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LESSON PLAN FOR BREAD-PITA BREAD

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[FLAT BREADS OF THE WORLD - PITTA AND NAAN](#)

Topic

Take your pick! This is the beauty of his recipe it can fit into all areas of the curriculum.

Aims

To work cross curriculum by teaching English, Maths, Science, Art and Design, Design and Technology, Cooking and Nutrition, Geography, History.

Age 5-11

Early years, but the dough would already been made and proven. So the children could Knock back the dough and shape and form the bread.

Key stage 1 and 2. The adults would take responsibility for the hob and the cooking of the bread.

I would sit and eat the bread with the children maybe make a soup to go with it. Something seasonal. Winter-Carrot and cumin, Autumn-Butternut squash and red pepper, Spring-Pea and mint, Summer-Tomato and basil soup.

Level

Key stage 1 and 2.

Time

Remember the preparation time, if you are using school grown vegetables make sure you wash the dirt off in a bucket outside with the outside scrubbing brush.

Including cooking time 60 minutes.

Materials

All ingredients for 30 plus I demonstration form the teacher. Using 5 times the recipe there is enough for 1 bread per child. Double the recipe to do more or to do both pita and naan breads.

Dough

8 tsp dried yeast, you could use the fast action dried yeast

1.5kg plus extra for dusting white bread flour, you could do ½ wholemeal ½ white if you wanted to increase fibre into their diet.

750ml warm water

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375g natural yoghurt

Salt

Pita Breads

5 tbsp olive oil

5 tbsp **za-atar (optional)**

5 tsp **sesame seeds (optional)**

Naan Breads

10 tsp nigella seeds

A little melted butter

Flash cards for wheat, olives, za-atar, sesame seeds, oregano, marjoram, cumin, nigella seeds. Show how they grow, where they grow and the seasonality of them.

Equipment

Oven, the teacher takes responsibility for this.

6 plastic bowls, see through

6 wooden spoons

Ingredient dishes

6 measuring jugs, plastic see through

Tsps. For spices

6 baking trays or 8 and you cook in batches, the only difficulty with this is transferring the bread from whatever it is placed on to the baking tray. Don't forget to flour the tray before placing the bread in top as it will stop it from sticking. Don't grease the trays as it will stick and be very difficult to clean.

Fish slice or tongs, to remove the bread from the baking trays. Remember you don't have to heat the tray up first you can put them out when you put your ingredients out.

Containers or paper bags to take the bread home if you're not eating it in school.

You could eat a bit in school and take some home.

Flour bowls (small bowls of flour for dusting) or flour dredgers.

Frying pan if you are making naan

Serving bowl or plate for tasting the bread.

You could place a selection of protein and salad ingredients including fruit. So they could make their own sandwich using the pita bread.

Introduction

In this lesson the children will be learning the following skills;

- Weighing and measuring using spoons and cups (rice), measuring liquids (oil), using balance and digital scales. All ingredients
- Kneading
- Shaping and forming
- Using balance scales
- Arranging ingredients/toppings

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- Beating ingredients together
- Mixing
- Decorating/presentation

Procedure

- See recipe at bottom of lesson plan for method.
- Make sure you clean all the environment before cooking. I recommend you buy a wipeable table cloth for the tables and store it away dry and only use it for cooking.
- Line the children up to wash their hands, put on an apron, tie their hair back and remove nail varnish.
- Weigh the ingredients out in a maths lesson the day before and set aside on trays. Put out the ingredients and equipment the night or morning before the cooking. Or weigh and measure the ingredients out for the children and lay put on the tables before the children arrive along with the equipment.
- The children could wash up if there is a suitable height sink and the water is not too hot. Or the adults clean as part of their clean down at the end of the day.

Follow up tasks

- Increase the skill in bread making by making Lebanese, focaccia, naan and roti bread. In key stage 3 increase the skills to frying.
- Study bread in connection to different regions linked to the RE curriculum and or countries/cultures.
- Maybe a project on Herbs and spices linked to around the world. See above under spices and herbs under the title ingredients and cultural diversity.
- Increasing the skills by difficult shapes and methods of breads.

Health and safety

- Using a hot oven. The adult takes responsibility in using the oven. You don't have to heat the tray beforehand. The children can place their bread on a cold floured tray.
- Allergies dairy products if you're making the naan bread and fried roti, they contain yoghurt and milk.
- Gluten intolerant, there is gluten in the flour that is used.
- **Allergies sesame seeds & za'atar** (contains sesame)

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Healthy eating messages

- I recommend you make or buy some flash cards of wheat, olives, sesame seeds, oregano, marjoram, cumin seeds/ground growing.
- Eat as part of a balanced diet. Bread is classed as a carbohydrate and is needed for energy. You can use the Food Standard Agency's Eat Well plate to show how much rice to have on a plate as part of the balance plate of food. Why not try and make it using brown/wholemeal bread to increase the fibre in the children's diet. This will help them prevent constipation.
- Using spices in a recipe means there is lots of flavour in the bread. You can therefore remove the salt from the recipe if making it with key stage 1. As children should have no more than 1tsp of salt in one day. This can be already got from other foods particularly processed foods, like bread, cereals etc. Make the children aware that too much salt can increase blood pressure and lead to heart disease and strokes.
- Nutrition benefit of wheat. It is vital to provide energy, it contains vitamins and minerals which are needed for everything! Eating wheat can lower the chances of getting heart disease and it can regulate blood pressure. Wheat contains fibre and increasing fibre in the children's diet will help prevent constipation.
- Olive oil, it is a fat but classed as a healthy fat compared to vegetable or sunflower oil.
- Yoghurt and milk is classed as dairy and is vital for strong bones and teeth. Greek yoghurt contains no added sugar which other fruit yoghurts can contain a high amount of sugar. Make the children aware of the sugar content in yoghurt and it can cause tooth decay and increase weight.
- Sesame seeds are good for Calcium which is needed for strong bones and teeth.
- Za-atar-Spices have anti-oxidant qualities and are still used in alternative medicine today.

Skills

- Weighing and measuring and making does not have to be done in all one lesson. Using balance scales. The ingredients could be weighed and measured the day before as part of a numeracy lesson. Weighing and measuring one day and the cooking the other. Remember not to do too much especially if you are making it as whole classroom cooking. The children don't have to weigh and measure every time you cook, ingredients can be already weighed and measured and placed on a tray ready for the children to cook. This recipe measures in cups which is a great way of teaching the children to weigh and measure.

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- Knife skills, see above for details. Chopping the herbs. Progression of knife skills is important. Teach the children the bridge first and then progress to the claw. Or see below.
- Chopping herbs. The best way to chop herbs is to place them in a plastic jug and put the herbs in the bottom of the jug. Ask the children to hold the handle of the jug and using scissors cut up the herbs. This way their hands will not get cut.
- Sautéing or frying. If you make the naan bread or fried roti. With key stage 1 and 2 the teachers should take charge of the frying. The teacher could use an induction hob in the classroom and place it safely away from the children but at a height they can see, and cook it in front of them.
- Mixing. Teach the children to hold the side of the bowl with one hand and stir with the other, slowly, as some children mix very quickly and lose their mixture.
- Kneading. Teach the children different methods of kneading. Flour the surface the roll the dough in the flour to stop it sticking to your hands. Tell the children it's a hot brock and to toss it around, but not on the floor! Using their fingers lift up the back of the dough and puss away pressing the dough and turn at a 45oC angle. Or use the fingers to life and then the heal of your hand to puss away. And then turn and also use both hands to do the same methods fingers or heal of the hand. Knead for 5-10 minutes, depending on their age. The dough it ready to shape when you bring it to a ball and press the top and it bounces back.
- Shaping. Give the children freedom to create their own shape. You're aiming for an oval shape but they could do their own. Put remind them they need to be able to out ingredients in them.
- Arranging ingredients or toppings. Again give them the freedom to choose different spices and herbs. You could have a tray of ingredients call it the creativity tray. Have a range of fresh and dried herbs, whole and ground spices.
- Presentation and decoration. It's a good idea to link it to art and get them to draw/paint or model the shape of the bread before they make it.

Ingredients and cultural diversity

- Spices. Are used in all different cultures. They have been used in preservation for many years. Different cultures produce their own spice mixes to which are native to their families. Za-atar is a Middle Eastern spice. You can and could make your own as the ingredients are, toasted sesame seeds, fresh or dried oregano, dried marjoram, salt and ground cumin. Make sure you buy cumin seeds and ground them. If you choose to make the naan bread you can use nigella seeds.

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- Nigella seeds grow in India and Egypt they are known as the black cumin seed. They taste like onion and slightly peppery. If you don't have nigella seeds you could use chopped onion. Jerk seasoning is a mix of spices originating in Jamaica. Garam masala is a spice mix from Indian/Pakistan. Black pepper was the most popular/important spice to have in the UK at one point. Sumac. A purple Middle Eastern berry that is crushed and has a sour flavour. This could be optional, an example of another eastern spice mix.
- When teaching with spices buy the whole spices//plant the spice if from and show the children in its purest form. If you can dry fry the spices whole and grind them in a pestle and mortar. The children love to pound the seeds, it's a good stress/anxiety release. You could buy a spice tin from an Asian store they are quite cheap and keep your spices in that, they will last longer.
- Herbs. Fresh oregano and Marjoram is very hard to buy in shops but you can grow it. Plant in a window box and watch it grow.
- Again fresh herbs can be seen in all different types of foods. Fresh coriander being used in Asian, thyme being used in West Indian cooking, parsley/sage in English cooking, basil in Italian cooking etc.
- You could do a whole Geography project linking the different continents to the herbs you are growing in your classroom and then cook the different dishes from around the world. Thai green curry/Indian curry, Jamaican patties, parsley sauce, classic Italian tomato sauce and pasta. Coriander, spinach and coriander patties.
- Try and use the plant/herb and seeds together in the same recipes. The Thai green curry would be good for this as you use the seeds for the paste and the herb for finishing the dish.
- Naan bread-yoghurt/milk- Yoghurt/milk is classed as dairy and is vital for strong bones and teeth. Greek yoghurt contains no added sugar which other fruit yoghurts can contain a high amount of sugar. Make the children aware of the sugar content in yoghurt and it can cause tooth decay and increase weight.

Provenance and sustainability

- Wheat. It is a cereal and is grown in Great Britain.
- Onions and garlic. In the 1600's herbs were sent from America to Suffolk and were cultivated, this including onions. You can grow onions and garlic in school grounds too. They can be kept in a dry, dark store for months, once harvested.
- Herbs; we can grow lots of herbs in this country very successfully. Thyme, rosemary, sage, parsley etc. If you don't have growing facilities in school you could still grow herbs in your classroom in a window box. It will teach the children about looking after plants, water, sun food etc. Then the children can pick and use them whenever they are cooking.

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- Spices; Archaeologists discovered spices in the Egyptian tombs as early as 3000 BC. You could make this recipe if studying Egypt in school. Spices were original sort after for the use in medicine. Lots of cultures still believe in their healing qualities. Turmeric is often use to stop the blood flow and help clotting.
- Spices are sustainable.
- Seeds; you can start a seed swop with other schools who are growing and arrange who will grow what and share your produce.
- Planting and harvesting will introduce the children to seasonality.
- Describe what environment is needed for a plant to grow.

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Links to the key stage 1/2 National Curriculum

English-

- Listen and respond appropriately to adults and their peers.

While the teacher demonstrates the children will be listening, responding and asking questions.

- Ask relevant questions to extend their understanding and knowledge.

The children will be encourage to ask questions on why certain things are done or added, for example what is needed for a plant to grow?

- Use relevant strategies to build their vocabulary.

The children will be building their vocabulary by the teacher introducing new words including ingredients, methods of cooking etc.

- Articulate and justify answers, arguments and opinions.

The children will be encourage to share their opinions on ingredients and methods, likes, dislikes and why?

- Give well-structured descriptions, explanations and narratives for different purposes, including fro expressing feelings.

It is a good idea to have a word bank on the wall of the classroom to increase and encourage feelings, descriptions, explanations etc.

- Maintain attention and participate activity in collaborative conversations, staying on topic and initiating and responding to comments.

All children will stay on topic as they will be too busy to engage in other activities. As all ingredients and equipment will be set out for them.

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ides.

What will happen to the bread while it's proving/baking? What is the role does the yeast have? What will the bread look like, or taste like?

- Speak audibly and fluently with an increasing command of Standard English.

While demonstrated the teacher will be asking questions throughout, increasing their Standard English.

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- Participate in discussions, presentations, performances, role play, improvisations and debates.

You could get the children to present their bread and have a debate/discussion on how they could change it next time. What they like and disliked about the process and the end result. Let them have a play with different herbs fresh and dried, olives, sun dried tomatoes etc.

- Gain, maintain and monitor the interest of the listeners.

The children will be watching and listening very closely as they will understand that they will have to do it by memory afterwards.

- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Evaluate how many children liked the cooking and presentation process and how they would change it/build on the skills and knowledge in the future.

- Working in a whole classroom environment or in small groups.

This recipe could be done in a whole classroom environment with 3-4 adults or in small groups of 6-8 with one adult, see below for details. You could get them to make one 250g mix between them and then split it to shape and flavour.

Mathematics-

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from a given number.
- Count, read and write numbers to 100 in numerals, count multiples of twos, fives and tens.
- Given a number, identify one more or less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

All the above will and can be taught through weighing and measuring all the ingredients.

- Fractions-recognise, find and name half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

This can be taught by dividing the dough into $\frac{1}{2}$'s, $\frac{1}{4}$'s before shaping and forming.

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- Pupils should be taught, lengths and heights, mass and weight, capacity and volume, time.

This can be demonstrated with the children looking at the clock and finding out what time it will be when the dough had proved and what time the bread will be ready. You could measure the length of the pitta bread to see if it's the right length.

- Sequences events in chronological order using language for example before and after, next, first etc.

It's important to teach the children why you leave the yeast to ferment a little before adding it to the flour. It is a living organism and needs to grow before feeding the flour. Ask the children if they remember what to do next.

- Recognise and use language relating to dates, including days of the week, weeks, months and years.

You could buy some pita bread from the shop and see how long it takes to grow mould and compare it to the home made one. Discuss the number of days it took to go mouldy. You could even design and make your own used by date label.

- Recognise and name 2-D and 3-D shapes

What is a bread roll?

- Choose and use appropriate standard units to estimate and measure length/height in any direction, mass, temperature, capacity to the nearest appropriate unit, using rulers, scales, thermometer and measuring vessels.

What shall we use to weigh and measure? Measuring jugs, scales, spoons, what is the temperature of the oven, how many pitta bread can fit on the baking tray?

- Read and write numbers up to 100 in numerals and in words.

You can ask the children to read the amounts of the ingredients placing to make the dough.

- Know the number of seconds in a minute.
- Compare durations of events (for example to calculate the time taken to particular event or task)

The two above will be taught through telling the children how long the bread takes to cook, look at the clock and let the children know what time they will come out of the oven. They could estimate how long it will take.

Science-

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.

Using a mixing bowl, wooden spoons, learning how to knead properly.

- Performing simple tests.

You could compare using dried yeast to fresh yeast. See which rises the best, looks the best and ultimately taste the best. Tastes test comparing shop bought to homemade bread.

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Once you have made the bread if you gather up all the bits from the bowls that had been left. Rinse it under the running water and then bake it in the oven for 5-10 minutes. It goes really hard ball and it demonstrates the solid structure which is the gluten content in the flour and its hollow inside.

- Identifying and classifying.

There are so many different types of bread from around the world. You could place them in different categories, classify them into certain flours used or cooking methods or even link it to Geography in breads from around the world.

What is liquid and what is solid and how you can change the structure, for example adding liquid to flour to form a dough. Then baking it so it becomes hard on the outside and soft in the middle.

- Using their observations and ideas to suggest answers to questions.

Why does the yeast start to bubble? Why does the dough rise? Why does it need water, warmth, and food? Is it living? Compare to what humans need to live and thrive.

Why do you knead the dough? Gluten is in flour and when you knead the dough you strength the gluten which enables it to rise and hold it structure once baked.

- Plants, identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Where do the herbs and spices grow? Za-atar, oregano, marjoram and cumin seeds. Wheat where and how does it grow? The different parts of the wheat plant. Have flash cards showing these different parts.

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

You could talk about cows and the production of milk and yoghurt if making the naan bread and fried roti. It would be great to visit a dairy farm.

- Identify and name a variety of common animals that re carnivores, herbivories and omnivores.
- Describe and compare the structure of a variety of common animals.

Cows.

- Identify a name a variety of everyday materials including wood, plastic, glass, metal, water and rock.

You could talk about the baking tray, what it's made of? Why the baking tray has to be solid and heat resistance to cook the pitta bread. If frying the roti the material of the frying pan.

Why does commercial bread come in plastic? Does it have a preservation reason?

- Observe changes across the four seasons.

If growing fruit and vegetables in school the children will have a far better understanding of the seasons and how it effects the growing and harvesting of fruit and vegetables. This is where you can talk about the growing of the herbs, see notes above. Place a window box of fresh herbs in the classroom. Understand the seasonality of growing wheat.

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- Observe and describe weather associated with the seasons and how day length varies.

Talk to children about what is grown in autumn and spring and the effect the weather has on the seasons and what grows at that time. Why certain fruit and vegetables don't grow in this country.

- Explore and compare the differences between things that are living, dead, and things that have never been alive.

You can talk through the ingredients naming what came from a live animal.

- Identify that most living things live in habitat to which they are suited and describe how different habits provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

A cow's habitat and why it eats grass, how they are milked, how yoghurt is produced.

- Identify and name a variety of plants and animals in their habitats, including micro-habitats

What else grows in the ground? Carrots, parsnips, potatoes etc.

What grazes in the fields? Cows, sheep, pigs etc.

- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Humans eat cows and cows eat grass.

- Observe and describe how seeds and bulbs grow into mature plants.

You could plant some cumin seeds and see if they grow.

- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

If you're growing herbs/seeds the children will fully understand that water is needed from the rain, light from the sun, and the warm of the spring, summer months. This will also spark the conversation around yeast.

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

See above.

- Describe the importance for humans of exercise, the right amounts of different types of food and hygiene.
- Find out how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting and strengthening.

This will be highlighted when kneading, proving and baking the dough.

Art and design-

- To use a range of material creatively to design and make products.

This will happen in every practical cooking lesson.

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

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Before cooking you could paint, draw or sculpture what they will be cooking.

Discussion why they chose the make what they did. Textures, colours, shapes etc.

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

This will happen in every practical cooking lesson. How does yoghurt change the texture of the bread? Different shapes you can make with the dough. Not just flat, balls, knots, plaits etc.

- About the work of a range of artist, craft makers and designers, describing the differences and similarities between different practices a disciplines, and making links to their own work.

Don't forget cooking is a culinary art form, the children could look at some cooking books for inspiration, ideas, some of the greats, idols of the cooking world.

Design and Technology-

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.

This will happen in every practical cooking lesson.

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.

This will happen in every practical cooking lesson.

- Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)

This will happen in every practical cooking lesson.

- Select from a wide range of material and components, including construction materials, textiles and ingredients, according to their characteristics.

This will happen in every practical cooking lesson.

- Explore and evaluate a range of existing products.

If there is a similar product on the market you could buy it and compare it to what the children have made. Nutritional and cost wise. See above with the comparing exercise.

- Evaluate their ideas and products against design criteria's.

This will happen after every practical cooking lesson.

- Build structures, exploring how they can be made stronger, stiffer and more stable. What gives the bread its structure? What keeps it together? What makes it hold?

See notes above.

Cooking and nutrition-

- Use the basic principles of a healthy and varied diet to prepare dishes.

See notes above.

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- Understand where food comes from.

See notes above.

- Understand and apply the principles of a healthy diet and varied diet.

Use the model of the eat well plate. Describe the sections and what foods represent the sections and why they are needed to live a healthy lifestyle.

- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

This is a savoury dish including herbs.

- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

See notes above.

Geography-

- Name and locate the world's seven continents and 5 oceans.

When talking about the wheat flour, you will be talking about other continents where it grows.

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

You could also talk about what things grow in the same countries and why?

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the north and south poles

See notes above.

- Use physical features, including beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Wheat grows in soil, herbs grow on plants, and spices grow on bushes.

- Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.

Try and visit a farm with the children so they can see, smell and hear the difference.

- Physical including climate zones, biomes and vegetation belts, rivers, mountains, volcanos and earthquakes, and the water cycle.

See notes above.

- Human including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

A good opportunity to talk about the production of food and how that affects the price, air miles, fair trade, sustainability. You could try and be a sustainable school.

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History

- Stone and Iron Age, Roman Empire, Anglo-Saxons and scots, Viking, Edward the confessor, local history study, ancient Greece.

Wheat came from Asia to Europe as it was used to make roofs for houses in the Bronze Age.

Skills the children will be taught through making this recipe.

1. Weighing and measuring using spoons and cups, measuring liquids (oil), using balance and digital scales. All ingredients.
2. Chopping herbs. Either using scissors and a jug or a knife and a board.
3. Sautéing or frying. If making another bread recipe.
4. Mixing.
5. Kneading
6. Proving.
7. Shaping.
8. Presenting/garnishing.

Progression of skills/how the recipe could change-

1. Key stage 3 children can take charge of the hob and oven. The progression in the bread recipes are as follows;
Pitta bread
Lebanese
Focaccia
Naan bread
Fried roti

The recipe

FLAT BREADS OF THE WORLD - PITA AND NAAN

Makes 6

Baking bread is an ancient activity, it makes us feel human, in charge of our destiny.

Make two different styles of flatbreads from the same dough.

First up, a pita bread; flatbreads that puff up when they cook giving a perfect pocket to stuff.

Second, a naan bread. Indian in origin, cooked in a dry pan

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Rolling the pitas thin and evenly aids the pocket formation and very hot oven rapidly creates the steam that puffs up the pita. Avoiding tearing the dough disks to prevent the pitas bursting and venting the steam in the oven.

Ingredients

1 ½ tsp fast-action yeast

150ml warm water

300g white bread flour, plus extra to dust (or 250g white 50g wholemeal)

Salt

75g natural yoghurt

PITA BREAD

1 tbsp olive oil to brush

1 tsp sesame seeds (optional)

1 tbsp za'atar

NAAN BREAD

A little melted butter, to grease

2 tsp nigella seeds (optional)

1 tsp sugar

Dough Method;

1. Add the yeast to the water, and stir until the yeast is dissolved.
2. Mix the yeast mixture and the yoghurt into the flour in a large bowl until completely combined. Cover and leave 10 minutes to rest. Fold in ½ tsp salt with your hands together and cover for 10 minutes more.
3. Fold one more time then then cover and allow to stand in a warm place for 30 minutes - 1 hour.

Pita Bread method;

1. Preheat the oven to 250C/475F/Gas 9 and place a clean baking tray or baking stone on the middle shelf.
2. Tip the dough back out on to the lightly floured surface, quickly knead in the sesame seeds if using, then divide into 6 balls.
3. Roll each ball into a round 3mm thick.
4. Remove the hot tray from the oven, dust with flour and place the pita breads on it. You may have to cook them in batches.
5. Bake for 5-10 minutes, or until they just start to colour. Remove them from the oven, sprinkle with the za'atar (if using) and cover with a clean cloth until they are cool.

Naan Bread Method;

1. Pre heat a frying pan
2. Tip the dough back out on to the lightly floured surface, quickly knead in the sugar and nigella seeds if using, then divide into 6 balls.
3. Flatten one of the balls and roll into a 1cm thick oval, slightly thicker around the edge. Pick it up by the top to stretch it slightly into a teardrop shape, then put it in the hot pan. When it starts to bubble, turn it over and cook until browned in patches. Turn it back over and cook until there are no doughy bits remaining.
4. Brush with melted butter, if using, and cover to keep warm while you make the other breads.

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