**Picturesque pizza session plan**

**Overview**

The aim of this session is to help children understand what pizza is made from and that it is a dish that originates from Italy.The main activity, *Have a go*, involves the children learning how to make pizzas and develop their spreading, grating and assembling skills.

**Learning**

* explain that some of the dishes and meals we eat come (traditionally) from other countries, e.g. pizza from Italy;
* name the three basic parts of a pizza (base, sauce, topping);
* perform simple food skills safely with a focus on spreading, cutting with scissors, tearing, grating and present food attractively.

**You will need**

* **Picturesque pizza recipe** and the ingredients and equipment listed on the recipe
* **Setting up a cooking session guide**
* **Get ready to cook cards**
* **Build a pizza game**
* **Picturesque pizza take home letter**

**Before session preparation**

Prepare the ingredients and equipment in advance. What you will need is listed on the **Picturesque pizza recipe**. See the **Setting up a cooking session guide** for more information about running cooking activities.

You may wish to bring in some pizza packaging or pictures to aid discussion.

**Listen and respond**

Question the children:

* What is pizza?
* What do you think it is made from?
* Do you know which country it comes from?

Explain that a pizza is made from a bread base which is usually covered with a sauce made from tomatoes. Different vegetables, and perhaps fish, meat or meat alternatives, can be added and finally it is sprinkled with cheese and cooked. Explain that originally pizza came from Italy, but now it is made by people all over the world. Look at where the UK and Italy are on a world map. Ask if any of the children have ever been to Italy. Did they eat pizza? Show the children an Italian flag and talk about the colours on the flag. Talk about where we can get pizza, e.g. supermarket, take away, restaurants, made at home.

Explain that they will be making their own pizza. They will use a bread base that is already cooked (an English muffin) and then add some sauce and different toppings. Explain to children that usually pizzas are made with a dough base. The children may be familiar with dough if they have made bread before. (You could use the **Brilliant bread session** to explore making bread.)

Start by asking the children to check that you are ready to cook, e.g. hands washed, apron on. Refer to the **Setting up a cooking session guide** for more information. You may wish to display the **Get ready to cook cards** to remind the children how to get ready to cook before they make their pizza.

Let the children see you slice the English muffins in half. Show them how to spread a thin layer of sauce evenly over each half. Demonstrate how to prepare the pepper, spring onions and basil (see the recipe for details).Talk about other vegetables that can be added to pizza, e.g. mushrooms. Remind the children that eating vegetables helps us to stay healthy. A great way to eat more vegetables is to add them to dishes like pizza.

Explain that we can make the pizza look ‘attractive’ by using different colour vegetables and arranging them carefully. Discuss the ingredients with the children as you assemble your pizza, e.g. how much of each ingredient to add, how the ingredients should be arranged. Explain that once the pizzas have been made, they will be cooked in the oven.

**Have a go**

Organise the children into groups of four. Each group can take turns to work with an adult to make pizza. When the pizzas have been assembled, an adult can cook these in an oven.

**Consolidate**

Organise the children into groups of four. Give each child a copy of the **Build a pizza game** and allocate one dice per group. Players should take turns to roll the dice. Each number on the dice relates to a pizza ingredient on the sheet. As a player rolls a number and ‘collects’ an ingredient, they can tick this on their sheet. (Note: on the sheet, dice numbers three and four have two ingredient options. Only one ingredient for each number from one to six is needed to win, but the children may ‘collect’ both options for numbers three and four if they wish.) When all the ingredients have been ticked, they can draw their pizza. You may like to talk to the children about how the ingredients change when they are cooked and how they might show this on their drawing, e.g. melted cheese. You could show some photographs of pizzas to help.

**At home**

Make a copy of the **Picturesque pizza take home letter** for each of the children. Explain to the children what the letter says. Ask the children to bring in their sheets once these have been completed so you can talk about the meals children enjoy at home and where they originate. You could display this work to showcase the dishes and meals eaten by the children at home.