

Learning objective	Success criteria
To make adaptations to design a recipe.	- I can compare two bolognese sauces. - I can research unique ingredients in different bolognese recipes. - I can plan an adaptation of a basic bolognese recipe.
Before the lesson	
Have ready <i>Presentation: Fact tennis.</i> <i>Presentation: Modifying ingredients.</i> <i>Presentation: Recipe changes.</i> 2 different bolognese sauces and their packaging (one teaspoon per child – see Attention grabber). - Small bowls (two per table – see Attention grabber). - Teaspoons (two each – see Attention grabber). - Access to a hob (see Teacher knowledge). - Whiteboards and pens (one each). - Devices with internet access (one between two – see Main event). - Link: Kiddle - this is an external website and we do not have control over its content - please check before showing it to the children. Print in advance - Resource: Balanced plate (one per group). - Activity: Spaghetti bolognese recipe (one each). - Activity: Recipe changes (one each). - Activity: Recipe adaptation (see Adaptive teaching). - Resource: Ingredient ideas (see Adaptive teaching).	
Recap and recall	
Presentation: Fact tennis1 Display the <i>Presentation: Fact tennis</i> and ask the children to discuss where beef comes from for one minute. Use these questions to assist the discussion: - What is beef? (Meat from cows.) - Where are cows raised and reared? (On farms.) - How long are the cows raised for? (About two years.) - Where do the cows go to be turned into beef? (An abattoir.)	
Attention grabber	
Remind the children of the recipe they were introduced to in the last lesson by asking: - What recipe was in the video last lesson? (Spaghetti bolognese.) - What ingredients were in the recipe? (Onion, tomato, carrot, beef, celery and parmesan cheese.) Tasting existing sauces	

Show the children two examples of bolognese sauce packaging. Explain that the sauces contain many of the ingredients they saw in the video but are already prepared and cooked, so they only require heating to be ready to eat.

Carry out a vote. Ask the children which sauce they would choose based on the packaging. Invite the children to raise their hands and record their decisions in a tally on a flipchart page.

Explain to the children that they will taste both sauces to decide their preference without knowing which sauce is which.

Place bowls (with the two heated bolognese sauces) and teaspoons (two per child) on each table (see Teacher knowledge).

Ask them to decide which they prefer based on the following:

- Flavour.
- Texture.

Carry out another vote and record the children's decisions. Ask some children for feedback on their preferences.

Reveal which sauce is which and ask the children to compare their packaging and sauce choices. Highlight some ingredient differences between the sauces and suggest these as possible reasons for their choices.

Main event

Recipe research

Explain that spaghetti bolognese is a popular recipe and that the ingredients they saw in the video in the last lesson are not the only way people make the dish.

Provide the children with a whiteboard and pen, tablets or devices with internet access (one between two) and the link: [Kiddle](#). Ask the children to search for the following phrases:

- Unusual bolognese recipe.
- Different bolognese recipe.
- Vegetarian bolognese recipe.
- Alternative bolognese recipe.

Explain that the children will record the ingredients of recipes they find on a whiteboard and then compare them. Allow time for the children to complete the activity.

Ask the children:

- What ingredients are different in the recipes? (Some do not use beef; some have greater quantities of vegetables; some have different vegetables.)
- What ingredients are often the same? (Tomato and onion.)

Invite the children to share recipes that use different or interesting ingredients and record some of their findings.

Modifying ingredients

Explain to the children that they will take a simple bolognese recipe and change the ingredients to enhance it similarly to the recipes they found in their research.

Divide the children into six groups of two and six groups of three (they will form groups of five in [Lesson 3: Nutritional value](#)). Provide each group with a copy of the *Resource: Balanced plate* (one per group) and display slide 1 of the *Presentation: Modifying ingredients*.

Presentation: Modifying ingredients2

Refer to the image of the balanced plate and discuss modifications by asking:

- Which foods can be added without needing to worry about quantity? (The larger parts of the plate, e.g. fruits and vegetables.)
- Which foods should be limited in quantity? (The smaller areas of the plate.)

Display slide 2 and ask the children to use their research and the *Resource: Balanced plate* to discuss ingredients that may or may not complement the flavours of a bolognese. Example responses might be:

- Fruits like strawberry or orange are too sweet for the recipe.
- Chilli might add a spicy, savoury flavour to the recipe.
- Adding carbohydrates will not change the flavour much.

Display slide 3 and hand out the *Activity: Spaghetti bolognese recipe* (one each). Ask the children to make three to five adaptations to the ingredients list. They could:

- Add ingredients with more nutritional value, like fruits and vegetables.
- Substitute ingredients.
- Remove ingredients.

Use slide 3 to model how to fill in the changes box on their copy of the recipe and allow time for the children to complete the activity.

Wrapping up

Hand out the *Activity: Recipe changes* (one each) and display the *Presentation: Recipe changes* to model how to fill in their finalised ingredient choices. Explain that this should include quantities.

Presentation: Recipe changes3

Model how to use the quantities on the original recipe to guide how much of each ingredient to include. For example, if they add mushroom or courgette, they could use the quantity of carrot or onion to guide how much to include.

Allow the children time to fill in the ingredients.

Vocabulary

Adaptation

The process of changing something.

Enhance

To improve something.

Ingredients

The foods a recipe is made from.

Preference

Liking one thing more than another.

Assessing progress and understanding

Pupils with secure understanding indicated by:
stating preferences when tasting bolognese sauces;
naming a few unique ingredients that could be found in different bolognese recipes; making simple changes to a basic bolognese recipe to enhance it.

Pupils working at greater depth indicated by:
planning an adaptation of a basic bolognese recipe and considering and explaining their choices of ingredients.

Adaptive teaching

Pupils needing extra support

Could use the *Resource: Ingredient ideas* to help them decide on alternative ingredients.

Pupils working at greater depth

Could use the *Activity: Recipe adaptation* to state why they have added, removed or swapped ingredients.