

VIRTUAL TEA PARTY LESSON PACK

Pack content

- VE (Victory in Europe) Day 75: Virtual tea party teacher guide
- Rationing and recipes lesson idea
- Rationing and recycling printable resources
- Rationing Coupons: Sugar, Milk, Bacon, Meat, Butter printable resources for role play
- Posters and persuasive writing lesson idea
- Second World War: historical enquiry printable resources
- Second World War evacuee printable resources
- Battle of Britain aircraft printable resources
- Evacuation poetry lesson idea – *coming soon*
- My important person in the war lesson idea – *coming soon*

VE Day 75: Virtual tea party templates and recipe ideas

- Tea party bunting template
- Tea party paper chain template
- Tea party recipes
 - Cupcakes
 - Baked tomatoes
 - Berry blast-off lollies
 - Devilled eggs
 - Energy balls
 - Harvest break time muffins
 - Pretzel bites
 - Coco choc snowballs

VIRTUAL TEA PARTY TEACHER GUIDE

Join Discovery Education as we commemorate the 75th anniversary of VE (Victory in Europe) Day. Through a series of activities, learn what life was like in Britain during the Second World War culminating in a national virtual tea party at 11am on 7th May. The virtual tea party will be centred around a News Bites VE Day 75 special edition, featuring interviews with Second World War survivors, and showcasing your pupils' activities. The lessons ideas included are suitable for Key Stage 2 pupils but can be easily adapted for younger ages. We encourage pupils of all ages to take part in the virtual tea party.

How to get involved?

- Get your pupils complete the Second World War activities in this resource pack. Lessons cover key themes including causes and consequences of the war, important events, growing up in Britain, rationing and war time propaganda. If pupils want the chance to see their work featured in News Bites or as part of the virtual tea party please share their work via Twitter: @DiscoveryEdUK using #VEDayAtHome or email discoveryeducationuk@discovered.com by 5th May 2020. *Please note, all work must be submitted by a parent or guardian and if your pupils' work is chosen to be featured we will be in touch by the original submission method to request a signed release form for Discovery Education to be able to feature the work.*
- Send in your pupils' questions about the war and VE Day celebrations via Twitter and email. We'll be selecting questions to answer in the News Bites Special Edition or during the virtual tea party. We encourage pupils to video themselves asking the questions however please feel free to submit written questions as well. Please send any questions by 5th May 2020. *Again, any video questions must be submitted by a parent or guardian and we will be in touch should a signed release be required. Don't forget to include the child's first name and your school with your submission.*
- Host your own VE Day virtual tea party on 7th May. Watch the premiere of the News Bites VE Day 75 special edition at 11am via the [Discovery Education website](https://www.discoveryeducation.co.uk). Share your pictures and videos of your virtual tea party celebrations on social media @DiscoveryEdUK and celebrate with children around the country as we commemorate this important date.

How to host your virtual VE Day tea party?

With the closure of schools extending for a few more weeks, why not stream centrally to all your pupils and staff using one of the popular video conferencing tools. Here are some tips to get you started with holding your virtual VE Day event:

G Suite

If you are a G Suite subscriber, simply go to meet.google.com, click 'Join or start a meeting' and give your meeting a name. Next choose 'Join now' if you wish to share your video screen to talk

to your pupils, or 'Present' if you wish to livestream the special News Bites VE Day edition. You can also schedule your event beforehand and share the details in advance. Simply go to calendar.google.com and click 'Create' or double-click on 11:00 on the 7th May. Give the event a title, check the date and time are correct and click 'Add location or conferencing' and select 'Add conferencing'. If you click on the drop-down you will see a meeting ID you can share with your school.

365

If you are using Microsoft 365, you can use Teams to host the event. Go to your Calendar, click the drop-down arrow next to 'New meeting' and select 'Live event'. Add your title and set the date and time as 11:00 on the 7th May and click 'Next'. Check the event permissions are correct for your school and click 'Schedule'. On the next screen you will see a sharable attendee link. Once the event is live you will be able to use the button on the floating toolbar to 'Share' your screen and select the appropriate browser window you want everyone to see. NB Make sure you select 'include system audio' if you are livestreaming one of the special News Bites VE Day edition.

Zoom or Ring Central

If you are using a school Zoom account, login to zoom.com and create your meeting and schedule it for 11:00 on the 7th May. Once the event is broadcasting live, you will see the green 'Share' button at the bottom of the screen. Choose the browser tab with the special News Bites VE Day edition and remember to select 'allow computer audio'.

Rationing and recipes

Join us for a virtual tea party to celebrate the Victory in Europe anniversary. Bake something to eat for your party, using ingredients that would have been available during the war. First you have to find out some more about the foods that were hard to get - and why!

If your school subscribes to Espresso, we have put together resources from our **Second World War** and **Food and Farming** modules to help you explore war-time rationing, the Dig for Victory campaign and growing and sourcing food locally. You can find this under History in our **Home learning routes**.



If you do not use Espresso, you can still take part.
Try to answer these questions to help you pick your ingredients.

1. **What is rationing?**

Which foods would have been a rare treat during the war?

2. **What food could be sourced locally?**

Which foods very imported and could be hard to find?
What is the same today? What is different?

3. What did the slogan **Dig for Victory** mean?

4. How can you **grow, store** and **preserve** food?

Not sure what to bake? Our VE Day party pack contains lots of recipe cards to inspire you - you can substitute any ingredients that were hard to get during the war!

Rationing and recycling

During the Second World War, The Ministry of Information produced different posters to persuade the British public to make the most of the limited resources available.

Slogans encouraged people to help with the war effort by looking after what they had got, being careful about how much they used, growing their own food, making their own clothes, saving and recycling. Here are a few of the messages used:

Your own vegetables all the year round... if you Dig for Victory Now.

**Up housewives and at 'em!
Put out your paper, metal and bones.
They make planes, guns, tanks, ships and ammunition.**

Don't be Fuel-ish!
Wasted power means less fuel to make the weapons we need for victory.

Food is a Weapon
Don't Waste It! Buy wisely, cook carefully, eat it all.

Go by Shanks' Pony
Walk short distances and leave room for those who have longer journeys.

Go through your wardrobe.
Make Do and Mend.



© National Archives



Rationing and recycling

Choose a campaign from the Second World War that is still relevant today.

What is your chosen campaign slogan?

What is the main message / purpose of the campaign?

Explain why this message is relevant to modern British society.

Rationing and recycling

Do you think that the WWII slogan and poster would persuade a modern audience?
Explain your answer.

You are going to design a poster that communicates the same idea but to a modern audience.

Don't forget to:

- Include a catchy slogan.
- Use strong and persuasive language.
- Make it clear what people should do and why.
- Make your poster colourful and eye-catching.

Extension

Put up all your posters around the classroom. Which one do you like best, and why?
Is it persuasive – would it convince you to change your habits? If so, how has it achieved that?
Do you think the poster would have been effective in wartime Britain? Why do you think that?

Ration coupons

SUGAR 23	SUGAR 22	SUGAR 13	SUGAR 12	SUGAR 1
SUGAR 24	SUGAR 21	SUGAR 14	SUGAR 11	SUGAR 2
Consumer's name (BLOCK LETTERS): Address (BLOCK LETTERS):		SUGAR 15	SUGAR 10	SUGAR 3
		SUGAR 16	SUGAR 9	SUGAR 4
SUGAR 25	SUGAR 20	SUGAR 17	SUGAR 8	SUGAR 5
SUGAR 26	SUGAR 19	SUGAR 18	SUGAR 7	SUGAR 6

RATION COUPONS

MILK 22	MILK 21	NAME: ADDRESS:		
MILK 23	MILK 20	MILK 11	MILK 10	MILK 1
MILK 24	MILK 19	MILK 12	MILK 9	MILK 2
MILK 25	MILK 18	MILK 13	MILK 8	MILK 3
MILK 26	MILK 17	MILK 14	MILK 7	MILK 4
MILK 27	MILK 16	MILK 15	MILK 6	MILK 5

RATION COUPONS

BACON 22	BACON 21	NAME: ADDRESS:		
BACON 23	BACON 20	BACON 11	BACON 10	BACON 1
BACON 24	BACON 19	BACON 12	BACON 9	BACON 2
BACON 25	BACON 18	BACON 13	BACON 8	BACON 3
BACON 26	BACON 17	BACON 14	BACON 7	BACON 4
BACON 27	BACON 16	BACON 15	BACON 6	BACON 5

RATION COUPONS

MEAT 26	MEAT 27	NAME: ADDRESS:		
MEAT 25	MEAT 24	MEAT 23	MEAT 22	MEAT 21
MEAT 16	MEAT 17	MEAT 18	MEAT 19	MEAT 20
MEAT 15	MEAT 14	MEAT 13	MEAT 12	MEAT 11
MEAT 6	MEAT 7	MEAT 8	MEAT 9	MEAT 10
MEAT 5	MEAT 4	MEAT 3	MEAT 2	MEAT 1

Ration coupons

Butter & Margarine 23	Butter & Margarine 22	Butter & Margarine 13	Butter & Margarine 12	Butter & Margarine 1
Butter & Margarine 24	Butter & Margarine 21	Butter & Margarine 14	Butter & Margarine 11	Butter & Margarine 2
Consumer's name (BLOCK LETTERS): Address (BLOCK LETTERS):		Butter & Margarine 15	Butter & Margarine 10	Butter & Margarine 3
		Butter & Margarine 16	Butter & Margarine 9	Butter & Margarine 4
Butter & Margarine 25	Butter & Margarine 20	Butter & Margarine 17	Butter & Margarine 8	Butter & Margarine 5
Butter & Margarine 26	Butter & Margarine 19	Butter & Margarine 18	Butter & Margarine 7	Butter & Margarine 6

Posters and persuasive writing

As we get ready to celebrate the anniversary of VE Day, we are exploring what life was like during the war. This challenge involves analysing the information films and posters that were produced during the war to persuade people to take part in the war effort and behave in certain ways.

If your school subscribes to Espresso, we have put together some resources to help you. You can watch a government film about saving milk and study a range of different posters that encourage people to recycle, grow vegetables and even send their children to the countryside. You can find this under History in our **Home learning routes**.

If you do not use Espresso, you can still take part. Do your own research for posters and wartime campaigns and try to answer these questions:

1. **What is the poster/film trying to persuade people to do?**
In which way is the language persuasive?
2. **How might the images help persuade people?**
3. **Why did the government want to send these messages to people?** Why were they important?
3. **Can you think of any examples where this type of persuasive campaigns are used today?**



How persuasive can you be?

Come up with your own campaign for something helpful that you want to persuade people to do. Think about what language you want to use and how to make it persuasive. Make a poster or turn your campaign into a film!

Second World War: historical enquiry

You are going to think about the similarities and differences between life in wartime Britain and life in Britain today.

Read each statement about life during the war carefully.

A. During the war, many mothers went to work.	D. Lessons were often disrupted and many children didn't achieve the expected standards in literacy and numeracy.	G. People looked after their clothes. They mended them when necessary, used clothing exchanges and made their own new clothes.
B. Food, including sweets, was rationed to ensure everyone got a fair and equal share.	E. There was no TV, so people listened to the radio, read comics and went to the cinema.	H. Not many toys were available. Board games and card games were popular. Children made their own toys and invented games.
C. Everyone was involved in saving and recycling materials.	F. Many families were separated. Fathers were away fighting. Children were evacuated from towns and cities and went to live with hosts in the countryside.	I. Older children went to work and younger children were expected to help out by salvaging materials and growing vegetables.

Second World War: historical enquiry

Discuss and decide whether or not each statement is still true of Britain today and sort the statements into the groups below.

Not true in Britain today

Still true in Britain today

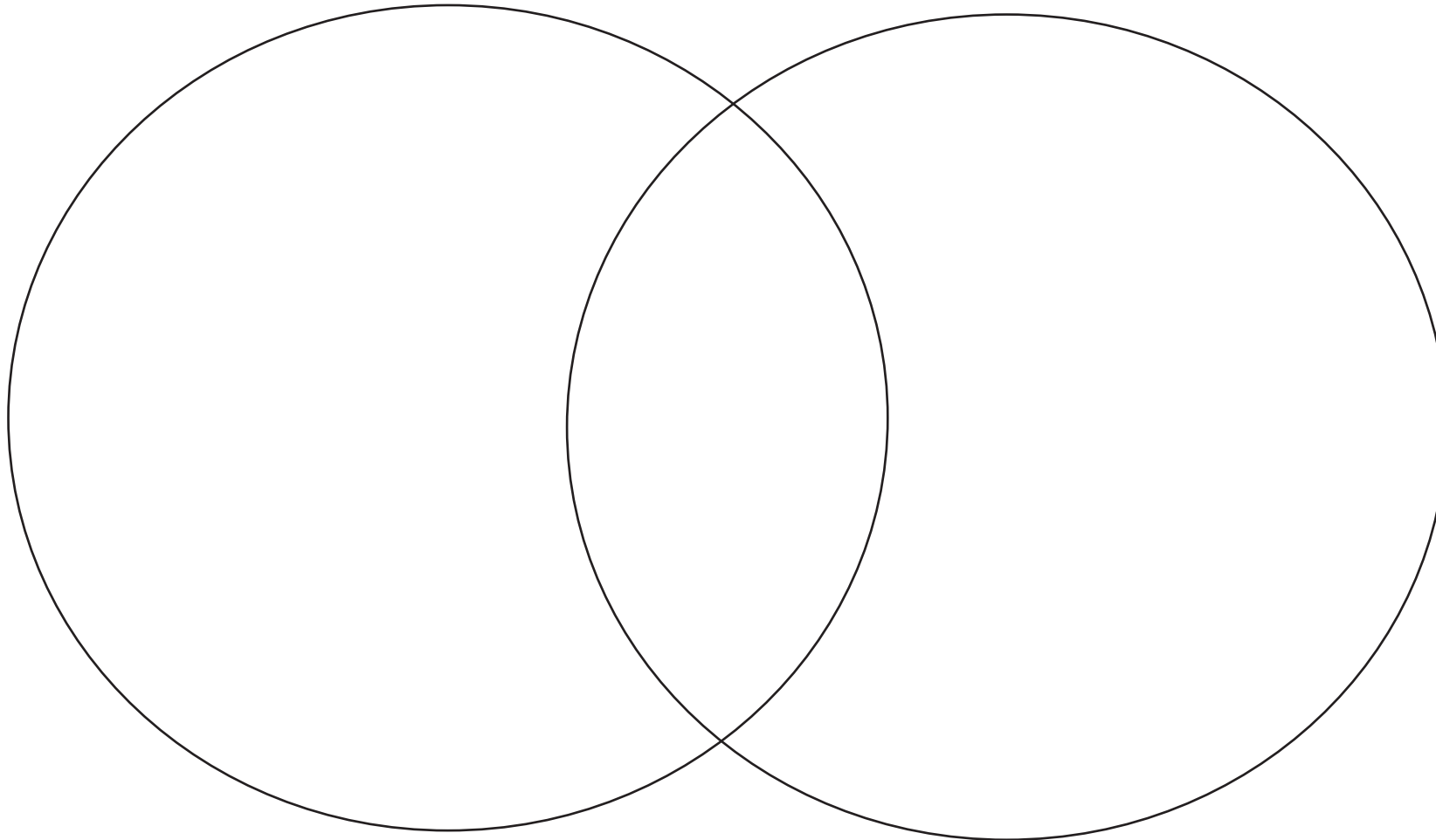
--	--

Second World War: historical enquiry

Look at all of the statements that you decided were not true of Britain today. Sort these into the Venn diagram below by thinking about whether this change has been good (positive), bad (negative), or whether the change was both good and bad or neither.

Positive (good) change

Negative (bad) change



Evacuee

Imagine you are evacuee.

It is October 1939.

Last month, you said goodbye to your parents at the train station in the city where you live. You travelled by train with lots of other children to the countryside, where you were taken to a village hall. There you were met by a billeting officer. The billeting officer had found some different people who were willing to give a home to an evacuee and gathered them all in the hall. You were picked by a host family and they took you to their home.

Write a letter to your parents telling them about your experience so far.

You might want to think about:

- How you felt when you boarded the train – were you excited, scared or both?
- What your journey was like – did you speak to anyone?
- What it was like seeing the countryside for the first time.
- How you felt whilst you waited to be picked by a host family and what was going through your head
- What your host family are like.
- What the house you are staying in is like and how it compares to your real home.
- What you have been doing since you arrived.
- Your feelings and emotions and what you have been thinking about.

Evacuee

Aircraft of the Battle of Britain

During the Battle of Britain, the German air force (Luftwaffe) used small fighter planes to escort and protect their larger bombers. The most efficient fighter plane that they used was the Messerschmitt Bf 109.

The British Royal Air Force (RAF) had its own fighter planes, which it used to attack the German planes. The most famous British fighter plane, which took part in the Battle of Britain, was the Spitfire.

Complete the following activity in pairs:

- The two cards on the next page contain details about the Messerschmitt Bf 109 and the Spitfire. Take one card each.
- Take it in turns to pick a category and read out that information for your plane. Compare the data. For example, whose plane is fastest, lightest, or has the longest flight range?
- Discuss whether each feature would have been an advantage or disadvantage during the Battle of Britain and why.
- Once you have compared all the features, decide whether one of the planes would have been better than the other or whether they were evenly matched.
- Turn to the final page to see if you were correct.



Aircraft of the Battle of Britain

Spitfire (Mark I)



Air force: British Royal Air Force (RAF)
Crew: 1
Engine: 1030 horsepower
Fuel injection: no (the engine would cut out in a vertical dive)
Length: 9.1 m
Wingspan: 11.2 m
Weight: 2651 kg
Wing shape: elliptical
Max. speed: 580 km/h
Max. altitude: 9300 m
Flight range: 668 km
Weapons: machine guns

Messerschmitt Bf 109



Air force: German air force (Luftwaffe)
Crew: 1
Engine: 1175 horsepower
Fuel injection: yes (the engine continued to work during extreme manoeuvres)
Length: 8.9 m
Wingspan: 9.9 m
Weight: 2060 kg
Wing shape: trapezoid
Max. speed: 550 km/h
Max. altitude: 11,000 m
Flight range: 660 km
Weapons: machine guns and cannons

Aircraft of the Battle of Britain

Comparing the planes

The Messerschmitt Bf 109 and Spitfire were actually very evenly matched.

Both had advantages and disadvantages. For example, the Bf 109 was better than the Spitfire when flying at an altitude below 4600m, and the Spitfire was better than the Bf 109 above that height.

The spitfire could turn faster, but the Bf 109 could go straight into a dive (the Spitfire had to roll first, which wasted valuable time).

The outcome of a battle was normally decided by how much experience the pilot had, tactics and the number of planes involved.

In the Battle of Britain, 1023 Spitfires were lost and 1887 Bf 109s were lost.

The clever designs of both planes allowed them to be upgraded with new engines, equipment and weapons as they became available. This meant that as the Second World War progressed, both the Spitfire and the Bf 109 evolved, becoming faster, more powerful and more heavily armed.



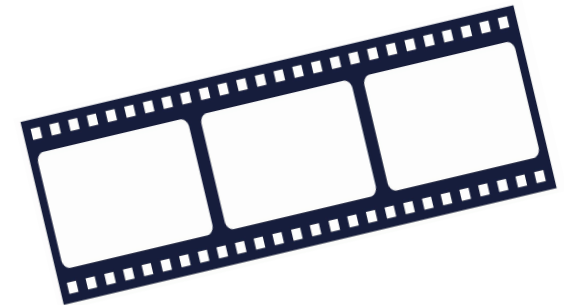
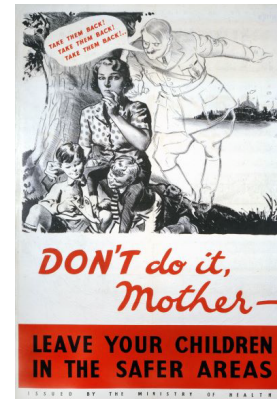
Evacuation poetry

During the Second World War, British children were evacuated from cities to the countryside, far away from bombings. Some children from mainland Europe were sent to Britain. These children were given safety, but it meant leaving their families for a very long time. In this lesson, you will learn about what it might have been like to be evacuated and then write a poem, putting yourself in the shoes of an evacuee.

If your school subscribes to Espresso, we have put together resources to help you. You will hear some first and second-hand accounts and read an extract from a book. There are also resources to help you perfect your poetry-writing! You can find these lesson resources under History in our **Home learning routes**.

If you do not use Espresso, you can still take part. Research what life was like for children during the war. Think about these questions:

1. **How do you think it felt to leave your family behind?**
2. **Was it a hard or easy choice for parents to send their children away?**
3. **How can you express these thoughts through a poem?**
What words will you use? What form of poem?



What will you do with your poem?

Have you thought about how to present it? Or will you record yourself performing it?

Interview a person from the war

Do you have a family member or friend who lived through the Second World War? Your task is to interview them and recount their story of growing up during the war. If you do not know who to interview, you could research a famous person and write down what you have learnt about them in the form of an interview.

If your school subscribes to Espresso, we have put together resources to help you. You will have the opportunity to learn some interviewing techniques and find out some facts about life in war-time Britain to help you decide which questions you want to ask. You can find these resources under History in our **Home learning routes**.

If you do not have Espresso, you can still take part. Decide who you want to interview and think about the following questions:

1. What do I want to find out?

2. How can I make sure I learn as much as possible from the person?

Think about using open questions.

3. How can I make sure the story is personal?

Make sure to include details and descriptions.



Presenting your interview

You can present your interview as a newspaper feature, a short story, or even a film script!

Fold this area over your ribbon, twine etc.

Fold this area over your ribbon, twine etc.

VE Day 75:
Virtual tea party bunting

VE Day 75: Virtual tea party

Paper chain template



VE Day 75: Virtual tea party



VE Day 75: Virtual tea party cupcake recipe

Ingredients

- 110g/4oz butter or margarine, softened at room temperature
- 110g/4oz caster sugar
- 2 free-range eggs, lightly beaten
- 1 tsp vanilla extract
- 110g/4oz self-raising flour
- 1-2 tbsp milk
- For the buttercream icing
- 140g/5oz butter, softened
- 280g/10oz icing sugar
- 1-2 tbsp milk



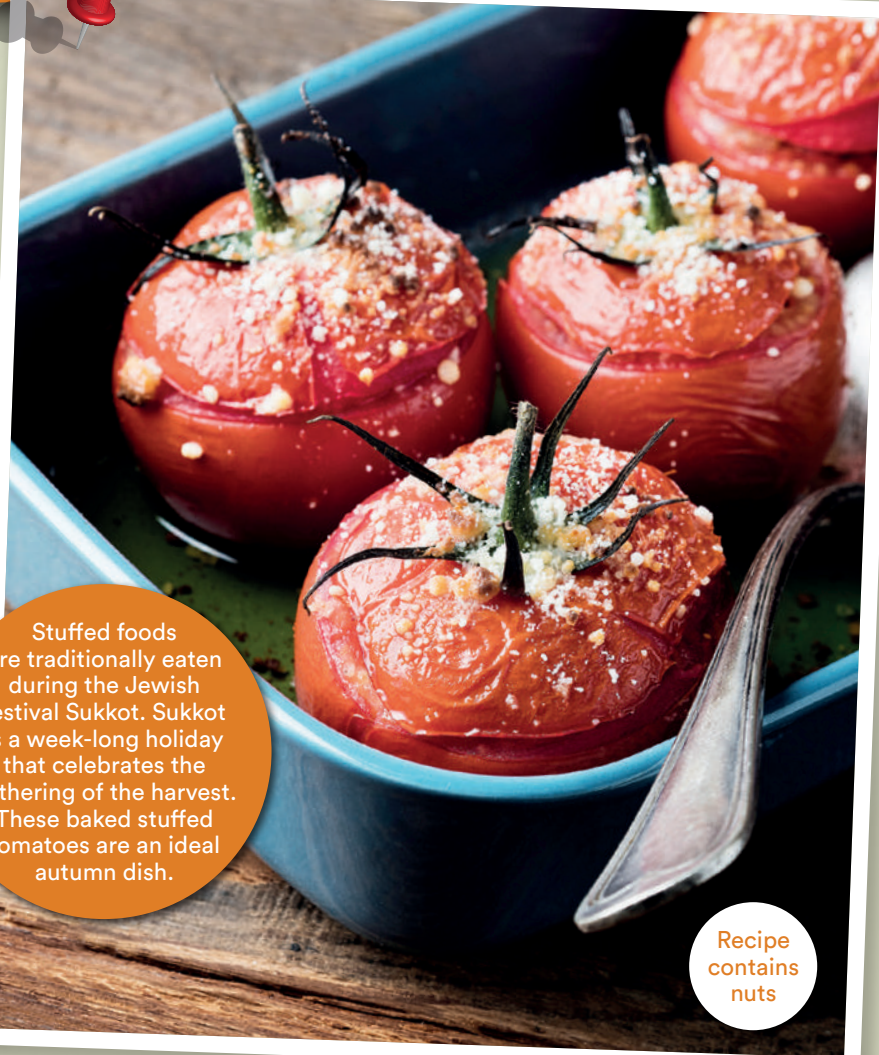
Method

1. Preheat the oven to 180C/350F/Gas 4 and line a 12-hole muffin tin with paper cases.
2. Cream the butter and sugar together in a bowl until pale. Beat in the eggs a little at a time and stir in the vanilla extract.
3. Fold in the flour using a large metal spoon, adding a little milk until the mixture is of a dropping consistency. Spoon the mixture into the paper cases until they are half full.
4. Bake in the oven for 10-15 minutes, or until golden-brown on top and a skewer inserted into one of the cakes comes out clean. Set aside to cool for 10 minutes, then remove from the tin and cool on a wire rack.
5. For the buttercream icing, beat the butter in a large bowl until soft. Add half the icing sugar and beat until smooth.
6. Then add the remaining icing sugar with one tablespoon of the milk, adding more milk if necessary, until the mixture is smooth and creamy.
7. Spoon the icing into a piping bag with a star nozzle and pipe the icing using a spiralling motion onto the cup cakes in a large swirl.

Autumn stuffed baked tomatoes

Skills acquired checklist:

- ☐ Using different measures for volume (grams, tablespoons) ☐ Arranging ingredients ☐ Cutting food with scissors



Stuffed foods are traditionally eaten during the Jewish festival Sukkot. Sukkot is a week-long holiday that celebrates the gathering of the harvest. These baked stuffed tomatoes are an ideal autumn dish.

Recipe contains nuts

Serves 6

Autumn stuffed baked tomatoes

Ingredients:

- 6 beef tomatoes
- 2 balls of mozzarella
- 250g pouch of cooked quinoa (can be substituted for cooked brown rice)
- 18 basil leaves
- 4 pieces cooked courgette
- Handful of black olives, chopped
- 2 tbsp green pesto (contains pine nuts)

Equipment:

- Oven
- Chopping boards
- Baking dish or baking tray
- Tablespoon
- Scissors
- Sieve
- Bowl

Method:

- Preheat oven to 180C/350F/Gas Mark 4.
- Cut the tops off each tomato, remember to keep the tops (adult supervision).
- Scoop the insides of each into a sieve set over a bowl.
- Stand the tomatoes side by side in a baking dish or tray.
- Add a few chunks of mozzarella into each tomato.
- Scatter some torn basil leaves and chopped olives.
- Add in a few spoons of cooked quinoa.
- Cut or snip the courgette into pieces, add to each tomato.
- Layer the ingredients until each tomato is full.
- Spoon in some pesto to each tomato, then place the tops back on.
- Pour over juices from the tomato insides.
- Place in the oven for 20 mins and remove once softened (adult supervision).
- Let cool and enjoy!



Learning objectives:

How to prepare and cook a savoury dish safely and hygienically including the use of a heat source.

Cross-curricular links:

- Design and technology (cooking and nutrition)
- Maths (measurement)
- English (following instructions)
- RE (Religious festivals)

Glossary:

- Mozzarella – traditionally southern Italian dairy product

made from Italian buffalo's milk.

- Tbsp. – tablespoon.

Nutrition know-how:

- Tomatoes are widely eaten around the world and, when raw, are a great source of vitamin C, which is good for our teeth and gums and helps us to better absorb iron from our food, which is essential to move the oxygen around our whole body.
- Basil is a herb used in cooking to add flavour

and it can also support digestion.

- Quinoa is high in protein and one of the few plant foods that contain sufficient amounts of all nine essential amino acids. It is also high in fiber, magnesium, iron, calcium, and vitamin E.

Home-cooking add-ons:

Can you change the vegetable in the recipe? (Peppers, aubergines)
What other ingredients could you use to stuff the tomatoes?

Berry blast-off lollies

Skills acquired checklist:

- ☐ Using different measures for volume (jug, handful, spoon) ☐ Using weighing scales ☐ Blending ingredients



Serves
6

Berry blast-off lollies

Ingredients:

- 300 grams of frozen mixed berries
- 220 grams of low-fat natural yoghurt
- 2 handfuls of spinach
- 2 teaspoons of cinnamon
- Jug of tap water

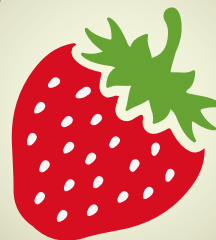
Equipment:

- Blender
- Plastic lolly moulds x 6
- Weighing scales
- Teaspoon

Tip! If you don't have ice cream moulds, use ice cube trays, plastic or paper cups, or pour the mould into loaf pans and slice it before serving (sticking lolly sticks in the mixture when it has set but not frozen completely.)

Instructions:

- Measure all ingredients into a blender
- Blend until smooth and combined, taste and add water if needed
- Pour into moulds, store in the school freezer for at least 3 hours
- Bring out as a treat after school sports day or a PE lesson



Learning objectives:

Combine and blend ingredients to make a fruit mixture suitable for freezing.

Cross-curricular links:

- Design and technology (cooking and nutrition)
- Maths (measurement)
- Maths (calculations) – if scaling up the recipe
- English (following instructions)
- Science (changing states)

Glossary:

- Measure – counting or weighing ingredients for a recipe
- Blend – mixing ingredients together
- Mould – plastic container that gives the mixture its intended shape

Nutrition know-how:

- Mixed berries are an excellent source of fibre, folate, potassium, vitamin C and antioxidant polyphenols

- Spinach is a great source of vitamins and minerals (A, C, K, B6, E, Ca, K, and Mg.)
- Probiotics like Lactobacillus acidophilus and Lactobacillus casei are found in natural yoghurt. These may help increase the good bacteria in your gut

Home-cooking add-ons:

Can you change the ingredients to colour a red rocket lolly instead? What other fruits could you use?

Devilled chick eggs

Skills acquired checklist:

- ☐ Measuring ingredients ☐ Slicing ☐ Scooping

Perfect for
school days
at home.



For more printable recipe cards and resources go to:
Discovery Education Espresso > KS2 > Design and technology > Food and farming > Printable resources
For more free resources go to: www.discoveryeducation.co.uk

Serves
6

Devilled chick eggs

Ingredients:

- 6 hard-boiled eggs
- 2 tbsp natural Greek yoghurt
- 2 tsps mustard
- 1 pinch of salt
- 1 carrot
- 6 raisins

Equipment:

- Knife
- Spoon
- Serving tray
- Chopping board
- Plastic bag for piping
- Scissors

Instructions:

- Shell an egg and lay it on its side, and cut a small slice off the bottom (rounded) end so that the egg can stand up, but be careful not to cut into the yolk. This is the base of the chick. Then cut about 1/4 off the top (pointy) end and save this slice for later.
- Scoop the yolks out of the eggs and mix them with the yoghurt, mustard and salt. Put this filling into a piping bag and pipe it into your eggs.
- Put the top slices back on each chick.
- Use a knife to slice your carrot into matchstick sizes.
- Cut each raisin in half. Place two slices of raisin and a piece of carrot into the yolk filling of each egg to make the face.
- Arrange the chicks on your serving tray, then add feet by slipping the remaining slices of carrot under their bodies.
- Serve cold. Best served within 2 hours.

Learning objectives:

- Mixing ingredients to create different textures
- Developing fine motor skills
- Using ingredients to create patterns and decorations

Cross-curricular links:

- Design and technology (cooking and nutrition)
- Maths (measurement)
- English (following instructions)
- Art and design (creating patterns and decorations)

Glossary:

- Yolk – the yellow inside of an egg.
- Pipe – to make decorations by squeezing a mixture through a hole in a bag.
- Scoop – to remove something using a spoon or scoop.

Nutrition know-how:

- Eggs – are a great source of proteins and vitamins that help make our muscles and bones strong.
- Carrots – are rich in fibre and beta-carotene – a nutrient that helps us grow. Beta-carotene turns into Vitamin A in the body, which is good for our skin and eye-sight.



Sports day strawberry energy balls

Skills acquired checklist:

- ☐ Using different measures for volume (cup, tbsp) ☐ Blending ingredients



FOLD ALONG DOTTED LINE

Serves 6

Sports day strawberry energy balls

Ingredients:

- 1 cup frozen strawberries
- 1 cup oats
- 1/2 cup sunflower seeds
- 1/2 cup coconut flour
- 2 Tbsp coconut oil
- 1 Tbsp honey
- Bag of desiccated coconut
- 1 tsp turmeric

Equipment:

- Blender
- Freezer
- Cup
- Tablespoon
- Teaspoon

Instructions:

- Place the frozen strawberries, oats, sunflower seeds, turmeric and coconut flour in a blender with 1 tbsp of the coconut oil and 1 tbsp of honey
- Blend into a thick paste
- Roll into 30 balls
- If the mixture looks dry add a second spoon of coconut oil
- Use a teaspoon to scoop balls
- Roll the balls in desiccated coconut
- Freeze for 2 hrs



Cross-curricular links:

- Design and technology (cooking and nutrition)
- Maths (measurement)
- English (following instructions)

Nutrition know-how:

- Strawberries are rich in the essential nutrients vitamin C, potassium, folic acid, and fibre
- Oats are high in fibre and protein compared to other grains. Oats contain some unique components — in particular the soluble fibre beta-glucan
- Turmeric is a natural anti-inflammatory compound

Glossary:

- Measure – counting or weighing ingredients for a recipe
- Blend – mixing ingredients together
- Tbsp – tablespoon
- Desiccated - having had all moisture removed/ dried out

Home-cooking add-ons:

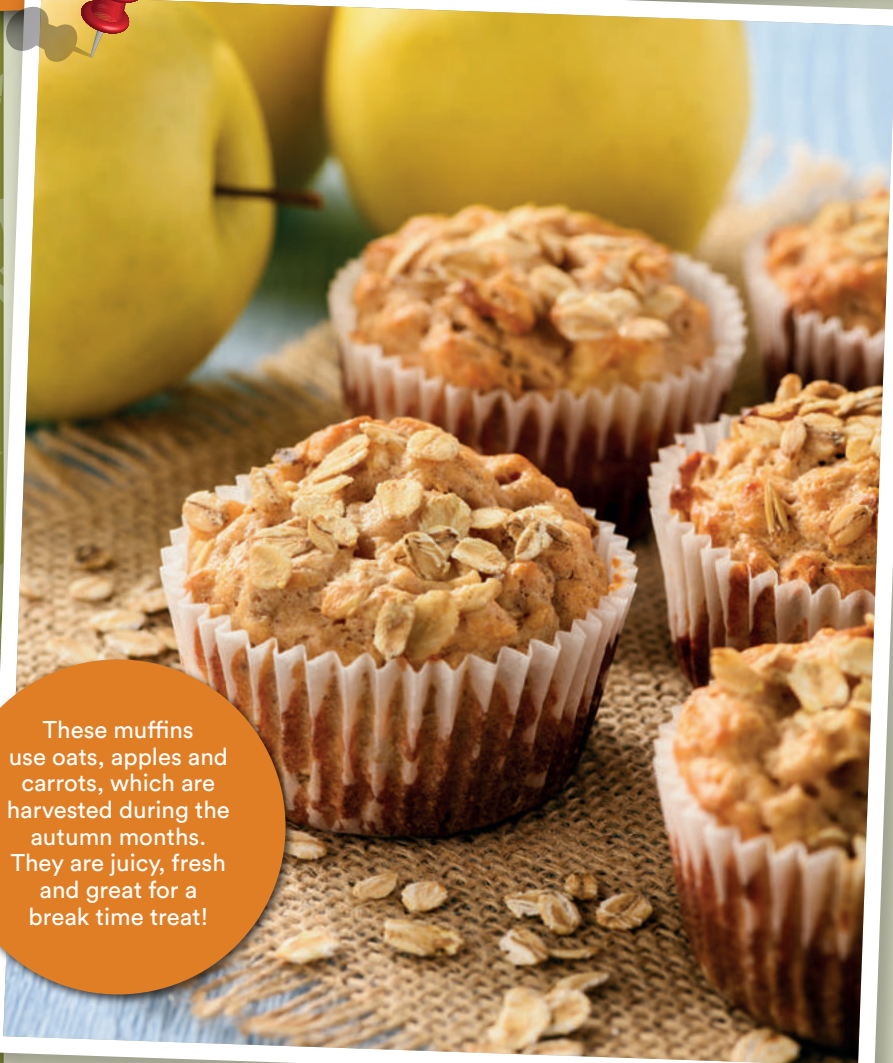
Change the fruits in the balls and it changes the colour, so you could produce traffic lights balls for a sports competition or a rewards presentation?



Harvest break time muffins

Skills acquired checklist:

- ☐ Blending ingredients ☐ Claw knife technique ☐ Grating



These muffins use oats, apples and carrots, which are harvested during the autumn months. They are juicy, fresh and great for a break time treat!

Serves
12

Harvest break time muffins

Ingredients:

- 2 packed cups of almond flour
- 1 ½ cups oats
- 2 tsp ground cinnamon
- 1 tsp baking soda
- ½ tsp fine sea salt
- ½ cup honey
- 3 eggs
- 6 tbsp unsalted butter, melted
- 1 cup grated green apple
- 1 cup peeled and grated carrots

Equipment:

- Oven
- Measuring cups
- Teaspoons
- Tablespoon
- Muffin cases
- Mixing bowls
- Whisk
- Grater
- Peeler

Method:

- Preheat the oven to 180C/350F/Gas Mark 4. Line a muffin tin with paper muffin cases.
- Combine the almond flour, cinnamon, oats, baking soda, salt.
- In a separate bowl, whisk together the honey, eggs and butter. Mix in the grated apple and carrots.
- Pour the mixture into the dry ingredients, mixing until just combined.
- Spoon the batter into the muffin cases filling each right to the top. Bake for 20-30 mins, until the muffins have browned on top.
- Remove from the oven and set aside to cool.
- Store leftover muffins in an airtight container in the fridge.

Learning objectives:

Know that recipes can be adapted, e.g. honey substituted for refined sugar in a dessert. Understand how oats, carrots and apples benefit health.

Cross-curricular links:

- Design and technology (cooking and nutrition)
- Maths (measurement)
- English (following instructions)

Glossary:

- Claw knife technique – shape fingers into a claw-shape on the food and as the food is sliced

move the claw away from the knife.

- Grate – reduce (food) to small shreds by rubbing it on a grater.
- Cinnamon – aromatic spice from the inner bark of a tree.
- Tsp – teaspoon
- Tbsp – tablespoon

Nutrition know-how:

- Carrots are an excellent source of beta-carotene, the antioxidant that your body can convert into vitamin A.
- Oats are a source of slow-release carbohydrate, which can provide energy on a long run. They are

also high in fibre and protein compared to other grains.

- Apples contain nutrients that help to strengthen our bones and they contain lots of fibre, which can support digestion.



After school pretzel bites

Skills acquired checklist:

- ☐ Blending ingredients ☐ Claw knife technique ☐ Grating



Serves
8

After school pretzel bites

Ingredients:

- 375g plain flour
- 250 ml warm water
- 9g fast-action yeast
- 1tsp honey
- A pinch of salt
- Topping suggestions: a mixture of cinnamon and coconut sugar, chopped nuts or grated cheese

Equipment:

- Weighing scales
- Mixing bowls
- Wooden spoon
- Jug
- Rolling pin
- Lined baking tray
- Tea towel
- Fork
- Cup
- Pastry brush

Method:

- Measure all ingredients. Place the dry ingredients into a mixing bowl.
- Make a hole in the centre of the flour, pour water in slowly.
- Mix to form a smooth dough, knead on a floured surface for five minutes until the dough becomes soft.
- Place dough in a large bowl, cover with a damp tea towel and leave to rise in a warm place for one hour.
- After one hour, knead dough for another five minutes until there are no air bubbles left.
- Divide into eight equal pieces. Roll each into a rope, no thicker than a pencil.
- Create an arch shape with the dough on the baking tray. Bring the ends together, twist and attach each end to the top.
- Preheat the oven to 200C/400F/Gas Mark 6. Cover pretzels with the tea towel and leave for 30 minutes until doubled in size.
- Whisk the egg with a teaspoon of water and brush each pretzel with the mixture.
- To decorate the pretzels before cooking, sprinkle on choice of topping.
- Bake for 12 to 15 minutes, or until a light brown colour.
- Remove from oven and let cool.
- Nibble and enjoy!

Learning objectives:

Use techniques, involving a number of steps to make a healthy afterschool snack.

Cross-curricular links:

- Design and technology (cooking and nutrition)
- Maths (measurement)
- English (following instructions)
- Science (gases)

Glossary:

- Knead – a process when making bread, used to mix ingredients together by pressing, folding, and pulling using your hands.
- Dough – flour mixed with water and often yeast, fat, or sugar, so that it is ready for baking.
- Glaze – a liquid such as milk or beaten egg used to form a smooth, shiny coating on food.

Nutrition know-how:

Honey contains high levels of antioxidants and some nutrients which helps to keep your immune system healthy and can be used as a natural remedy for colds and coughs. Honey is delicious, but remember that it is still high in simple sugars.

Home cooking add-ons:

What other ingredients can you use to decorate or flavour a pretzel?

Coco choc snowballs

Skills acquired checklist:

☐ Weighing ingredients

☐ Blending ingredients

☐ Grating

☐ Shaping



Photography by Penny Bird



The Food Teacher, Katharine Tate is a qualified teacher, award winning registered nutritional therapist and author who works with schools, organisations and families sharing nutrition advice for health and wellbeing.

Serves
6

Coco choc snowballs

Ingredients:

- 200g soft dried dates
- 50g jumbo oats
- 25g desiccated coconut
- 1 tbsp. cocoa/cacao powder
- 2 tbsp. coconut oil/butter (room temperature)
- 1 orange

For coating:

- 6 tbsp. desiccated coconut

Equipment:

- Mixing bowl
- Grater
- Blender
- Weighing scales
- Tablespoon
- 6 dessertspoons

- 3 plates (for desiccated coconut)
- Access to a fridge
- Airtight container for storage
- A sheet of baking/parchment paper

Instructions:

- Grate the orange and add the zest to the blender with all the other ingredients.
- Blend together in the blender until well combined and clumping together.
- Put the mixture in the bowl and place in the fridge until firm (10 minutes).
- Sprinkle desiccated coconut onto a plate (1 plate between 2 pupils).
- Line an airtight container with parchment paper.
- Take a dessertspoon of mixture and roll into a ball using your hands.
- Roll each ball in the desiccated coconut and tap off any excess.
- Repeat until all the mixture has been used and place the snowballs in an airtight container in the fridge.
- Taste and enjoy!

Learning objectives:

Use techniques, involving a number of steps, to make a healthy festive snack.

Understand that dates are high in natural sugar so should be used in moderation to provide natural sweetness.

Cross-curricular links:

- Design and technology (cooking and nutrition)
- Maths (measurement)

Glossary:

- Line – cover a surface with paper or oil/butter so food doesn't stick to it.
- Grate – to shred food into smaller pieces.
- Desiccated – a food that is dried in order to preserve it.
- Zest – the outer coloured part of the peel of citrus fruit.
- Tbsp. – tablespoon.

Home-cooking/crafting add-ons:

What other flavours could you combine to make a tasty, healthy snack?

What other coatings could you use?

Nutrition know-how:

Dates and other dried fruit are high in sugar because the drying process removes the water content and concentrates the sugar. They can provide natural sweetness but should be eaten in moderation.