




## Year 6 Design and Technology: Food and Nutrition – Block A

### Can street foods save us?

- The outline and structure of the block is as follows:

| Lesson 1  | Lesson 2  | Lesson 3  | At the end of this block, pupils will ... |                           |
|---|---|---|---|---------------------------|
| Exploring nutrition                                 | Exploring other cultures' foods                     | Exploring other cultures' foods                     | Know:                                     | Be able to:               |
| Explicit teaching of culinary skills and techniques | Explicit teaching of culinary skills and techniques | Explicit teaching of culinary skills and techniques | What street foods are                     | Make a burrito            |
| Evaluating outcomes                                 | Evaluating outcomes                                 | Repeating and improving                             | How snacks can be good foods to eat       | Make and roll bread dough |
|   |   |   |   | Make a savoury pastry     |

|   |  |   |  |
|---|--|---|--|
|  <p><i>Burrito</i></p> |  <p><i>Pitta bread and hummus</i></p> |  <p><i>Samosas</i></p> | <p>In this block, pupils will study and make street foods from different cultures. The aim of these sessions is to encourage pupils to think about their own diet and snacks and how their nutritional value could be improved. The block provides an opportunity for pupils to learn about a range of different cultures.</p> |
|---|--|---|--|

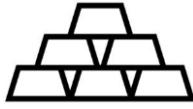
| CUSP Design & Technology Long term sequence | Block A            | Block B            | Block C            | Block D                 | Block E            | Block F            |
|---|--------------------|--------------------|--------------------|-------------------------|--------------------|--------------------|
| Year 1                                      | Mechanisms         | Structures         | Food and Nutrition | Understanding Materials | Textiles           | Food and Nutrition |
| Year 2                                      | Textiles           | Food and Nutrition | Mechanisms         | Understanding Materials | Food and Nutrition | Structures         |
| Year 3                                      | Textiles           | Food and Nutrition | Mechanisms         | Food and Nutrition      | Systems            | Structures         |
| Year 4                                      | Food and Nutrition | Mechanisms         | Textiles           | Structures              | Electrical Systems | Food and Nutrition |
| Year 5                                      | Food and Nutrition | Systems            | Textiles           | Mechanisms              | Structures         | Food and Nutrition |
| Year 6                                      | Food and Nutrition | Mechanisms         | Food and Nutrition | Structures              | Electrical Systems | Textiles           |

# Point of reference:

## Y6 Food and Nutrition – Block A

Pupils will be able to:

- identify some traditional dishes and ingredients of different cultures
- make, roll and cook flatbread



**Prior Learning**

- prepare a range of vegetables
- present food to a high standard
- explain the nutritional value of a range of foods

### Nutrition Notes:

The size of some meals in the UK has reduced in the past 30 years, especially breakfast, and this has resulted in people becoming more reliant on consuming snacks to boost energy levels. The snacks regularly eaten are often heavily processed and tend to contain high quantities of simple sugars and salt.

By exploring the culture of street foods across the world, we can learn how to make high-quality, appetising and nutritious snacks. Mexico has one of the most extensive street foods cultures in Latin America but in recent years the Mexican diet has incorporated American influences, resulting in a negative impact on public health. The ancient street foods of the Middle East are increasingly popular in the UK and Indian street foods offer incredible flavours using locally sourced ingredients.

### Links to Literature:

*Pancakes to Parathas* by Alice B McGinty

### Health and Safety:






This block requires pupils to use peelers, knives, a stick blender (optional) and hobs. Teachers should ensure that they follow their own school's risk assessments and policies for using the necessary materials and equipment. Pupils should be taught about how to use materials and equipment safely and responsibly as part of these lessons.

### Food Hygiene:

Please ensure all foods purchased are correctly stored and at the appropriate temperature. All food made should be cooled before being refrigerated. All food should be taken home and consumed within three days. All the recipes are suitable to be eaten hot or cold. Please refer to your school's allergy register before starting this block.

| Environmental Factors   | Cultural Links  |
|---|---|
| By eating more whole grains, we can reduce the carbon footprint of our diets and rely less on imported foods. We grow a range of wholegrains in this country, many of which are shipped abroad. By using local vegetables and herbs, we reduce the distance our food travels. | By learning about different cultures and their culinary traditions, we can broaden our eating experiences, learn more about the healing qualities of food and take inspiration from flavours and cooking techniques used around the world to enhance our daily diets. The sharing of food is a significant bonding activity and has the power to join communities and improve our health and emotional wellbeing. |

## Supporting Recipe: Y6 Food and Nutrition – Block A

|              | Lesson 1  | Lesson 2  | Lesson 3  |
|---|---|---|---|
| Dish         | Burritos  | Pitta bread and hummus  | Samosas   |
| Equipment    | Mixing bowls<br>Scales<br>Graters<br>Chopping boards<br>Vegetable knives<br>Tin foil  | Mixing bowls<br>Scales<br>Measuring jugs<br>Frying pans or baking trays<br>Pestle and mortar or rolling pins<br>Stick blenders  | Peelers<br>Graters<br>Oven trays<br>Pastry brushes<br>Mixing bowls<br>Frying pans   |
| Ingredients  | <i>Quantities per pupil:</i> <ul style="list-style-type: none"> <li>• 2 tortillas</li> <li>• 1 tomato</li> <li>• 3 tbsp beans (haricot, kidney, cannellini or pinto)</li> <li>• 20g cheese</li> <li>• Squeeze of lime</li> <li>• Other salad vegetables</li> </ul>  | <i>Quantities per pair:</i> <ul style="list-style-type: none"> <li>• 400g strong bread flour</li> <li>• 2 tsp yeast</li> <li>• 2 tsp olive oil</li> <li>• 1 tsp salt</li> <li>• 1 packet or 7g of dried yeast</li> <li>• 150g warm water</li> <li>• ½ tin of chickpeas</li> <li>• 1 tbsp tahini</li> <li>• 3 tbsp olive oil</li> <li>• Squeeze of lemon</li> <li>• 1 clove garlic</li> </ul>  | <i>Quantities per pair:</i> <ul style="list-style-type: none"> <li>• ½ a potato</li> <li>• 50g peas</li> <li>• A handful of spinach</li> <li>• Indian spices</li> <li>• 6 sheets of filo pastry</li> <li>• Olive oil</li> </ul>   |
| Method     | <ol style="list-style-type: none"> <li>1. Slice and dice the vegetables.</li> <li>2. Mix together the vegetables and beans.</li> <li>3. Add a squeeze of lime and 1 tsp olive oil.</li> <li>4. Grate the cheese and add into the mixture.</li> <li>5. Place in the tortilla wraps and roll up.</li> <li>6. When rolled, place in a piece of tin foil and repeat the rolling.</li> </ol> | <ol style="list-style-type: none"> <li>1. Mix the salt, flour and olive oil.</li> <li>2. Stir the yeast into warm water. Leave for 2 minutes.</li> <li>3. Add half the liquid to the flour mixture.</li> <li>4. Mix to a soft dough by adding the liquid a little at a time.</li> <li>5. Knead the dough for 5 – 10 minutes.</li> <li>6. Leave to prove in a clean bowl for at least 40 minutes.</li> <li>7. Make the hummus by adding the ingredients into a jug.</li> <li>8. Blend with a stick blender and add a little water if needed and season.</li> <li>9. Heat a frying pan or oven to 220°C.</li> <li>10. Split the dough into 4 – 6 pieces and roll out.</li> <li>11. Cook the pitta in the pan for 1 – 2 minutes each side or for 6 – 8 minutes in the oven.</li> </ol> | <ol style="list-style-type: none"> <li>1. Grate the potato and mix with defrosted peas.</li> <li>2. Add the mixture into a frying pan with 2 tsp olive oil.</li> <li>3. Stir until the mixture starts to go sticky.</li> <li>4. Add the spices and 1 tsp of water and cook for 1 minute.</li> <li>5. Add the handful of spinach and wilt. Allow to cool.</li> <li>6. Preheat oven to 190°C.</li> <li>7. Use two sheets of pastry and slice into 3 long strips.</li> <li>8. Brush lightly with olive oil.</li> <li>9. Place a spoon of filling at the top of the pastry.</li> <li>10. Fold one corner across.</li> <li>11. Fold one corner down. Repeat.</li> <li>12. Brush with oil.</li> <li>13. Bake for 10 – 15 minutes until golden brown.</li> </ol> |

# Point of explanation:

## Y6 Food and Nutrition – Block A





| Core Knowledge | Explanation  |
|----------------|--|
| street food    | Street food is prepared or cooked and sold by vendors in a street or other public location for immediate consumption.  |
| culture        | Culture refers to the customs and beliefs, art, way of life and social organisation of a particular country or group.  |
| snack          | A snack is a small portion of food, generally eaten between meals. Snacks come in a variety of forms including packaged snack foods and other processed foods, as well as items made from fresh ingredients at home. |

| Technical Vocabulary | Definition   |
|----------------------|--|
| nutrient             | a substance that provides nourishment essential for the maintenance of life and for growth |
| prove                | to swell (become larger or rounder) before being baked because of the action of yeast      |
| fry                  | to cook something in hot fat or oil  |

|  |
|--|
| <b>Link to Video:</b> <a href="https://vimeo.com/691934914/58a5eb1037">https://vimeo.com/691934914/58a5eb1037</a>  |
| <ul style="list-style-type: none"> <li>• Explanation and demonstration of taught content</li> <li>• Lesson by lesson guidance</li> <li>• Exemplification of techniques and outcomes</li> </ul> |

# Point of delivery:

## Y6 Food and Nutrition – Block A

| Revisiting prior learning    | Taught content    | Point of practice    | Point of reflection    |
|---|--|---|---|
| <p>1. The UK diet is influenced by a range of different cultures</p> <p>The bridge and claw are techniques used to chop, slice and dice ingredients safely</p> <p>The wider the range of vegetables we include in our diet, the wider the range of nutrients we take in</p> | <p>Explore the cultural food traditions of Mexico</p> <p>Explain what a burrito is</p> <p>Identify reasons why some common snacks are unhealthy</p> <p>Adapt traditional Mexican recipes to create a healthy snack</p> <p>Combine flavours and textures and evaluate the results, making suggestions for flavour adjustments</p> | <p>Introduce the key question for this block: <b>Can street foods save us?</b> Ask pupils to locate <i>street food</i> in the Knowledge Note and define this term.</p> <p>Explain that many cultures around the world have a strong tradition of street foods and this is particularly the case for countries such as Mexico, where a variety of healthy snacks – such as tacos – are sold on the streets daily. Ask pupils to locate this country on a world map and talk about how, in recent years, the traditional Mexican diet has incorporated American culinary influences, which has led to a deterioration in public health.</p> <p>Prompt pupils to list the snacks they eat on a regular basis and ask them to judge how healthy they think their choices are.</p> <p>Explain to pupils the effect on the body of eating sugary snacks and how these types of snacks leave the body craving more.</p> <p>Display a range of ingredients such as tomatoes, courgette, mangetout, lettuce, spinach, carrots, spring onions, roasted peppers, kidney beans and cheese. Can pupils identify all of these ingredients? Can they identify any specific nutrients the ingredients contain?</p> <p>Explain to pupils that they will be using these ingredients to create an adapted version of a Mexican burrito.</p> <p>After demonstrating the claw and bridge techniques and reminding pupils how to ribbon, slice and dice vegetables, allow them to practise their knife skills to create their own burrito fillings. Show pupils how to finely dice the chilli and add this to the mixture, together with coriander (optional), cheese and lime juice.</p> <p>Spread the tortilla with yoghurt and model folding it to encase the mixture and encourage pupils to sample their burritos, describing the flavours and textural combinations. Question them about any adjustments or improvements they would make.</p> | <p>Can identify the nutrients some ingredients contain</p> <p>Can begin to explain how specific nutrients benefit the body</p> <p>Can use a range of knife skills and techniques safely and with increasing accuracy</p> <p>Can follow a modelled method to create a specific dish</p> <p>Can identify and describe the flavours of particular ingredients</p> <p>Can make suggestions about how flavours can be adjusted</p> |

### Questions for assessment

**What** is street food?

**How** has the Mexican diet been negatively influenced?

**What** is a burrito?

**What** effect do simple sugars have on the body?

**Which** of your ingredients contain Vitamin C?

**Which** of your ingredients contain fat?

**Should** we remove all fat from our diet?





**Is** cheese bad for you?

**What** are the prominent nutrients found in kidney beans?

**How** could you counteract the spiciness of your burrito?

# Point of delivery:

## Y6 Food and Nutrition – Block A

| Revisiting prior learning   | Taught content   | Point of practice   | Point of reflection   |
|--|---|--|--|
| <p>2. Bread is a staple food in most cultures</p> <p>Yeast is a type of fungus that ferments when added to water, which causes bread dough to rise</p> <p>Kneading bread dough develops the gluten in flour and creates an elastic consistency</p> | <p>Identify reasons why some common snacks are unhealthy</p> <p>Adapt traditional Mediterranean and Middle Eastern recipes to create a healthy snack</p> <p>Make pitta bread dough and cook safely</p> <p>Make hummus and identify its nutritional content</p> <p>Evaluate outcomes</p> | <p>Refer pupils to the bread making techniques they learnt in Year 4. Through discussion, ascertain their ability to recall these techniques and key vocabulary, such as: kneading, proving, gluten, yeast and ferment. Pose questions to pupils:</p> <ul style="list-style-type: none"> <li>• What is yeast?</li> <li>• How does yeast make bread dough rise?</li> <li>• What is the connection between gluten and kneading?</li> </ul> <p>Remind pupils that in the previous lesson they explored healthy alternatives to common snacks eaten in the UK and looked at examples of Mexican street foods for inspiration.</p> <p>Explain to pupils that in this lesson they will be making a snack comprising of pitta bread which is common to the Mediterranean and Middle Eastern countries.</p> <p>Demonstrate how to make the pitta dough, explaining why strong bread flour is used and why salt and olive oil are added. Remind pupils about the importance of using lukewarm water and why this should be added to the flour and yeast mixture a little at a time.</p> <p>Model kneading the dough and prompt pupils to describe how the consistency of the dough changes. Challenge them to explain the processes that cause this change.</p> <p>Demonstrate how to make the hummus and encourage pupils to identify some of the nutrients that this recipe contains (carbohydrates, protein, fibre, vitamins). Show pupils how to use a stick blender to blend the hummus to the desired consistency and discuss how the consistency could be adjusted (adding water, blending for longer).</p> <p>Once pupils have rolled and cooked their pitta bread dough, encourage them to sample the bread with their hummus and evaluate the results, making notes in their portfolios.</p> <p>Pupils then complete Vocabulary Task 1.</p> | <p>Can recall key learning and vocabulary related to bread making</p> <p>Can explain why specific ingredients are used and how they interact with each other in a recipe</p> <p>Can apply a simple kneading technique</p> <p>Can use utensils effectively to achieve a desired effect (such as rolling dough to a required thickness)</p> <p>Can use appropriate vocabulary to explain techniques, describe flavours and textures and make evaluative comments</p> |

### Questions for assessment

**Why** is strong bread flour used in this recipe?

**What** is yeast?

**What** does fermenting mean?

**Why** should yeast and salt not be mixed?

Pitta bread is a type of flatbread. **Can** you name some other types of flatbread?

**What** is hummus? **What** nutrients does hummus contain?





**What** would happen if you proved the dough for 10 minutes?

**Why** is olive oil an ingredient in hummus?

**How** do you know when the pitta bread is cooked?

# Point of delivery:

## Y6 Food and Nutrition – Block A

| Revisiting prior learning    | Taught content    | Point of practice    | Point of reflection   |
|---|--|---|--|
| <p>3. The UK diet is influenced by a range of different cultures</p> <p>Shallow frying is a method of cooking food over heat in a small amount of oil</p> | <p>Explore traditional Indian snacks</p> <p>Explain how the UK diet has been heavily influenced by migration from the Indian continent</p> <p>Make samosas from filo pastry</p> <p>Explain how filo pastry is made and why, in some cases, buying pre-made food is beneficial</p> <p>Evaluate outcomes</p> | <p>Refer pupils to the key question for this block: <b>Can street foods save us?</b> Discuss the snacks pupils have made so far and whether pupils would consider changing their snacking habits as a result.</p> <p>Explain that, in this lesson, pupils will be creating an adapted version of a samosa (a traditional Indian snack). Through questioning, ascertain pupils' experience of Indian food and their preferences. Talk about how migration from countries such as India has greatly influenced the UK diet and that Chicken Tikka Masala is now considered to be one of the favourite dishes.</p> <p>Show pupils some filo pastry and, if possible, show a video of how it is made. This would illustrate why using pre-made filo is desirable.</p> <p>Demonstrate how to make the filling from spinach, potato and peas, highlighting the nutritional value of these ingredients. Discuss the spices used and explain that garam masala is the base spice mix to which others such as turmeric are added. Allow pupils some freedom to make their own choices about which spices to use.</p> <p>Pupils then cook their fillings, taking care to adjust the heat accordingly to avoid browning the ingredients.</p> <p>Model how to fold the filling into strips of filo pastry (see video). Provide scrap paper for pupils to practise this technique before applying it to the filo pastry.</p> <p>Once cooked, allow pupils to sample their samosas and encourage them to evaluate the results and suggest ways in which the recipe could be adjusted by using different ingredients for the filling.</p> <p>Ensure pupils make a written record, with diagrams, of the techniques and processes they have completed.</p> <p>Pupils should then complete Vocabulary Task 2 to guide them in the evaluation of the snacks they have made in this block.</p> | <p>Can explain how the snacks they have made are healthier than many common snacks eaten in the UK</p> <p>Can explain their preferences in terms of flavours and give reasons for their choices</p> <p>Can cook food on a hob safely and with control</p> <p>Can follow a modelled process</p> <p>Can handle and fold pastry accurately and with dexterity</p> <p>Can suggest alternative fillings</p> |

### Questions for assessment

**What** is a samosa?

**What** substance is released as potatoes are cooked?

**Why** is spinach good for you?

**What** is filo pastry?

**Why** are potatoes often used in fillings for pies and pasties?

**What** happens to filo pastry if it is left uncovered for too long?

**How** does filo pastry differ from the pastry you have eaten / made before?

**True or false?** Herbs and spices only provide flavour to food. They do not provide any health benefits.

# Oracy and Vocabulary: Y6 Food and Nutrition – Block A

## Task 1:

These adjectives could be used to describe the texture and consistency of your hummus.  
Order them from smoothest to roughest.

chunky lumpy grainy creamy gritty velvety



### Exploration:



Which part of your hand should you use for kneading? Why is this?

Describe the type of movement you use when kneading bread dough.

How can you adjust the consistency of hummus?

Is blending the same as mixing?

## Task 2:

Talk to a partner about the snacks you have made.  
Use these prompts to structure your discussion.



Which snack do you prefer? Give reasons for your answer.



Which snack did you find the most difficult to make and why?



Choose the snack you were least satisfied with. What would you do differently if you made the snack again? Give reasons for your answer.



Explain to your partner what you have learnt in these lessons and what change you will make to your own snacking habits as a result.





# Vocabulary: Y6 Food and Nutrition – Block A

| OWN-it  | Analyse |
|---|---------|
| <p>Change this noun to an adjective.</p> <p style="text-align: center; margin-top: 20px;">nutrient - _____</p>  |         |
| <p>Change this noun to an adjective and then to an adverb.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px 15px; margin-right: 10px;">culture</div> <div style="font-size: 2em; margin: 0 10px;">⇒</div> <div style="border: 1px solid black; width: 150px; height: 25px; margin-right: 10px;"></div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="font-size: 2em; margin-right: 10px;">⇒</div> <div style="border: 1px solid black; width: 150px; height: 25px;"></div> </div> |         |
| <p>Change this verb to the past tense.</p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px 15px; margin-right: 10px;">fry</div> <div style="font-size: 2em; margin: 0 10px;">⇒</div> <div style="border: 1px solid black; width: 80px; height: 25px;"></div> </div>   |         |

| KNOW-it  | Define |         |  |          |  |
|--|--------|---------|--|----------|--|
| <p>Explain what <i>street food</i> is.</p> <div style="border: 1px solid black; width: 100%; height: 70px; margin-top: 10px;"></div>   |        |         |  |          |  |
| <p>Tick the most accurate definition of <i>prove</i>.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px;">to grow</td> <td style="width: 40px; height: 30px;"></td> </tr> <tr> <td style="padding: 5px;">to swell</td> <td style="width: 40px; height: 30px;"></td> </tr> </table> |        | to grow |  | to swell |  |
| to grow  |        |         |  |          |  |
| to swell   |        |         |  |          |  |
| <p>Tick the most accurate definition of the term <i>nutrient</i>.</p> <div style="margin-top: 10px;"> <input type="checkbox"/> a substance that maintains life<br/> <input type="checkbox"/> a substance that allows growth         </div>   |        |         |  |          |  |

| LINK-it  | Connect |
|--|---------|
| <p>Write two words that contain the root <i>prove</i>.</p> <div style="margin-top: 10px;"> <div style="border: 1px solid black; width: 280px; height: 25px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 280px; height: 25px;"></div> </div>  |         |
| <p>Write a word that can be derived from <i>nutrient</i>.</p> <div style="margin-top: 20px;"> <div style="border: 1px solid black; width: 280px; height: 50px;"></div> </div>  |         |
| <p>Tick the word that is associated with the word <i>snack</i>.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px 15px;">nibble</div> <div style="border: 1px solid black; padding: 5px 15px;">feast</div> <div style="border: 1px solid black; padding: 5px 15px;">banquet</div> </div> |         |

| USE-it  | Use in context |
|---|----------------|
| <p>Use the word <i>prove</i> in a sentence of your own.</p> <div style="margin-top: 10px;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black;"/> </div>  |                |
| <p>Tick the box if the word <i>nutrient</i> has been used correctly.</p> <p style="text-align: center; margin-top: 20px;">Fish is a source of many essential <i>nutrient</i>.</p> <div style="text-align: right; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 25px;"></div> </div> |                |
| <p>Use the words <i>snack</i>, <i>nutritious</i> and <i>cultures</i> in a sentence.</p> <div style="margin-top: 20px;"> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black;"/> </div>  |                |

# Knowledge Note:

## Y6 Food and Nutrition – Block A

Year 6: Food and Nutrition  
*Can street foods save us?*



### Core content:

Study and make street foods from different cultures.  
Consider their own diet and snacks and how they might be improved.

### Technical vocabulary:

**Street food** – food prepared or cooked and sold by vendors in a street or other public location for immediate consumption.



**Culture** – the customs and beliefs, art, way of life and social organisation of a particular country or group.



**Snack** – a small portion of food, generally eaten between meals.



**Nutrient** – a substance that provides nourishment essential for the maintenance of life and for growth.



**Prove** – to swell (become larger or rounder) before being baked because of the action of yeast.



**Fry** – to cook something in hot fat or oil.



### Techniques:



*finely dicing*



*kneading*



*folding and shaping*

Year 6: Food and Nutrition  
*Can street foods save us?*



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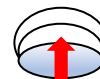
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### Techniques:



*finely dicing*



*kneading*



*folding and shaping*

# Can street foods save us?

# NUTRITION

Can street foods save us?

Snacks I eat

| regularly -      | HEALTHY? | NOTES  |
|------------------|----------|--|
| • crisps         | X        | they contain fat and salt                    |
| • chocolate bars | X        | they contain lots of sugar                   |
| • flapjacks      | ?        | oats are healthy but flapjacks contain sugar |
| • bananas        | ✓        | they contain fibre                           |
| • sausage rolls  | X        | they contain lots of fat                     |

We should include healthier ingredients in the snacks we eat.

Eating sugary snacks  
raises your blood sugar  
levels really quickly  
but this type of food  
does not sustain you  
and you are left  
... more sugar.

A bunruto is a traditional Mexican snack.

I made my own version of a burrito by creating a mixture of lots of vegetables and wrapping this in a tortilla, coated with yogurt.

↑ vitamins and potassium

↑ vitamin C

→ fibre

↑ iron, vitamin K

→ vitamin A

Encourage pupils to write about the dishes they have made and make suggestions about what they might do differently next time.

Pose questions to pupils:

## Which skills have you developed in these lessons?

## Which skills would you like to develop further?

Pose questions to pupils:

What did you like / dislike about each dish and why?

What differences are there between the snacks you eat regularly and the snacks you have made in these lessons?

## What adjustments would you make to your snacks and why?

Pitta bread is a flatbread made with yeast and is commonly eaten in Mediterranean and middle Eastern countries.

Strong bread flour is used because it contains more gluten.

Gluten gives bread dough its elasticity when kneaded.

😊 I enjoyed the flavor and texture of the pita bread but I found the hummus too grainy.

Next time, I would blend the hummus for longer. I would also use less garlic.

I wonder if you can make a mosaic of birds filling cornucopia and alter the

I think the filo pastry was a perfect alternative to the traditional pastry used for *empanadas*. It was light and crispy.

Prompt  
pupils to  
make a  
record of  
the  
snacks  
they eat  
regularly  
and judge  
how  
healthy or  
unhealthy  
they are