

# Early Years - Home Learning

## Making Healthy Pizza



### Description

This activity is a fun and allows your child to take part of cooking at home as want to encourage children to participate more in the family routine learning step by step in their own time. It is important to introduce new moments at home where children feel helpful at the same time that enables them to develop in different areas of their learning and burst their self-confidence. “I can make a yummy healthy pizza!”

You can use **pitta bread** or if you have time and ingredients you can **make your own pizza base**, this way you will extend your child’s learning and his understanding of how different ingredients mixed together change their consistency while doing messy play.

### Check out the recipe!

#### For the dough

- 650g/1lb 7oz '00' flour (or strong white flour), plus extra for dusting
- 7g dried easy-blend yeast
- 2 tsp salt
- 25ml/1fl oz olive oil
- 50ml/2fl oz warm milk
- 325ml/11fl oz warm water

#### Method

To make the dough, mix the flour, yeast and salt together in a large bowl and stir in the olive oil and milk. Gradually add the water, mixing well to form a soft dough.



Turn the dough out on to a floured surface and knead for about 5 minutes, until smooth and elastic. Transfer to a clean bowl, cover with a damp teatowel and leave to rise for about 1½ hours, until doubled in size.

When the dough has risen, knock it back, then knead again until smooth, roll into a ball and set aside for 30 minutes to 1 hour until risen again.

Preheat the oven to its highest setting.

Divide the dough into six balls and roll each out on a lightly floured work surface until 20cm/8in in diameter. (You can also make one big pizza.) Spread a little passata (or homemade tomato sauce) over each pizza base and top with your favourite toppings. Bake the pizzas in the oven for 10–12 minutes until the bases are crisp and golden brown around the edges and any cheese on top has melted.

## Learning opportunities and implementation

Make sure you allow your child to express their favourite ingredients for toppings, allowing time to talk and discuss about benefits of vegetable and other food. Where do they come from? Have they been made by the human or are they from the earth? Do you think this pizza will keep you healthy? How does it taste? What happened to the flour when we added water? Does it look the same? How is the dough? Take this opportunity to introduce key words such as : **healthy, strong, sticky, stretchy, mixing, pouring.**

Give your child instructions of what they need doing but also let them experiment and do some things themselves (always looking at his own individual capacities). i.e can you find a wooden spoon and mix the dough? Can you make the dough flat with the rolling pin?

To extend this learning to other areas such as Maths and Literacy we suggest the following tips and questions:

Encourage your child to make marks with their fingers on the flour when using it. Depending of your child age and knowledge, you can form some letters and link this to their sound o letter name. You can also write their name and encourage them to copy it onto the flour. You could do the same with some shapes.

You can also encourage them to count ingredients such us sweetcorn or cheese slices and also discuss and compare quantities. “I’ve notice this pizza has lot of ....and just few ....”.

If your child is getting ready for school next year, once you finish this activity or the following day, you could ask them to draw their pizza, the different ingredients and encourage them to hear and write some first sound. “What is the first sound in Pizza? PPPPPP Pizza” you can say. Allowing your child to look at the ABC or giving two options will facilitate this. “ Can you hear P or S?”

Where possible, ask children to take a picture of their pizza and share it with us on Tapestry!



## Links to the EYFS

### **Personal social and emotional learning.**

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

### **Communication and language.**

- Is able to follow directions
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations.

### **Physical development.**

- Uses one-handed tools and equipment.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Eats a healthy range of foodstuffs and understands need for variety in food.

### **Literacy**

- Recognises familiar words and signs such as own name and advertising logos.
- Hears and says the initial sound in words.
- Sometimes gives meaning to marks as they draw and paint.
- Links sounds to letters, naming and sounding the letters of the alphabet.

### **Mathematics**

- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.



- Begins to make comparisons between quantities.
- Uses some number names accurately in play.

### **Understanding the World**

- Shows interest in different occupations and ways of life.
- Enjoys joining in with family customs and routines.

### **Expressive Arts and Design**

- Beginning to be interested in and describe the texture of things.
- Realises tools can be used for a purpose.

