family Presentation. Blank Consensus Map. The Great Big Book Of Families if a copy is available.  <b>Lesson 2.</b> Recipe For A Family Presentation. 'Ingredient List' generated in lesson 1. Recipe verbs and measures generated in lesson 1.		
<b>Equal Opportunities and SMSC:</b>	<b>Equality Act:</b>  Respect everyone equally and fairly.  Challenging perception and moving away from 'stereotyping'.  <b>British Values through SMSC</b>  Encourage respect for other people.  Give children an acceptance that other people having different beliefs to oneself (or having none) should be accepted and should not be the cause of prejudicial or discriminatory behaviour.	

For examples of work please tweet @Miss\_P85

