

National Curriculum Objectives:

English Year 1: Explain clearly their understanding of what is read to them. [More resources with this objective.](#)

Differentiation for challenge activities:

Section A Label five fruits and vegetables using a word bank.

Section B Tick the correct answer to complete four multiple choice questions.

Section C Find which sections five foods are listed on the menu.

Section D List all the sources of fruits and vegetables found on the menu.

Did you like this resource? Don't forget to review it on our website.

Kids Menu – Teacher Version

E: (Q1) Where would you find a menu? (C3) In a restaurant

D: (Q4) What do you like best about this menu? (R2) Personal response

M: (Q10) Why are the 5 sections different colours? (C3) To make the menu easier to read

S: (Q7) Who is the person in the white hat? (C3) A chef. He is wearing a chef's hat.



Main Dishes

S: (Q8) What two dishes are less expensive than the rest? (C2) Cheese pizza and jam sandwich

E: (Q2) Have you ever had any of these meals? Which one would you like to order? (P1) Personal response

Salads

M: (Q11) What makes the chicken salad a 'rainbow'? (P3/1d) It has lots of different coloured vegetables in it.

E: (Q3) Which salad has fruit in it? (C2) The 'super reds and greens' salad has strawberries in it.

Specials

S: (Q9) What makes these choices 'special'? (P3/1d) They are full meals that come with a drink and salad.

Drinks

D: (Q5) Which drink doesn't cost any money? (C1/1a) Water is free.

Desserts

M: (Q12) What does 'seasonal fruit' mean? (C1/1a) It means whatever fruit is available at that time in the year, because fruits grow in different seasons and different parts of the world.

D: (Q6) Would you like to eat at this restaurant? What would you order? (R2) Personal response

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Kids Menu – Year 1 – Teacher Version

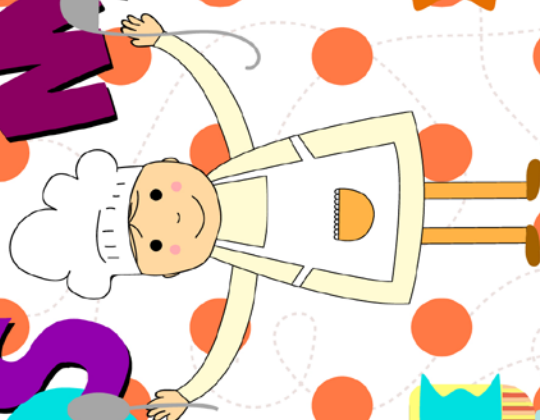
Like this? Find more differentiated Healthy Eating resources [here](https://www.classroomsecrets.com).

KIDS MENU



Main dishes

Hamburger and chips	£2
Fish and chips	£2
Pepperoni pizza	£2
Cheese pizza	£1
Spaghetti and meatballs add side salad for 20p	£2
Jam sandwich Choose strawberry or raspberry jam	£1



Salads

Super reds and greens Spinach, kale, lettuce, spring onions, green and red peppers, strawberries	£1
Pasta salad Roasted veg, tri-colour pasta	£1
Rainbow chicken salad Carrots, cabbage, bell peppers, onions	£1
Pitta and salad dippers Sliced carrots and peppers with hummous and pitta bread	£1



Drinks

Water	Free!
Orange juice	50p
Apple juice	50p
Milk	50p



Dessert

Apple pie	£1
Banana cake	£1
Carrot cake	£1
Frozen yogurt Vanilla, chocolate, or strawberry	£1
Fruit salad A big bowl of seasonal fruit with yogurt	£1



Special

Macaroni and cheese with a fruit salad or apple pie and drink	£3
Fish finger sandwich with a fruit salad or apple pie and drink	£3



Section A

1. Where would you find a menu? (C3)

2. Have you ever had any of these meals? Which one would you like to order? (P1)

3. Which salad has fruit in it? (C2)

Section B

4. What do you like best about this menu? (R2)

5. Which drink doesn't cost any money? (C1/1a)

6. Would you like to eat at this restaurant? What would you order? (R2)

Section C

7. (Q7) Who is the person in the white hat? (C3)

8. What two dishes are less expensive than the rest? (C2)

9. What makes these choices ‘special’? (P3/1d)

Section D

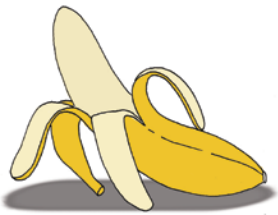
10. Why are the 5 sections different colours? (C3)

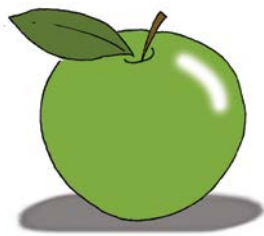
11. What makes the chicken salad a ‘rainbow’? (P3/1d)

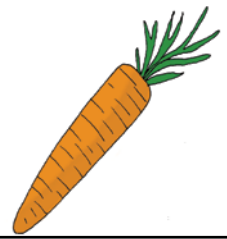
12. What does ‘seasonal fruit’ mean? (C1/1a)

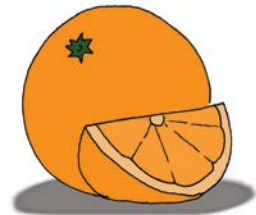
Section A

Use the word bank to label the fruits and vegetables.











apple

banana

carrot

orange

strawberry

Section B

Tick the correct answers for each question.

Which jams can you have on a jam sandwich?

blueberry

☐

strawberry

☐

raspberry

☐

marmalade

☐

What comes with macaroni and cheese?

a drink

☐

dessert

☐

a salad

☐

a biscuit

☐

You can have a salad with spaghetti and meatballs for an extra...

10p

☐

20p

☐

30p

☐

40p

☐

How many desserts are not made with fruit?

1

☐

2

☐

3

☐

none

☐

Section C

Tick where you would find each food on the menu.

	Main Dishes	Salads	Desserts
Rainbow chicken salad			
Fish and chips			
Carrot cake			
Pepperoni pizza			
Super reds and greens			

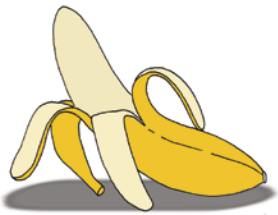
Section D

List all the sources of fruits and vegetables you can find on the menu.

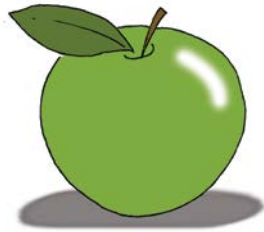
Fruits	Vegetables

Section A

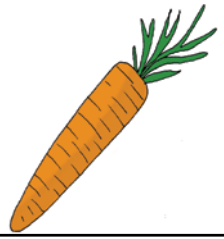
Use the word bank to label the fruits and vegetables.



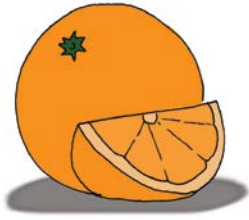
banana



apple



carrot



orange



strawberry

apple

banana

carrot

orange

strawberry

Section B

Tick the correct answers for each question.

Which jams can you have on a jam sandwich?

blueberry

strawberry



raspberry



marmalade

What comes with macaroni and cheese?

a drink



dessert

a salad



a biscuit

You can have a salad with spaghetti and meatballs for an extra...

10p

20p



30p

40p

How many desserts are not made with fruit?

1

2

3

none



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Kids Menu – Year 1 – Challenge Activity **ANSWERS**

Like this? Find more differentiated Healthy Eating resources [here](#).

Section C

Tick where you would find each food on the menu.

	Main Dishes	Salads	Desserts
Rainbow chicken salad		✓	
Fish and chips	✓		
Carrot cake			✓
Pepperoni pizza	✓		
Super reds and greens		✓	

Section D

List all the sources of fruits and vegetables you can find on the menu.

Fruits	Vegetables
Strawberry jam Raspberry jam Strawberries Apple pie Banana cake Fruit salad Orange juice Apple juice	Spinach Kale Lettuce Spring onions Peppers Roasted veg Carrots Cabbage Onions Carrot cake

Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 1 Secure.
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – Year 1 Emerging (Red)
 - Easy – Year 1 Developing (Blue)
 - Tricky – Year 1 Secure (Orange)
 - Expert – Year 1 Mastery (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Year 1 Emerging
 - Section B – Year 1 Developing
 - Section C – Year 1 Secure
 - Section D – Year 1 Mastery
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices