



No Pens Day Wednesday – Making Fruit Kebabs

Understanding

Target age: Preschool	Activity: Making Fruit Kebabs	Area of learning: Understanding	
Early learning goal: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.		Links to development matters: Listening and Attention <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions • Two-channelled attention – can listen and do for short span. Understanding <ul style="list-style-type: none"> • Understands use of objects (e.g. “What do we use to cut things?”) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. • Listens and responds to ideas expressed by others in conversation or discussion. 	
Activity Small group 4-6 children		Differentiation	Resources
Starter Introduce the children to the experience by explaining that they will be looking at lots of different fruit and making snacks to share together at a party! Ask the children if they can tell you what resources they might need and what needs to be done before we begin any cooking activity. Talk about the need to wash hands thoroughly – it gets rid of any germs from our hands/the tables etc. Ask the children if they can explain the sequence of events that might be needed to make the kebabs – selecting fruit and equipment, peeling and cutting, threading onto skewers, tidying up and washing hands again. Talk about the safety aspects of working with food and knives, encourage the children to think about what they might need to be aware of.		Encourage more able children to go and get the resources from the kitchens/cook rather than having everything ready. Turn it into a full day experience by going shopping to buy the ingredients first – if possible, take photos as you go to help children remember when you get back to class.	A variety of fruit in different colours/sizes Tablecloth or small chopping boards Sharp fruit knives- for one per child Barbeque skewers or similar
Main Begin by looking at each of the fruits in turn, ask the children to describe them, can they name them? Let them hold them and smell them all, and talk about similarities and differences. Have they tried them before? Remember to use lots of comments instead of questions, such as: I wonder what this one tastes like		Lower ability pupils: provide them with pictures of fruits and ask them to match the fruit to the picture, with the adult supporting language by saying each fruit as the pair is found	

<p>I wonder what it looks like on the inside This one is bigger than this one, maybe we can sort them into sizes/colours/shape This one smells like my favourite jam I wonder where this one was grown, was it on a tree or a bush? This fruit feels smooth/rough/hairy/bumpy</p> <p>Activity Once the children have explored the fruit through touch and smell, ask the children to remind you of the sequence of events and the safety rules. Then give each child a piece to cut (sharp knives are less likely to cause injury as they will cut through the fruit, rather than sliding off of the top and catching a finger!). Encourage them to cut the fruit in half then stop the class and discuss the fruit.</p> <p>This one has seeds in the middle, who else has seeds in their fruit? Mine looks like a star It is white inside and yellow on the outside Was it easy/hard to cut Does it smell differently now? What bits can you eat? What needs to go in the bin?</p> <p>Once the fruit is cut up, give each child a skewer and encourage them to thread different fruit onto it.</p> <p>Encourage the children to tidy up and wipe down the tables etc.</p> <p>Take photos of the different stages for follow up work.</p>	<p>and then encouraging the children to repeat the process.</p> <p>Encourage more able children to think about where the fruit comes from and point out the labels/stickers that show where it was grown.</p> <p>More able children may be competent in mathematical knowledge so use this activity to introduce $\frac{1}{2}$, $\frac{1}{4}$ etc.</p> <p>Children who do not have well developed hand-eye co-ordination may need support in threading the fruit.</p> <p>More able children may start to notice a pattern in their kebab, or could be encouraged to form a pattern or make a 'rainbow kebab'</p> <p>Make a story board with the photos so that the children can follow independently.</p>	
<p>Plenary: Praise specific behaviours seen during the activity and a remind the children about the different fruits they looked at. Use the photos later to re-engage the children in a conversation about the different fruits, who cut up what, what differences and similarities were there between the fruits. Use the photos as a story board to put in the right order.</p>		
<p>Assessment for Learning: Question – Can you remember what we did to make the kebabs? Can they explain it to a friend/adult/parent? Observations – Are children generalising good listening behaviours and able to wait their turn to speak. Are they sharing their own experiences and connecting past experiences and stories? Can they follow simple instructions in sequence?</p>		



This plan is a sample taken from the full pack which is available to access for free when you register for the *No Pens Day Wednesday* event here - www.thecommunicationtrust.org.uk/nopensdaywednesday

All of the plans were developed following popular demand from early years settings wanting to take part in *No Pens Day Wednesday*. The lesson plans provide an example for early years settings to adapt and build on, though they can be used as they are if this fits in with your planning.

There are plans available for ages 0-2 and preschool (ages 3-5). Each plan has some ideas for differentiation, which can provide ideas to support with different levels of development.

A communication and language objective has also been identified for each lesson. Some have been taken from EYFS guidance, whilst others have been taken from our *Universally Speaking* guides (available to download and order for free from www.thecommunicationtrust.org.uk/universallyspeaking), which track speech, language and communication development throughout the early years.

How do no pens activities support pupils with special educational needs and disabilities (SEND)?

The aim of *No Pens Day Wednesday* is to include all children in spoken language activities to support their learning. This includes children who require SEN support, many of whom will have speech, language and communication needs (SLCN).

The SEND Code of Practice, which came into effect in September 2014, emphasises the importance of all teachers and early years staff playing an important role in identifying and supporting those who have SEND. By taking part in *No Pens Day Wednesday* you will be able to access and put in place lots of great ways to build in quality support for all children's communication across the school/setting. This is an important part of removing barriers to learning and engaging in inclusive practice. You'll also be able to access information and guidance that can help you better understand how to identify and support children who are struggling.

By placing a focus on spoken language in your setting, you may find that you're more able to spot those children who are struggling with their speech, language and communication development. For those children who have already been identified as requiring SEN support, placing a focus in spoken language means that you are encouraging them to develop their skills in this important area, which is the foundation for so much of their learning.

Lesson plans could also be adapted to link with any objectives that have been set by specialist colleagues, such as a speech and language therapist.

You can find out more about identifying and supporting children with SEND, and in particular those with SLCN in our pack of strategies for every classroom, which can be found in the [information for staff](#) section of our website.