

BEYOND THE PLATE

Year 3 – Language Project

Project Overview

This project is designed to develop children's communication skills through a creative, collaborative, and sensory-rich journey. Children will invent their own cake recipe, inspired by a whimsical story of a "worm cake," while engaging in a wide range of communication experiences including storytelling, discussion, expressive arts, recipe writing, and presenting ideas to the wider community.

Throughout the project, children will:

- Develop listening and comprehension skills
- Express ideas through discussion, drawing, writing, and storytelling
- Collaborate and negotiate in group tasks
- Use descriptive language to explore taste, texture, smell, and visual presentation
- Reflect on their own and others' contributions

Each session was designed to be an hour long. This project can be delivered alongside our Using Poetry to introduce oral history workshop plan.

Dates	Activity for children	Heritage Link	Links to Speech & Language goals
Week 1	<p>Introduction to project</p> <p>Introduce the project to the children - we will be working towards inventing our own cake recipe. We will start by listening to the memory of someone who invented their own cake.</p> <p>"When my children were growing up, I used to make them worm cakes. They'd go to school and tell everyone they ate worms."</p> <p>Ask the children to think about what a worm cake might look like. They can draw and collage their ideas.</p>	<p>This is an opportunity to introduce the children to think about memories and what we can learn from them.</p>	<ul style="list-style-type: none">• Communication Goals: Listening to a story, sharing interpretations, using imaginative vocabulary, asking and answering questions.

<p>Week 2</p>	<p>Sensory collage Children will recap last weeks session where we thought about “worm cake”.</p> <p>Explain that the person actually made a cake out of leftover ingredients because the lady didn’t have enough money to make a cake.</p> <p>She had to invent a recipe from scratch and now it holds a memory for her family.</p> <p>Invite the children to begin to imagine a new cake Children explore sensory collage – designing a cake that reflects how they think the cake should look & smell.</p>	<p>Introduce the recipe / how it was made / what an oral history / reminiscence is. Introduce cooking / baking techniques. Links to how Home Café chef creates recipes – takes an ingredient – develops flavour combinations and links to senses.</p>	<p>Introduce children to the idea of a recipe word bank. The types of words that might go in it. Ingredients (nouns) cooking words (verbs) and sensory words (adjectives)</p> <p>How can we remember and recall these words? Children to physicalise the words, sing the words, clap the words, soundscape the words, draw the word.</p> <p>Take sequential photos of the children in each step involved in collaging.</p>
<p>Week 3</p>	<p>Sensory collage</p> <p>Explain that this week the children are going to work together to design a cake that reflects the group. If practical, bring in stimuli: textures (e.g., sponges, oats, jelly) and tastes (sweet, sour, salty) for the children to choose.</p> <ul style="list-style-type: none"> • Children work in small groups to continue refining their cake idea with texture and taste in mind. They can present their combination as a collage of what the cake will look like. • Record initial recipe ideas based on collage and sensory experiences. 	<p>If possible, visit the school garden and look at produce e.g. for this project the school grew strawberries, so there was an opportunity to link to local produce.</p> <p>Introduce oral history again - we can pass on our ideas, heritage and traditions through oral history.</p>	<ul style="list-style-type: none"> • Add new words to recipe word bank (see above) • Recap on what we did last week using the photos, incorporative narrative therapy techniques. • Take sequential photos of garden visit • Describing textures and flavors, giving opinions, negotiating group decisions.
<p>Week 4</p>	<p>Recording a recipe Review collage designs together and work collaboratively to write a recipe to bake.</p> <p>This could be done through - creative writing</p>	<p>Look at how cake recipes are written / presented orally, in recipe books, on the internet or through video.</p>	<ul style="list-style-type: none"> • Add new words to recipe word bank (see above) • Recap on what we did last week using the photos, incorporating narrative therapy techniques.

	<ul style="list-style-type: none"> - using props / drama to freeze frame the steps - drawing 		<ul style="list-style-type: none"> • Take sequential photos of <i>Recording a recipe</i>?
Week 5	<p>Tasting recipe / baking workshop</p> <p>If practical children could bake their recipe this week.</p> <p>This would provide an experiential learning opportunity to see how language translates into something tangible.</p> <p>Children could have an opportunity to refine their recipe by thinking about language adjustments e.g. visuals - more chocolate / a sprinkle of icing sugar .</p>	Hands on experience to experience how cooking methods are passed down from generation.	<ul style="list-style-type: none"> • Recap on what we did last week using the photos, incorporative narrative therapy techniques. • Take sequential photos of baking recipe • Add new words to recipe word bank (see above) • Describing textures and flavors, giving opinions, negotiating group decisions.
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Week 6	<p>Recording the story of our recipe</p> <p>Children reflect on the project & the story of their cake to record the recipe. This could be done through</p> <ul style="list-style-type: none"> - Recording oral story of the recipe - Picture boards - Drawing - Creative Writing 	<p>Consolidate that heritage is shared</p> <ul style="list-style-type: none"> - orally - through objects / images / artefacts 	<ul style="list-style-type: none"> • Recap of the recipe word bank • How will the recipe be communicated? (sequential language and total communication encouraged) •
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Week 4 – Recipe Writing & Baking Workshop

Focus: Instructional Language, Collaborative Writing

- Children work with adults to write their recipe collaboratively: ingredients, steps, visuals.
 - Visit or host a session with the Home Café to bake their creation.
 - Children evaluate the outcome: *Did it taste how they imagined? What would they change?*
 - Communication Goals: Sequencing ideas, writing instructions, reflective speaking, giving feedback.
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Week 5 – Refining Language & Design

Focus: Editing, Clarifying, Visual Communication

- Review their recipe and refine it: improve word choice, clarify steps, and redesign illustrations.
 - Children share ideas for improving the look and layout of the recipe card.
 - Communication Goals: Editing collaboratively, justifying changes, using precise language.
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Week 6 – Final Tasting & Community Sharing

Focus: Presentation Skills, Sharing Ideas with a Wider Audience

- Final tasting: is the recipe ready for the community?

BOUNCE THEATRE



- Children finalize and decorate their recipe cards.
 - Prepare for recipe display at the Home Café or local museum.
 - Communication Goals: Presentation practice, celebrating achievements, confidence in sharing ideas.
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Week 7 – The Story of Our Cake

Focus: Storytelling, Reflection, Creative Expression

- Children reflect on their cake's journey from idea to creation.
 - Create an art piece or story map for a museum exhibit.
 - Record or perform the story of the cake's invention (could be audio, video, or dramatization).
 - Communication Goals: Story sequencing, expressive language, reflecting on experience.
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Extension Ideas:

- Invite families to contribute their own cake memories.
 - Make a class recipe book including photos and children's drawings.
 - Host a "Cake Storytelling Day" where children share their recipe stories with guests.
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Would you like this turned into a printable project pack or visual outline? I can help with that too!