


Hosting a Gratitude Tea Party

SLP 1: Reception

“The best way to find yourself is to lose yourself in the service of others.”
 – Mahatma Gandhi

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This SLP comprises 10 distinct lessons. Additional resources are provided as a stimulus, which the teacher can use to introduce the topic and add depth and detail to pupils' understanding. The purpose of these pictures is to stimulate thought and discussion and provide an opportunity for the teacher to extend pupils' learning by introducing them to new facts and concepts. Pupils learn about where tea comes from and how sharing tea is an important past time for people all over the world.

These lessons are to be delivered in weekly sessions, although there are occasions when timing is crucial and some flexibility is required. This is indicated with a clock symbol  E.g. the cakes for the tea party must be baked the day before the tea party takes place.

1 .Introduction:

Key vocabulary	<p>Hosting – serving others when you invite them to come to your house or school.</p> <p>Guest – people who are invited by the host to visit their house or school.</p> <p>Gratitude – Feeling thankful for what you have and what others have done for you.</p>
Resources	Suggested Book: Daddy Lion’s Tea Party by Mark Sperring and Sarah Warburton.

Activity 1: Story

Pupils need to identify what happens at a tea party, i.e. what do people do? What kinds of foods do people eat? How might you get ready for a tea party?

Suggested text: Daddy Lion’s Tea Party by Mark Sperring and Sarah Warburton.

Book Summary: Daddy Lion is trying to have a nice quiet tea party with his cubs but his cubs all want to invite their friends. Daddy Lion is worried that chaos that will ensue if the other animals attend his party.

Who hosted the tea party in this story?

Explain the class are going to host a tea party.

Activity 2: Reflection

Ask the class to sit in a circle.

Play Chinese Tea Ballad. <https://www.youtube.com/watch?v=tq9rZE69K8c>

Tell the children to close their eyes and think about one person who has helped them with starting school.

Who from your family has helped you as you have started school?

What did they help you with?

Who would you like to say thank you to?

Choose a ‘special object’ and pass it around the circle. Tell the class they will have an opportunity to share what they have been thinking about – but they can only speak when they are holding it. Take the opportunity to make explicit links to the character curriculum by modelling sentences such as ‘*I will invite ...because I want to show my gratitude for...*’

2. Researching invitation designs

Key vocabulary	Invite - Asking someone to do something with you. Invitation - A letter or card to ask someone to do something with you.
Resources:	Resource: Invitations pack– 1 for each pair

Activity 1: Invitation designs

Ask the class to work in pairs and give each pair an invitation from the resource pack to look at. Pupils take turns to tell each other about the invitation ie describing the image on the front and the fact it has text on the back. Pupils should try to work out what type of event the invitation is for. The pupil who is listening could count how many sentences their partner can think of relating to the invitation. The invitations are the same size and format as the invitations the pupils will be making in the following lessons.

How many things can you say about your invitation?

What pictures are on it?

What colours can you see?

What kind of event is this?

Activity 2: Invitation requirements

Have a whole class discussion about what information an invitation needs to have eg. the type of event, who is invited, who is hosting, date, time, location.

3. Planning the invitations

Key vocabulary	Draft - a plan to help you practise before making the final version
Resources:	1 piece of A5 card for each pupil

Activity 1: Planning the design

Pupils think about the person who is kind to them and they want to thank by inviting them to their tea party. What does that person like? What is their favourite colour? Pupils should use this to help them to design their invitations. Children tell their Perfect Partner in a full sentence who their invitation is for and how they will design it. Eg. *'I am going to invite...and I am going to draw daisies because they are her favourite'*.

Activity 2: Making a draft

Show children the card invitations they will use next lesson to make the final version of the invitation. Explain that the children are going to make a draft version to help them practise

what they will draw on their best version next week. Taking care like this will help us to make something really special that will really show our guests our gratitude.

4. Final design and presentation of invitations

Key vocabulary	Eye contact - looking at the person you are speaking to,
Resources	Letter to parents 1 x A5 card and 1 envelope for each pupil Pens and pencils.

Activity 1: Final invitation

Pupils need to decorate the invitation with reference to their draft and write the name of the person they would like to invite and sign their own name.

Activity 2: Carpet time

Each pupil should be given an envelope for their invitation. Discuss why we are going to put the invitations into envelopes – to protect them, to keep them safe. *What might happen if we just put them in the bottom of our book bags?*

Presentation – Teacher to model handing an envelope to someone and walking away. (walking away, exaggerate head down, walking away with arms folded)

Is this the best way to share my carefully made invitation with my special guest?

Teacher to model looking a person in the eye and saying '(name) I would like to invite you to my tea party' and handing over the envelope with two hands.

Pupils practise this script with their Perfect Partner so each has a turn to speak. Talk about why this is better.

5. Role Play

Key vocabulary	Confident voice Eye contact 'Please sit down...' 'Would you like a...' 'Let me open the door for you' 'Welcome to our school' 'Thank you for coming'
Resources	Plastic cups and teapots Hosting cards

Activity 1: Hosting cards

Teacher to show each of the hosting cards and mime the action to explain it.

Activity 3: Role play.

In pairs pupils take turns to be the host and the visitor using the phrases they have been taught. Choose pupils to demonstrate this to the rest of the class.

Activity 4: Sequencing

Now pupils are familiar with the hosting cards ask them to work in pairs to put them in order eg. when your guest first arrives you will welcome them to the school before you offer them a cake! Once the class has agreed a suitable sequence give pupils time to role play the different actions in the correct order.

6. Decoration

Key vocabulary	Bunting - colourful cloth or paper decorations.
Resources	Resource: Bunting template Art materials, scissors and string.

Activity 1: Look at patterns and designs

Introduce pupils to the idea that they will decorate the room for the tea party. Pupils look again at the images of tea parties (from the stories or morning stimulus pack) With a partner they talk about what colours and patterns they like. Remind the children that a pattern is something that repeats again and again. For their bunting pupils can make a repeated pattern using size, colour or shape.

Activity 2: Decoration

Pupils each decorate a triangle with a pattern or design which can be threaded together to make bunting.

Home Learning – Pupils can be given another template to complete at home.

7. Recipes

Key vocabulary	Recipe – a set of instructions for cooking Ingredients – things that go into a recipe Method – the part of the recipe which tells you what to do with your ingredients.
Resources	Resource: Ingredients game. A3 paper and blu-tack, Resource: Recipe. Images and stories from earlier in the unit for reference.

Activity 1: Discussion

Ask pupils what kind of food is served at a tea party. They will be able to draw on the stories they have read and the pictures they have looked at. Have the stories and pictures ready to refer to. Talk about the fact that cakes and biscuits are made from ingredients that are all mixed together and then baked in the oven.

Activity 2: Ingredients game

In pairs pupils sort cards into two piles, deciding whether the food depicted is an ingredient needed for a cake or not. Tell pupils this will help the teachers to decide what ingredients they will need to buy.

Activity 3: Visual Recipe

Read the recipe to the class one stage at a time. When a stage of the recipe is revealed, choose a pupil to bring that card and stick it to a piece of A3 paper at the front of the room.

Pupils can make predictions about what comes next. At the end of the process this will be a 'visual recipe'.

Song: Pat-a-cake

Pat-a-cake, pat-a-cake, baker's man,
Bake me a cake as fast as you can.
Pat it and roll it and mark it with B*,
And put it in the oven for baby* and me.

* can be replaced with the initial/name of a child in the class.

 **8. Baking / Icing**

Key vocabulary	Recipe - a set of instructions for cooking
Resources	Resource 10: Recipe For baking: Mixing bowl, wooden and metal spoon, paper cases, tins, oven. For icing: Plain cakes, edible decorations, water. Ingredients (see Resource 10) Tins or containers.

Depending on the time and resources available pupils can either help to bake their cakes, or can ice and decorate cakes which have already been baked. These cakes will be served at the tea party.

 **9. Tea Party**

Key vocabulary	Confident voice Eye contact 'Please sit down...' 'Would you like a...' 'Let me open the door for you' 'Welcome to our school' 'Thank you for coming'
Resources	Hot water, tea, coffee, squash, jugs, tablecloth, disposable cups and plates, napkins. Decorations and cakes made by the children.

- Before the Tea Party: Role model the phrases pupils need to use when they are hosting and allow some time for practise.
- Pupils help to set up by putting out plates and napkins and hanging their bunting.
- Pupils host the tea party.

Note: The teacher can choose whether to allow each child to meet their guest or if it would be more appropriate to select a few pupil representatives to welcome parents and lead them into a room where the rest of the class are waiting.

10. Newsletter

Key vocabulary	I learnt that... The part I liked best about hosting was... I would tell other children that...
Resources	Photographs and projector

Activity 1: Project the photographs from the Tea Party onto the board for pupils to see. Explain that you are going to send a letter home about the work the class has been doing and that you need the class to help you think of what to write.

Activity 2: These questions could be discussed during a class circle time, or different groups could be given a different question to feedback to the class at the end.

Reflection Questions:

What did you learn by hosting the tea party?

What did you like best about hosting the tea party?

If other children were going to do this, what helpful information would you tell them?