



Activity Idea

Activity	The cooking station
Main Focus	Measures – volume, capacity and time.

Resources	<ul style="list-style-type: none"> ➤ A long table ➤ Ingredients (e.g. flour, sugar, beaten egg, milk) in large shallow containers, bowls or jugs ➤ A spoon, scoop or ladle of different size in each container, plus spoons for mixing ➤ Photographs of each container, with the required number of spoons alongside ➤ Stands for the photograph (see photo) ➤ Plastic mugs for children to use for filling and mixing ➤ Little cake cases with the children’s names on the bottom, upturned on a tray (paper or silicone) ➤ Baking tray ➤ Oven ➤ Recipes for cakes, cookies or bread, where ingredients can be stirred then baked
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Activity Outline	<p>The aim of the activity is for children to experience independently using spoonfuls as measuring units, beginning to appreciate that accuracy makes a difference to the desired result.</p> <p>Children each take a mug and go along the line of containers, putting the number of spoonfuls shown of each ingredient photo in their mug.</p> <p>Talk about precise measures and model these e.g. <i>2 rounded table spoonfuls of flour, one level tea spoon of salt.</i></p> <p>Once all of the ingredients are in the cup, children should mix the ingredients together with a spoon, then pour the mixture into the case with their name on and put their filled case onto the baking tray.</p> <p>Explain about how long the cakes have to cook for and use some form of timer to measure the cooking time. Put the tray in the oven and, when cooked, take it out allowing the cakes to cool before giving each child their named case.</p> <p>Discuss with the children what the result looks like, including changes in volume.</p>
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Extension Opportunities	<ul style="list-style-type: none"> ✓ Provide things to decorate the cakes e.g. 3 chocolate chips on each ✓ Encourage children to do this independently and note if they have put in more or less of the ingredients than specified, to discuss when comparing results e.g. with more flour or less milk, their cake might turn out harder than others ✓ See also ECMG <i>Cooking with 2, 3 & 4 year olds</i> https://earlymaths.org/examples-from-practice/
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Photograph: Ruth Edwards