

Teacher resources:

Food



Trinity Stars

YOUNG PERFORMERS AWARD

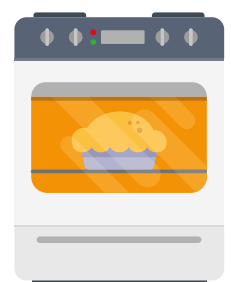


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Introduction

Topic: Food

Suitable for: Early years Primary school

Language used:

Bake, boil, chop, cool, crack, fry, mix, pour, roll, spread.

Useful materials: Flashcards or drawings of food and drink, musical instruments, colouring pens, card, glue, scissors, pegs.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with early years and primary education curriculums:



Communication



Teamwork



Understanding



Creativity



Movement

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





Activity 1:

Food fun charades

Aim: To help children learn food names and actions.

Skills developed:



Communication: Learning and saying food names.



Understanding: Linking sounds and movements to specific foods and drinks.



Movement: Imitating how we eat and drink different food items.

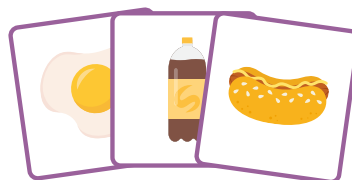


Creativity: Showing how we eat food through sounds and actions.

Materials needed: Flashcards (see [pages 10-11](#)).

How to play:

- 1 Set out the included food flashcards one at a time while saying the names of the food. The children repeat the names after you.
- 2 Hold up two cards, call out a food, then ask the children to point to the right one.
- 3 Hold up one card and have the children say the food name.
- 4 Teach 'eat' and 'drink' by miming. Show a food card and the children act out eating or drinking it.
- 5 Act out how we eat different foods (eg bite an apple, slurp soup) and make sounds. Encourage the children to join in.
- 6 Let children act out eating or drinking a food while others guess what it is.





Activity 2:

Food and drink dash

Aim: To help children learn food and drink names while using actions and sounds.

Skills developed:



Communication: Learning and saying different food and drink names.



Understanding: Matching names to pictures.



Movement: Acting out how we eat and drink.

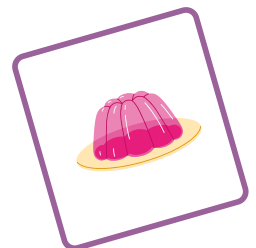


Creativity: Expressing ways to drink and eat through sounds and movement.

Materials needed: Flashcards (see [pages 10-11](#)).

How to play:

- 1 Show the included food and drink flashcards. Say the name and have the children repeat it to match the image with the correct word.
- 2 Place flashcards around the room. Call out a food or drink and have the children go to the correct picture.
- 3 Let each child take turns calling out items while the others go to the matching picture.
- 4 After reaching the picture, the children act out how you eat or drink it (eg biting an apple, sipping a drink).





Activity 3: ✨ ☆ ✨ What food or drink am I?

Aim: To help children to physically and vocally express themselves as food or drink.

Skills developed:



Communication: Expressing ideas through sounds and movement.



Understanding: Learning about different types of food and drink.



Movement: Imitating food and drink shapes and movements.



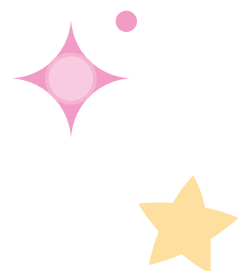
Creativity: Creating different ways to act out food and drink.



Teamwork: Working together to represent food and drink and guessing each other's interpretations.

How to play:

- 1 Begin by discussing the shapes and movements of different foods and drinks with the children. Demonstrate these movements to give them a clear idea. Some examples include:
 - **Spaghetti:** Stretch tall, twist your body and spin like pasta being wrapped on a fork.
 - **Rice:** Curl into a ball, move slowly in circles, then jump up and down like boiling rice.
 - **Ice cream:** Stretch tall, form a circle with your hands and slowly melt in the sun.
 - **Jelly:** Wobble your arms and body side to side like a shaking jelly.
 - **Fizzy drink:** Bounce around while opening and closing fists like bubbling fizz.
 - **Hot drink:** Wave your hands above your head like rising steam and blow air to mimic the steam.
- 2 Call out a food or drink and have everyone act it out. Repeat for all items.
- 3 Divide children into groups, give each group a food or drink to act out and let the class guess.
- 4 Encourage children to come up with their own movements and sounds to represent food or drink, making it fun and personal.





Activity 4:

Cook it up

Aim: To help children learn verbs related to cooking while acting out and presenting their ideas creatively.

Skills developed:



Communication: Saying cooking verbs out loud.



Understanding: Linking actions to cooking words.



Movement: Acting out how we cook different foods.



Creativity: Showing cooking actions in fun ways.



Teamwork: Working together to act and present.

Materials needed: Flashcards (see [page 12](#)).

How to play:

- 1 Create or use the included flashcards with verbs and matching pictures like '**bake**' (with a picture of a cake being put into an oven) or '**boil**' (with a picture of some rice boiling in a pan).
- 2 Show a card, say the verb and have children repeat after you.
- 3 Hold up a flashcard, act out the verb, then have the children copy you while repeating the word.
- 4 Act out the cooking action without saying the verb, letting the children guess and say it aloud.
- 5 Show a card and name a food action like 'fry an egg'. Let the children act out preparing the food.
- 6 Let each child call out a verb and food item (eg 'chop carrots') while the others act it out. Keep it fun and interactive.
- 7 Split the class into two groups. One group pretends to be food items (eg a carrot standing tall and straight or a potato curled in a ball) while the other group acts as cooks preparing the food using imaginary utensils (eg peeling the potato). Then the children can switch roles.

Further ideas

- ★ Use musical instruments to create cooking sounds.
- ★ Add simple costumes or props like chef hats or food badges to make it even more fun.



Activity 5:

'Bake the cake' chant

Aim: To help children learn cooking-related words, improve pronunciation and develop choral speaking and movement skills.

Skills developed:



Communication: Pronouncing cooking words in rhythm.



Understanding: Learning food preparation vocabulary.



Movement: Acting out cooking actions.



Creativity: Using language and movement to 'bake' a cake.



Teamwork: Working together to perform the chant.

Materials needed: Flashcards.

How to play:

- 1 Use flashcards or drawings to show actions like 'crack', 'pour', 'mix', 'bake', 'spread', 'chop' and 'cool'. Say each verb clearly and have the children repeat it.
- 2 Teach the class this chant:
- 3 Repeat the chant while acting out each line. Encourage the children to join in with the actions.
- 4 Split the class into small groups and assign each group a part of the chant. Let them perform with expressive voices and movements.



Bake, bake, bake the cake

Crack, crack, crack the eggs

Pour, pour, pour the milk

Mix, mix, mix the sugar



Bake, bake, bake the cake

Bake, bake, bake the cake

Spread, spread, spread the chocolate

Chop, chop, chop the nuts

Cool, cool, cool the cake



Eat, eat, eat the cake

Wow! It's de-li-cious!



Further ideas

- ★ Have the children act out baking the cake for a special occasion like a birthday or holiday. Let them get creative with their roles.



Activity 6:

The kitchen (role-play)

Aim: To encourage imaginative play by simulating things people do in a kitchen.

Skills developed:



Communication: Expressing ideas through dialogue and role-play.



Understanding: Responding creatively to a story or scenario.



Movement: Using space to act out roles in a kitchen setting.



Creativity: Imagining and creating scenarios about food.



Teamwork: Working together to perform scenes.

How to play:

- 1 Create a kitchen role-play scenario where the children become chefs.
- 2 Make up a story about preparing a birthday meal, guiding the children through the steps of cooking and getting ready for the celebration.
- 3 Role-play:
 - Act as the narrator, describing what's happening.
 - The children act as chefs, using gestures, expressions and movements to prepare different parts of the meal.
- 4 Divide the children into small groups. Give each group a food item and ask them to create their own scene about preparing that food.
- 5 Each group performs their scene, bringing their chef roles to life through expressive actions and teamwork.





Suggested resources with the theme of food:

Nursery rhymes



- ★ 'The old lady of Rye' – Traditional
- ★ 'The old man of Peru' – Traditional
- ★ 'Pat-a-cake' – Traditional
- ★ 'The Muffin Man' – Traditional
- ★ 'One potato, two potato' – Traditional
- ★ 'Chick chick chick chick chicken' – Traditional
- ★ 'Jelly on the plate' – Traditional
- ★ 'Five currant buns' – Traditional
- ★ 'Hot cross buns' – Traditional
- ★ 'Pease pudding hot' – Traditional
- ★ 'Little Miss Muffet' – Traditional
- ★ 'Apples and bananas' – Traditional

Songs

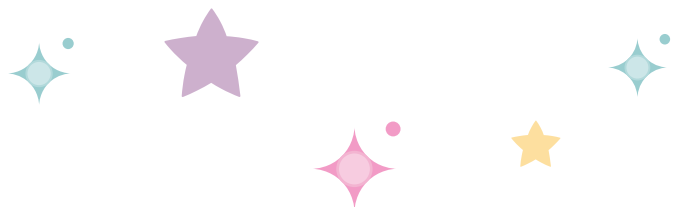


- ★ 'Food, Glorious Food' (from *Oliver!*) – Lionel Bart
- ★ 'Are you hungry?' (to the tune of 'Frère Jacques') – Traditional
- ★ 'Ten fat sausages' (to the tune of 'Ten green bottles') – Traditional
- ★ 'On top of spaghetti' (to the tune of 'On top of Old Smokey') – Traditional
- ★ 'I'm a Little Teapot' – Traditional
- ★ 'A Spoonful of Sugar' (from *Mary Poppins*) – Sherman Brothers
- ★ 'Let's Call the Whole Thing Off' – by George Gershwin, performed by Fred Astaire & Ginger Rogers

Stories and folk tales



- ★ *Which Food Will You Choose* – Claire Potter
- ★ *Green Eggs and Ham* – Dr Seuss
- ★ *The Very Hungry Caterpillar* – Eric Carle
- ★ *The Enormous Turnip* – Traditional
- ★ *The Magic Porridge Pot* – Traditional





Poems



- ★ 'When Betty Eats Spaghetti' – Colin West
- ★ 'The Hairy Toe' – Traditional
- ★ 'Brian's Picnic' – Judith Nicholls
- ★ 'Spaghetti! Spaghetti!' – Jack Prelutsky
- ★ 'Soggy Greens' – John Cunliffe
- ★ 'I'm an Apple' – Clive Riche
- ★ 'Porridge is Bubbling' – Traditional
- ★ 'The Pancake' – Christina Rossetti
- ★ 'Sounds Good!' – Judith Nicholls
- ★ 'Kids' – Spike Milligan
- ★ 'The Veggy Lion' – Spike Milligan
- ★ 'If you're no good at cooking' – Kit Wright
- ★ 'Who took the cookie from the cookie jar?' – Traditional

Musical work



- ★ Schlagobers, op. 70: Whipped Cream Waltzes – by Richard Strauss

