



Bumpy Beany Dip with Homemade Tortilla Chips

Farm to Fork

Part of the
TESCO
Eat Happy Project

RECIPE LESSON PLAN Age group: 7-8 years

ENGLISH

Suggested text: Jack and the Beanstalk (traditional story) and 'Iron Beans' – available to download from www.megamousebooks.com/ironbeans.html (this consists of four chapters, so you may wish to read it to the children in advance of the work on this recipe in class). If you don't have this text you will be able to apply the activity ideas to a text of your choice.

Reading – Comprehension

▶ ENGLAND

Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books... and retelling some of these orally.

▶ WALES

Students consider what they read/view, responding orally and in writing to the ideas, vocabulary, style, presentation and organisation of image and language.

▶ SCOTLAND

Identify and consider the purpose and main ideas of a text; share their thoughts about structure, characters and/or setting, recognise the writer's message.

▶ NORTHERN IRELAND

Extend the range of the students' reading and develop their own preferences.

- Share the 'Iron Beans' story with the children, working from the interactive whiteboard.
- Ask the children if it reminds them of any other stories they know.
- Share the story of Jack and the Beanstalk, either reading it aloud or asking the children to read it in pairs if you have a version handy. If the class is very familiar with the story you may wish to ask them to retell it. Discuss with the children that this is a traditional story and identify the features of this type of text; e.g. Traditional stories have been passed on for generations by word of mouth. The details of the story may alter and there may be many different versions, but the basic story line remains the same. In most traditional tales, good ultimately triumphs over evil. There is often one action that is repeated several times – Jack goes up the beanstalk three times, with different consequences each time
- Encourage the children to look at the similarities and differences between the two stories. Think about the following:
 - Time setting; e.g. present and past.
 - Location setting; e.g. school/farm.
 - Central characters; e.g. Jack/Jenny, the giant.
 - Main events; e.g. in both stories the beans were thrown out of the window and a beanstalk appeared.
- Ask the children if they have a preference for one story, and encourage them to express their opinions and give reasons for their views.

Reading – Word Reading

▶ ENGLAND

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the words.

▶ WALES

Read and view extracts and complete texts with a variety of structural and organisational features that show quality and variety in language use.

▶ SCOTLAND

Use their knowledge of letter patterns and spelling rules and use resources to help them spell tricky or unfamiliar words.

▶ NORTHERN IRELAND

Use a range of cross-checking strategies to read unfamiliar words in texts.

- Read the recipe for Bumpy Beany Dip and Homemade Tortilla Chips.
- Ask the children to notice any words that feature double ll; e.g.:

tortilla, from Spanish *torta*, cake, plus the diminutive *-illa*, meaning ‘little cake’;

cannellini, probably from *canella*, cinnamon – literally ‘small tube’, from medieval Latin *canella*, diminutive of Latin *canna*.

- Search for further examples of words using double ll and linked to Latin; e.g. llama.
- Create a working wall of these words with explanations, and challenge the children to try to use these words in their speech and writing during the week.

Writing – Transcription

▶ ENGLAND

Spell words that are often misspelt.

▶ WALES

Develop and use a variety of strategies to enable students to spell correctly.

▶ SCOTLAND

Spell the most commonly-used words, using their knowledge of letter patterns and spelling rules and use resources to help them spell tricky or unfamiliar words.

▶ NORTHERN IRELAND

Use a variety of skills to spell words correctly.

- Play a version of ‘Kim’s Game’ on the whiteboard with the lists of ingredients and equipment from Bump Beany Stew and Homemade Tortilla Chips:
 - Put pictures of the ingredients – garlic, lemon, parsley, cannellini beans, sour cream, tortillas and oil) – on the board for a few seconds, then put the picture up again with one article removed. The children need to write down which article is missing. Award extra points for correct spelling.
 - Repeat, removing two ingredients.
 - Repeat using pieces of equipment – garlic press, juicer, kitchen scissors, mixing bowl, potato masher, two metal spoons, small bowl, baking tray, pastry brush, oven gloves.

Writing – Composition + Vocabulary, Grammar and Punctuation

▶ ENGLAND

Word level – Use of the forms a or an and the terms consonant and vowel. Retrieve and record information from non-fiction, draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary. May also involve: Plan their writing; Evaluate and edit; Proof read for spelling and punctuation errors.

▶ WALES

Write for a range of purposes, choose and use appropriate vocabulary and use the standard forms of English.

▶ SCOTLAND

Select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.

▶ NORTHERN IRELAND

Create, organise, refine and present ideas and develop a swift and legible style of handwriting.

- Write these words on the board: ingredient, lemon, dip, white bean, orange bean, garlic clove. Ask the children to write them out in their books using a or an, depending on whether the next word on the board begins with a consonant or a vowel. Check the children understand these terms before you begin.
- Ask each child to research a different type of bean: e.g. baked, white, butter, green, borlotti, black, coffee. Create a class beanstalk in a display area and ask the children to write facts about their bean on different leaves, which they can add to the beanstalk. Ensure that the facts are written in complete sentences.

MATHS

Number

▶ ENGLAND

Multiplication and division
Fractions
Solve problems that involve: addition and subtraction, multiplication and division, fractions.

▶ WALES

Use the relationships between the four operations, including inverses; recognise situations to which the different operations apply.

▶ SCOTLAND

Students can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions.

▶ NORTHERN IRELAND

Engage in a range of activities to develop understanding of the four operations of number.

- Use the measurements in the recipe Bumpy Beany Stew and Handmade Tortilla Chips to ask the children in order to reinforce number facts in the 4 and 8 multiplication tables:
 - How many 'chips' will we get from 2, 3, 4, 5 etc. tortillas, if each one is cut into 8? [16, 24, 32, 40]
 - If we doubled the recipe, how many spoons of sour cream would we need? [8]
 - If we trebled the recipe, how many spoons of sour cream would we need? [12]
 - Demonstrate the fractions involved in cutting the wholemeal tortilla into halves, quarters and eighths, and show how this is written. [1 tortilla cut into 8 pieces – $\frac{1}{8}$; 1 tortilla cut into 4 pieces – $\frac{1}{4}$; 1 tortilla cut into 2 pieces – $\frac{1}{2}$]
 - Add together the individual pieces, showing that $\frac{1}{8}$ plus $\frac{1}{8}$ equals $\frac{2}{8}$ or $\frac{1}{4}$; and that $\frac{1}{8}$ plus $\frac{3}{8}$ equals $\frac{4}{8}$, which is the same as $\frac{1}{2}$.

Measurement

▶ ENGLAND

Know the number of seconds in a minute.

▶ WALES

Choose appropriate standard units of time.

▶ SCOTLAND

Students carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.

▶ NORTHERN IRELAND

Develop skills in estimation of time.

- Encourage the children to think about the different times in this recipe.
 - If you are working on the recipe, challenge the children to see if they can estimate time accurately; e.g. start them mashing the beans, and get them to stop when they think they have mashed for two minutes. See who gets nearest to the correct time.
 - How many seconds will the tortillas be in the oven? [$60 \times 5 = 300$ seconds]
 - If the beans are mashed for three minutes, how many seconds will that be? [$3 \times 60 = 180$ seconds]
 - If the beans are mashed for two minutes, how many seconds will that be? [$2 \times 60 = 120$ seconds]
 - If the beans are mashed for two-and-a-half minutes, how many seconds will that be? [$2.5 \times 60 = 150$ seconds]

SCIENCE

Working scientifically

▶ ENGLAND

Asking relevant questions.
Setting up simple practical enquiries, comparative and fair tests.
Reporting on findings from enquiries, including oral and written explanations.

▶ WALES

Using all their senses; they should be encouraged to enjoy learning by exploration, enquiry, and experimentation, asking questions and trying to find answers. They give a simple explanation, based upon their everyday experiences, for their findings and suggest what they could have done differently to improve their findings.

▶ SCOTLAND

Through experimenting and carrying out practical scientific investigations and other research, children: ask questions, carry out experiments, observe, collect, measure and record evidence, present and report on findings.

▶ NORTHERN IRELAND

Asking questions about why things happen.
Selecting most appropriate method for a task.

- The recipe requires the tortilla to be cut into eight pieces, brushed with oil and baked at 200°C / gas mark 6 for approximately five minutes.
- Use this as the basis for a scientific investigation if you are able to split the cooking experience into three or four groups. If this is not possible with your resources, produce the end results at home and then share them with the children so they can compare it with their predictions. Stress the importance of varying one condition only at a time.
 - Change the temperature – higher, then lower, but keep the time the same.
 - Vary the length of time – longer and shorter, but keep the temperature the same.
 - Keep the tortilla whole, or cut in half (not eighths). Ask if this makes any difference.
 - Keep the temperature and time the same, but don't oil the tortilla.
- Ask the children to predict their results before they do the experiment, then record what happened, and why. How was this different from their prediction?

Animals, including humans

▶ ENGLAND

Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food, they get nutrition from what they eat.

▶ WALES

Develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies.

▶ SCOTLAND

Aware of different types of energy around them and can show their importance to everyday life and survival. Understanding that their body needs energy to function and that this comes from the food they eat.

▶ NORTHERN IRELAND

Being aware of how to care for his/her own body in order to keep it healthy and well, for example, talking about the foods which are healthy, by talking about the importance of regular exercise and physical activity.

- Ask the children to research online and in the library for different types of bean and their varying nutritional values of protein, fat, fibre and calories. There are many useful online sites; try www.easybean.co.uk/know-your-beans.html
- Using the following information (from the website) to model for the children how to read information from a chart and ensure that they understand the terminology used; e.g. kJ, kcal, g.
- Encourage the children to get into the habit of looking at the nutritional value of foods, then – either orally or in writing – ask them to find the answers to such questions as the following ones:
 - Which has the highest protein value?
 - Which has the lowest energy value?
 - Which has the highest fat value?
 - Which ones contain fibre?
 - Put the beans in order of fat, protein, energy, fibre. Ask if there are any beans in the same place in more than one category.

All nutritional values are per 100g cooked beans

| Type of bean | Energy | Protein | Fibre | Fat |
|-----------------------|-----------------|---------|-------|------|
| Chickpeas | 461 kJ/109 kcal | 6.6g | | 2.3g |
| Butter beans | 340 kJ/80 kcal | 5.9g | 4.6g | 0.5g |
| Kidney (brown) beans | 343 kJ/81 kcal | 7.3g | 6.3g | 0.5g |
| Green lentils | 439 kJ/104 kcal | 8.8g | 3.8g | 0.7g |
| Pigeon peas (dahl) | 496 kJ/117 kcal | 8.8g | 4.4g | 0.5g |
| Red kidney beans | 370 kJ/87 kcal | 7.2g | 5.3g | 0.5g |
| White (haricot) beans | 398 kJ/94 kcal | 6.6g | 8.9g | 0.5g |

- Ensure that the children understand that each of these things, (energy, protein, fibre and fat) is important to our diet, and that they must be in the right proportions.

ART

Working scientifically

▶ ENGLAND

Pupils should be taught to create sketchbooks to record their observations and to improve their mastery of art and design techniques. Improve their mastery of art and design techniques... with a range of materials.

- There are many different types of bean – they vary enormously in colour, size and appearance. Get the children to sketch a range of different beans, looking closely at the different shapes, colours and sizes.
- Alternatively, provide groups with dry beans to create small-scale collage works.