

Year 3 overview

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Prawn Pizza

by Jane Sowerby

Printable text • Modelling slides Photocopiable text and questions • pages 74 to 77

Recipes are a non-fiction genre that is very familiar to adults but much less so to children. Pizza is a food most children will have tried and probably enjoyed, but how many of them have made their own pizza from scratch? Eating healthily and understanding the benefits of cooking at home are the themes of both this unit and Unit 5, but these texts do not share the same structure, and were written for different purposes. You may wish to compare and contrast the two texts once both units have been completed.

1 Get ready

Discuss the Key vocabulary identified in the Language toolkit and then complete the vocabulary activities as desired. Please note that the selected vocabulary is a guide. Depending on the needs of your cohort, additional vocabulary discussion may be beneficial before, during and after reading. Next, display the text (pages 74 to 75) so the children can see the title and any illustrations, and encourage the children to discuss the following questions before reading.

- 1 What type of text do you think this is? Why? Encourage the children to focus on the title and subheadings as well as the layout to identify that this is a recipe. If the children only identify the text as non-fiction, you may need to explain what a recipe is and where we find recipes. Have some recipe books available to show the children. See the Reading list for some suggestions.
- 2 Have you ever cooked/baked anything at home? What did you cook/bake? Answers will vary. You could make a class list to show the things the children have cooked or baked. If they haven't done any cooking themselves, they might have seen family members or friends cooking, or they might have watched cookery programmes on television, such as The Great British Bake Off.
- 3 Why do you think it is important to cook at home? Answers will vary depending on the children's experiences and opinions. Discuss how it is healthier and cheaper to cook meals at home, rather than eating at a restaurant or ordering a takeaway. It can also be an enjoyable thing to do and cooking is an important life skill.

Language toolkit

Key vocabulary		
activate	combined	diced
dough	from scratch	indent
knead	sachet	simultaneously
temperature	tepid	yeast

- Vocabulary discussion questions
- Would you prefer to shower in tepid water or water at a higher temperature? Why?
  - Some people like to bake cakes at home. Have you ever made a treat from scratch?
  - Which would you carry your schoolbooks in, a satchel or a sachet? Why?
  - What things do you do simultaneously when you're getting ready for school?
  - Why is it important to activate your brain at the beginning of your lessons?

- Vocabulary activities
- Challenge the children to think of as many words as they can for 'hot' and 'cold'. Then ask them to rank them from hottest to coldest by placing them on a thermometer graphic. Where would tepid go?
  - Diced is a cooking verb. How many more cooking verbs can the children think of?
  - Use your choice of the vocabulary activities on page 15 to investigate some of the key words above.

2 First steps

Read the text together and then encourage the children to discuss the following questions.

- 1 What is the purpose of this text? To tell you how to cook pizza.
- 2 What are the two parts of the pizza that you have to prepare? Base and topping.
- 3 Name four ingredients that are needed for this recipe. Answers will vary. The children should be able to name at least four of the following: yeast; sugar; flour; olive oil; salt; pepper; tomatoes; paprika; prawns; cheese; coriander.
- 4 What should the dough look like when you turn it out onto your work surface? A sticky ball.
- 5 What should you do with the dough while you make the topping? Put it in a bowl and cover with a damp cloth.

3 Explore

- Explore the history of the pizza. Where do pizzas come from? (It is thought that pizza originally came from Naples in Italy as street food for poor people, but in 1889 the restaurant owner Raffaele Esposito created the 'Pizza Margherita' for the Italian Queen, Margherita. It contained only tomatoes, mozzarella, and basil to represent the colours of the Italian flag.) You could use some of the resources in the Reading list to support your discussion.
- You could arrange to visit a local pizza restaurant to see how they make pizza, or perhaps ask a local pizza chef to come and talk to the children about their work. Alternatively, you could watch a cookery programme to see a cook preparing pizza. Discuss the steps they go through. Are they the same as in the text?
- Collect examples of other national dishes from around the world, drawing from the children's own experiences and consulting recipe books as required (e.g. jerk chicken with rice and peas from the Caribbean; samosas from India; deep-fried plantain from the Ivory Coast; falafel from Israel; sushi from Japan; couscous from Algeria; and, of course, fish and chips from the UK). It is important to encourage the children to notice that, while these are national dishes, they are not the only foods eaten in these countries. You could demonstrate this by exploring how often the children in the class eat fish and chips. This could lead into a discussion about national stereotypes and how inaccurate they can be.

4 Skills focus

See pages 72 to 73

Use the information from the Skills guide and the relevant Skills graphic to introduce the skill of retrieval.

- 1 Model the skill using the Unit 6 Modelling slides and the Modelling retrieval guidance on page 72.
  - 2 The children can then attempt the Retrieval questions on page 76.
  - 3 Finally, the Mix it up! questions on page 77 offer practice in a range of comprehension skills.
- Answers and marking guidance for all questions are included on pages 72 to 73.

5 Where next?

- Speaking and listening task: Have a class debate about whether it should be compulsory for children in primary schools to have cooking lessons. To begin with, the children could work in pairs to prepare the pros and cons. Next, hold a debate in groups of four, with the rest of the class listening to the speakers and deciding who has been the most persuasive.
- Writing task: Each child could write a persuasive letter to the school meal supplier or school cook to ask them if they would consider making their own pizzas and to explain the benefits of making pizza from scratch. The children could share the recipe in this unit and offer to go to the kitchens to show the school meal supplier how to make it. They could also give some suggestions for possible pizza toppings.

Reading list

- Fiction
- Curious George and the Pizza Party by H.A. Rey
- Class reads
- Cookie by Jacqueline Wilson
- Non-fiction
- Nadiya's Bake Me a Celebration Story by Nadiya Hussain
  - The Silver Spoon for Children by Amanda Grant
  - Sugar: The Facts by The NHS (Linked text: Unit 5)
  - The Usborne Beginner's Cookbook by Fiona Watt
  - Who Wants Pizza? by Jan Thornhill
- Websites
- The Epicurious recipe website hosts a short video called 'The Secret History of Pizza' on their YouTube channel.



Modelling retrieval

See Unit 6 Modelling slides

Use the Skills guide (see pages 16 to 17) and the downloadable Skills graphic to support your modelling.

1 Does the author’s family prefer shop-bought or homemade pizza?

homemade pizza

To answer this question, the children need to understand that it is asking about the author’s family. The author speaks to the reader at the beginning of the recipe about her family, so model your understanding of this first paragraph. The children also need to understand that the word ‘homemade’ means the opposite of ‘shop-bought’. Pretend you don’t know the word ‘homemade’ and show how you work out the answer by knowing what ‘from scratch’ means and noticing the phrase ‘prefer it to shop-bought’.

2 Why does the oven need to be preheated?

To make sure that the pizza cooks right through.

Model how you use your finger to scan the text for the key words ‘preheat[ed]’ and ‘oven’. Put your finger on the words when you find them and then read the whole sentence aloud. Show how you notice the answer right at the end of the sentence.

3 What is the main ingredient in the pizza base?

flour

Model how you use your finger, as for the previous question, to find the key word ‘ingredient’ in the text. It is easy to find because it is one of the subheadings. Then find the section about the pizza base. Explain that you need to be careful to look at the right set of ingredients (i.e. those for the base, not for the topping). Next, model how you work out what the word ‘main’ is asking in the question. The ‘main ingredient’ is the one there is most of and that is flour. Model how you work this out by looking at the quantities for all the ingredients.

4 Which ingredient is needed for the pizza topping? Tick one.

- pepper ☒
- sugar ☐
- yeast ☐
- olive oil ☐

Remind the children to carefully check each answer option against each of the pizza topping ingredients. Remind them again that they should use the key words from the question (e.g. ‘topping’) to make sure that they are not using the wrong list.

Retrieval questions mark scheme

See page 76

Answer	Guidance
1 Turn the oven on/preheat the oven.	Some of the children may overlook the first paragraph because it comes before the main recipe. If so, remind them that the first paragraph and the ingredients lists are part of the recipe even though they come before the method. <b>Award 1 mark for the correct answer.</b>
2 Mix sugar with water, then pour over the yeast and swirl.	Some children may rely on memory to answer. If so, remind them that they are retrieving information and so they must take their response from the text. They should locate the relevant sentence by scanning for the key word ‘activate’, then reword it as simply and accurately as possible. <b>Award 1 mark for any reference to mixing the sugar with water, then swirling it with the yeast.</b>

Answer	Guidance
3 10 minutes	If necessary, remind the children to use the key words ‘knead’ and ‘dough’ to find the correct answer within the text. <b>Award 1 mark for the correct answer.</b>
4 25cm (circle)	This is a tricky question because the answer is in the section about making the pizza topping rather than the pizza dough. If the children are struggling, encourage them to focus on the word ‘size’. This gives them a clue that their answer should include a unit of measurement (e.g. mm, cm). If necessary, prompt them to scan the text for units of measurement to retrieve their answer. <b>Award 1 mark for the correct answer.</b>
5 It will make the pizza soggy. <input checked="" type="checkbox"/>	Some children may benefit from being given a locator (the penultimate paragraph) to support them here. <b>Award 1 mark for the correct answer ticked.</b>

Mix it up! questions mark scheme

See page 77

Answer	Guidance
1 sachet	If the children find this question challenging, you could discuss what a ‘packet’ is and think of possible synonyms. The children will have encountered the word ‘sachet’ when you discussed the Key vocabulary. <b>Award 1 mark for the correct answer.</b> <b>Skill: Word meaning.</b>
2 200g	If necessary, remind the children to scan for the key word (‘cheese’). The question is asking ‘How much’ of the cheese we need to use, so the answer will be a quantity and is likely to be found in the ingredients list. <b>Award 1 mark for the correct answer.</b> <b>Skill: Retrieval.</b>
3 Activate the yeast. <input type="text"/> Turn on the oven. <input type="text"/> Knead the dough. <input type="text"/> Weigh the flour. <input type="text"/>	Encourage the children to find, highlight and number each of the possible answers in the text before filling in the answer boxes. <b>Award 1 mark for the correct numbers in all boxes.</b> <b>Skill: Summarising.</b>
4 squeezing <input checked="" type="checkbox"/>	The children should be familiar with the word ‘knead’ from the Key vocabulary. However, you may need to support some children to locate the key word in the text, and to read the paragraph it is in for context clues. Draw their attention to the description of kneading: ‘press[ing] the heels of your hands into the dough, while simultaneously pushing forward slightly’. Would ‘stroking’, ‘slapping’ or ‘scratching’ have the same effect? <b>Award 1 mark for the correct answer ticked.</b> <b>Skill: Word meaning.</b>
5 It needs to be elastic so that it can be shaped into a circle and it needs to be strong so that it will hold all the ingredients without tearing or breaking.	Some children may not provide a reason for the dough needing both qualities. If so, remind them that the question is for 2 marks and that it asks about two things (emphasised by the use of ‘both’ and ‘and’). <b>Award 1 mark for a plausible reason why it needs to be strong and award a further 1 mark for a plausible reason why it needs to be elastic, up to a maximum of 2 marks.</b> <b>Skill: Inference.</b>

Prawn Pizza, by Jane Sowerby

This text is a pizza recipe. It tells you what ingredients you will need and what you need to do in order to make a pizza. If you decide to have a go, make sure you ask an adult to help you.

I like to make pizza from scratch for my family – they prefer it to shop-bought or takeaway pizza. There are two parts to this recipe: making the base and making the topping. But before doing anything, preheat the oven to the hottest temperature, and leave time for it to heat up properly, otherwise your pizza won’t cook all the way through.

Ingredients

For the pizza base:

- 7g sachet dried yeast
- 250ml tepid water
- 2 teaspoons sugar
- 500g strong white bread flour
- 2 tablespoons olive oil
- 1½ teaspoons salt

For the topping:

- 1 yellow pepper, de-seeded and sliced
- 225g can chopped tomatoes
- 1 teaspoon smoked paprika
- 150g raw, peeled prawns
- 200g grated mozzarella cheese
- 1 handful of chopped coriander

Method

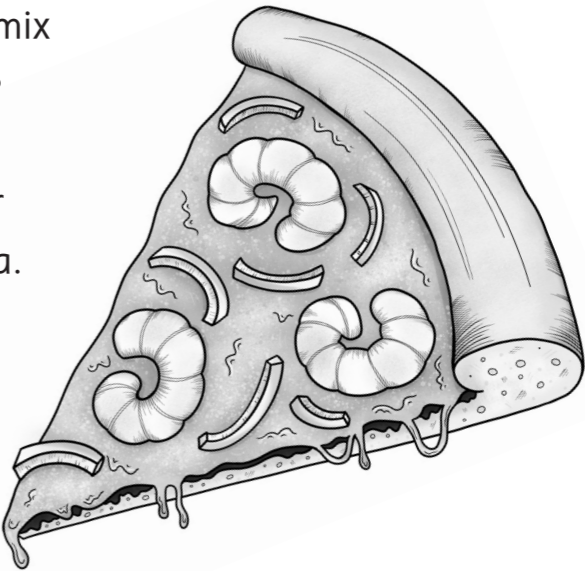
To make the pizza base:

1. First you have to activate the yeast. To do this, mix the sugar with tepid water, pour the mixture over the yeast and swirl. Put the activated yeast aside and allow it to foam for 10 minutes.
2. Then mix together the flour and salt and add the oil. Add the foaming yeast and mix with a wooden spoon until thoroughly combined to make a dough.

3. Turn the dough out onto your work surface. It will look like a sticky ball.
4. Knead the dough for 10 minutes. To knead, press the heels of your hands into the dough while simultaneously pushing forward slightly. This helps gluten to form which makes the dough strong and elastic. After 10 minutes of kneading, the dough should be shiny and smooth.
5. Place the dough into a bowl and cover with a clean damp cloth while you make the topping.

To make the pizza topping:

1. Heat the oil in a pan and fry the pepper for 5 minutes. Stir frequently, until softened.
2. Add the tomatoes and paprika and cook for a further 5 minutes. Take off the heat and add the prawns. Leave to cool.
3. Now it’s time to shape your pizza dough into a 25cm circle. Stretch and press the pizza dough with your fingertips to flatten it, leaving an indent of thicker crust around the edges. It should be about 1cm thick at the edge and about half that in the centre.
4. Spread the tomato and prawn mix onto the base and then sprinkle with the cheese and coriander. Don’t add too much topping, or you’ll end up with a soggy pizza. Bake for 10 minutes.
5. Slice and serve with a green salad.





Retrieval

Name: \_\_\_\_\_

1 What is the first thing the recipe asks the reader to do?

\_\_\_\_\_

1 mark

2 Look at the method. Explain what you need to do to activate the yeast.

\_\_\_\_\_

\_\_\_\_\_

1 mark

3 Look at the method. How long should you knead the dough for?

\_\_\_\_\_

1 mark

4 What size should the pizza base be?

\_\_\_\_\_

1 mark

5 Which statement best explains why you shouldn't use too much topping? Tick **one**.

It will make you too full. ☐

It will make the pizza soggy. ☐

It will not taste nice. ☐

It will make the pizza elastic. ☐

1 mark

Mix it up!

Name: \_\_\_\_\_

1 Look at the ingredients list. Find and copy **one** word that means 'packet'.

\_\_\_\_\_

1 mark

2 How much cheese is needed for the topping?

\_\_\_\_\_

1 mark

3 Number the following tasks for making a pizza in the order in which they appear in the text.

Activate the yeast. ☐

Turn on the oven. ☐

Knead the dough. ☐

Weigh the flour. ☐

1 mark

4 Which word best describes the meaning of *kneading*? Tick **one**.

squeezing ☐

slapping ☐

stroking ☐

scratching ☐

1 mark

5 *This helps gluten to form which makes the dough strong and elastic.*  
Why do you think the dough needs to be both *strong* and *elastic*?

\_\_\_\_\_

\_\_\_\_\_

2 marks