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| **Puff pastry pizza swirls recipe** | | |
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| Designing and making this food dish for a street party celebration,  e.g. The coronation of King Charles III | | |
| **Subject(s):** Design and Technology, Food Preparation and Nutrition, Mathematics  **Approx time:** 70-110 minutes |  | **Key words / Topics:**   * celebration * cooking * design brief * design sketches * food preparation * recipes |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:  • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others  Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To be able to design a food item for a street party celebration, e.g. the coronation of King Charles III. * To be able to make a food item for a street party celebration, e.g. the coronation of King Charles III. | | |
| **Introduction** |  |  |
| This is one of a series of resources designed to allow learners to use the theme of celebration, such as the coronation of King Charles III, to develop their knowledge and skills in Design & Technology. This resource focuses on the designing and making of a food item to serve at a street party celebrating the occasion.  The coronation of King Charles III is set to be an incredible occasion with lots of events planned to celebrate it. What food item/meal could you design and make to help mark the event?’ | | |
| **Purpose of this activity**  In this activity learners will design and make a food item/meal to serve at a party celebration, for instance the coronation of King Charles III. They will think about the needs for their product and sketch initial design ideas. They will then make their food to serve at the party.  This activity could be used as a main lesson activity to teach sketching design ideas and preparing food products for particular events. It could also be used as part of a wider scheme of learning to support focused practical skills within food lessons or – through measuring and weighing ingredients – to support the development of basic mathematical skills. | | |

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| **Activity** |  | **Teacher notes** |
| **Introduction and safety (10-20 minutes)**  Teacher to explain the task to learners and introduce the design brief:  **Design brief**  Introduce your celebration purpose. E.g. The coronation of King Charles III will take place on Saturday 6 May 2023. There will be a bank holiday on Monday 8 May.  Lots of public events will take place to celebrate this historic event.  Your task:   * Design and make a food item that can be served at a street party to celebrate this occasion.   Teacher to make clear the importance to learners of working safely throughout the activity.  **Designing ideas (20-30 minutes)**  Learners to think about the requirements for their design and write down their initial thoughts.  Learners to produce annotated sketches for at least two different food items that would meet the needs of the brief.  **Making the food item (40-60 minutes)**  Teacher to demonstrate safe use of kitchen equipment. Students to then make their food item following safe working practices.  An example of the steps needed to make pizza swirls are shown on the teacher presentation and below. Teacher could demonstrate these to assist learners.   * Step 1 – Unroll the pastry onto the baking tray (leave the paper on.) * Step 2 – Spread the tomato puree with the knife ⚠ * Step 3 - Sprinkle dried herbs evenly over the pastry and sprinkle the grated cheese evenly over the tomato and herbs * Step 4 – Roll the pastry tightly until there is about 2 cm left, then use a finger to wipe water across the end to seal the pastry * Step 5 – Roll the pastry and make sure the open end is on the bottom, then cut the roll into 10 pieces. ⚠ * Step 6 – Place evenly on the baking tray and cook in the oven for 15 minutes ⚠ * Step 7 – Present, serve and enjoy the food! |  | **Introduction**  Questions for learner discussion could include:   * What is a celebration? * What events can we celebrate? E.g. birthday, wedding, religious event. * Example:   Have they heard of the coronation? Who is the King? What is his role?  **Designing ideas**  Learners could produce a spider chart to capture their initial thoughts on the brief. Things to consider include:   * Where will the party be held? Inside or outside? * How many people are they going to feed? * Where are they going to prepare their food? * Have they been to any celebrations before? * Do they need to take into account special dietary/religious food options? * How are they going to serve the food - is it going to be a buffet or plated up?   Slide 5 of the teacher presentation could be used as an example spider chart to think about different types of food that could be made. Vegetarian/Vegan/Gluten free alternatives are available for most of the suggestions given. Slides 6 and 7 show example sketches for a pizza swirl and cupcakes that could be shared with learners.  The design process can be skipped if the making process is guided and everything is being provided in advance. E.g., if the teacher is going to follow the exact steps given to make pizza swirls with students.  **Making the food item**  If using the example steps for pizza swirls the following should be taken into account:   * Step 1 - The pastry needs to be out of the fridge for a minimum of 15 minutes before it is used, otherwise   it will crack. Keep the pastry on the paper so that it is easier to work with.   * Step 2 - If double concentrate puree is being used, a smaller quantity will be needed. Other sauces that could be used include, tomato ketchup, BBQ sauce, peri-peri sauce or Jamaican sauce. A sweet alternative could be made with chocolate spread or jam used as the sauce and not adding the additional toppings, e.g., chocolate spread and chopped up banana. * Step 3 - Add additional fillings at this stage. Mixed herbs were used in this example, but oregano, basil and Italian style herbs can be used too. For cheese – buy in a block and grate or buy it ready grated. Cheddar, mozzarella, Red Leicester or a mixture can be used. * Step 4 - Rolling the pastry on the paper makes sure it does not stick and can aid the rolling process if needed. It is important to get the roll as tight as possible otherwise the fillings may escape during the cooking process. Water is a ‘magic glue’ with pastry and bread, that allows you to stick the edges down. Whisked egg or milk can be used to. * Step 6 - Additional cheese and herbs can be added before putting in the oven. To make the pastry go golden, brush with beaten egg or milk. Food should be allowed to cool when removed from the oven. Always wear oven gloves when handling hot food. * Step 7 – Decorate a sheet of A4 paper to line a plate, based on your celebration theme. E.g. flags, bunting and stickers could be used to help present the food to reflect the theme of the Jubilee celebrations.   Finished examples are shown on slide 16. Additional recipes that could be made are shown on slides 17 – 20. |
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| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| * Move straight onto the making stage and get learners to make the pizza swirls example, demonstrating each stage step by step. * Provide examples of design sketches and finished food products – use the teacher presentation to help. |  | * Use the recipes shown in the teacher presentation to design and/or make themed bread rolls/sandwiches, cakes and salad options for the party. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| For making the pizza swirls example shown:  Kitchen equipment:   * Baking tray and paper * Knife for spreading tomato puree * Kitchen oven * Access to water * Ruler   Ingredients:   * Grated cheese * Dried mixed herbs * Ready rolled puff pastry * Tomato puree   Vegan or gluten free options can be used instead as required. |  | | Puff pastry pizza swirls recipe presentation |
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| **Additional websites** |  | |  |
| * **The official royal website for the coronation:** https://www.royal.uk/coronation * **BBC Good Food – British food:** Recipes and examples of traditional British food. <https://www.bbcgoodfood.com/recipes/collection/british-recipes> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Show and analyse examples of food for your celebration. E.g. traditional British foods and foods from around the commonwealth. * Sensory and taste testing of previous designs for party food. What is good about the foods and what could be improved? | | **Plenary**   * Sensory test food ideas produced. This could be done in small groups with items rated on different criteria, such as visual appearance, taste, smell and texture. * Self and peer assessment of designs and food items produced. | |
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| **The Engineering Context** |
| * Food scientists need to understand how different items of food are designed and manufactured to meet different needs. For example, when deciding on the scale of manufacture, based on the number of items required for a particular customer. |

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| **Curriculum links** | |
| **England: National Curriculum**  Cooking and nutrition   * KS1 1a * KS2 2a, 2b, 2c | **Northern Ireland Curriculum**  Personal development and mutual understanding   * Personal Understanding and Health: recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene * Mutual Understanding in the Local and Wider Community: being aware of their own cultural heritage, its traditions and celebrations; recognising and valuing the culture and traditions of one other group who shares their community. |
| **Scotland: Curriculum for Excellence**  Food and textile technology   * TCH 0-04a * TCH 1-04a * TCH 1-04d * TCH 2-04a | **Wales: National Curriculum**  Food   * KS2 Skills: Designing 1, 2, 3, 5 * KS2 Skills: Making 1, 2, 3, 5 * KS2 Range: Food 7, 8, 9 |
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| **Assessment opportunities** | | |
| * Formal teacher assessment of completed designs and manufactured food items. * Peer and/or self-assessment of completed designs and manufactured food items. | | |
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