

Are you going to put on a party for VE Day? Do you want to eat some food from World War Two? Here are some recipes which will help you!

Dripping sandwiches

Do not worry, these sandwiches are not soggy! 'Dripping' is the word people used for animal fat. In 1945, every bit of an animal was important to eat. People could not waste anything! When meat was cooked, the fat which was left over was kept in jars. It was used again in other meals. Here is a recipe for dripping sandwiches.

Ingredients:

- 1 loaf of bread
- 1 jar of beef or pork dripping (fat)

Method:

- 1) Slice the bread into thin slices. The more slices you cut, the more sandwiches you can make.
- 2) Spread a layer of dripping onto the bread.
- 3) If you have any salt or pepper, put some on the dripping.
- 4) Put another slice of bread on top.
- 5) Repeat steps 1 to 4 until you have used up the bread. If you have some dripping left over, save it for another meal!

M: (Q16) 'Do not worry, these sandwiches are not soggy!' Why might the author think some readers will imagine the sandwiches will be soggy? (C1/2a) They are called 'dripping' sandwiches, which could suggest they are wet and dripping liquid.

S: (Q11) Why did people eat every part of an animal during war time? (P5/2d) 'They could not waste anything'. This is because food was limited and precious.

E: (Q1) What is dripping? (C6/2b) Animal fat (just the word 'fat' is acceptable)

D: (Q5) The author is keen for people not to waste food. Find two phrases from the 'Method' section of the 'Dripping sandwiches' recipe which show this. (P5/2d) 'The more slices you cut, the more sandwiches you can make'; 'If you have some dripping left over, save it for another meal!'

E: (Q2) What does Step 4 of the first method say? (C6/2b) 'Put another slice of bread on top.'

Potato scones

Cooking in war time was all about making ingredients last longer. People found that they could mix ingredients and use them in new ways. To make these scones, swap some flour for mashed potato!

Ingredients:

- 170g of flour
- 110g of mashed potato
- 1 teaspoon of baking powder
- Half a teaspoon of salt
- 30g of fat (butter, margarine or other)
- 4 – 5 tablespoons of milk

Method:

- 1) Mix the flour and the salt in a large bowl.
- 2) Add the baking powder and mix it in.
- 3) Add the mashed potato and mix it in. Make sure all the ingredients are mixed together well.
- 4) Using your fingers, rub the fat into the mixture.
- 5) Add the milk in little amounts. Mix it in each time you add it. Keep adding milk until you have a soft, smooth dough.
- 6) Roll the dough into small balls. Press them onto an oven tray which is covered in greased baking paper. Squash the balls out into circles which are half a centimetre thick.
- 7) Brush a little bit of milk on the top of the scones.
- 8) Bake the scones in a hot oven (200 degrees Celsius) for 15 minutes.
- 9) Enjoy with butter. If you are lucky, maybe you will get jam too!

D: (Q6) Describe the ‘dough’. (C1/2a) The dough is a thick, flexible mixture of flour and liquid. In this recipe, it is a ‘soft, smooth’ mixture of all the ingredients.

S: (Q12) What does it mean that the baking paper in the second recipe must be ‘greased’? (C1/2a) It means it must be covered with a layer of fat (butter, margarine or other).

S: (Q13) What does the word ‘Celsius’ mean? Use a dictionary to find out. (L3) Celsius is a scale/unit of measuring temperature.

M: (Q17) Which ingredient would you use the most of if you made potato scones? (C6/2b) Flour

Eggless fruitcake

Some ingredients were very rare. Everything was rationed. People in World War Two would therefore make cakes without eggs. VE Day was a party, and you cannot have a party without cake! Here is a recipe for a fruit cake which does not need eggs!

Ingredients:

- 340g of flour
- 170g of butter or margarine
- 170g of sugar (sugar was very rare so it was saved for special times like a VE Day party)
- 340g of dried fruit
- Half a teaspoon of salt
- 140ml of milk
- 140ml of water
- 1 tablespoon vinegar
- 1 teaspoon of baking soda
- 60g of chopped nuts

Method:

- 1) Sieve the flour into a large bowl and mix in the salt.
- 2) Using your fingers, rub the butter or margarine into the flour until everything is mixed together.
- 3) Stir in the sugar and dried fruit with a wooden spoon.
- 4) Mix the water, milk, vinegar and baking soda in a jug.
- 5) Pour the liquid mixture into the solid mixture and mix them together with the wooden spoon.
- 6) Put the mixture into a cake tin which has been greased with butter or margarine. Sprinkle the chopped nuts on top.
- 7) Bake in the middle of an oven at 160 degrees Celsius for 1 hour 45 minutes.
- 8) Check the cake is cooked by putting a knife into the middle of the cake. If it comes out with mixture on, the cake is not ready.
- 9) Leave the cake to cool before eating it.

With these recipes you can have a real VE Day party! Enjoy cooking! Enjoy the food!

M: (Q18) There are five ingredients in the third recipe which are measured by their weight. Put them in order from heaviest to lightest. (C6/2b) 340g of flour, 340g of dried fruit, 170g of butter or margarine, 170g of sugar and 60g of chopped nuts (ingredients with the same weight can appear in either order)

S: (Q14) Why is the fruitcake ‘eggless’? (C6/2b) ‘Some ingredients were very rare. Everything was rationed. People in World War Two would therefore make cakes without eggs.’

E: (Q3) Which of the three recipes uses the fewest ingredients? (C6/2b) Dripping sandwiches

D: (Q7) Which recipe is the most complicated? Give a reason for your answer. (C4) Various responses, for example, the fruitcake recipe. It has the joint-highest number of steps in its method and has the highest number of ingredients.

D: (Q8) Which of the three foods would you most like to eat? What made up your mind? (R3)
Personal opinion; must be justified.

D: (Q9) Which of the three foods would you least like to try? What word or phrases put you off? (R3) Personal opinion; must be justified.

S: (Q15) What would you call the first section of each recipe? What is its purpose? (C7)
'Introduction'. It is included to explain what the recipe will produce and why the food uses certain ingredients and methods.

D: (Q10) What is the name of the second section of each recipe and explain its purpose. (C7)
'Ingredients'. It provides a list of what will be needed to make the food.

E: (Q4) The third section of each recipe is called the 'Method'. Describe what the 'Method' section is for. (C7) The 'method' section is a set of instructions which tells the reader how to make the food.

Party Food

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- 1 teaspoon of baking powder

Half a teaspoon of salt
30g of fat (butter, margarine or other)
4 – 5 tablespoons of milk

Method:

- 1) Mix the flour and the salt in a large bowl.
- 2) Add the baking powder and mix it in.
- 3) Add the mashed potato and mix it in. Make sure all the ingredients are mixed together well.
- 4) Using your fingers, rub the fat into the mixture.
- 5) Add the milk in little amounts. Mix it in each time you add it. Keep adding milk until you have a soft, smooth dough.
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Ingredients:

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170g of butter or margarine
170g of sugar (sugar was very rare so it was saved for special times like a VE Day party)
340g of dried fruit
Half a teaspoon of salt

140ml of milk
140ml of water
1 tablespoon vinegar
1 teaspoon of baking soda
60g of chopped nuts

Method:

- 1) Sieve the flour into a large bowl and mix in the salt.
- 2) Using your fingers, rub the butter or margarine into the flour until everything is mixed together.
- 3) Stir in the sugar and dried fruit with a wooden spoon.
- 4) Mix the water, milk, vinegar and baking soda in a jug.
- 5) Pour the liquid mixture into the solid mixture and mix them together with the wooden spoon.
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Section A

1. What is dripping? (C6/2b)

2. What does Step 4 of the first method say? (C6/2b)

3. Which of the three recipes uses the fewest ingredients? (C6/2b)

4. The third section of each recipe is called the 'Method'. Describe what the 'Method' section is for. (C7)

Section B

5. The author is keen for people not to waste food. Find two phrases from the 'Method' section of the 'Dripping sandwiches recipe which show this. (P5/2d)

6. Describe the 'dough'. (C1/2a)

7. Which recipe is the most complicated? Give a reason for your answer. (C4)

8. Which of the three foods would you most like to eat? What made up your mind? (R3)

9. Which of the three foods would you least like to try? What word or phrases put you off? (R3)

10. What is the name of the second section of each recipe and explain its purpose. (C7)

Section C

11. Why did people eat every part of an animal during war time? (P5/2d)

12. What does it mean that the baking paper in the second recipe must be ‘greased’? (C1/2a)

13. What does the word ‘Celsius’ mean? Use a dictionary to find out. (L3)

14. Why is the fruitcake ‘eggless’? (C6/2b)

15. What would you call the first section of each recipe? What is its purpose? (C7)

Section D

16. ‘Do not worry, these sandwiches are not soggy!’ Why might the author think some readers will imagine the sandwiches will be soggy? (C1/2a)

17. Which ingredient would you use the most of if you made potato scones? (C6/2b)

18. There are five ingredients in the third recipe which are measured by their weight. Put them in order from heaviest to lightest. (C6/2b)

Section A

Put these instructions for potato scones in the correct order.

Directions	Step
Make the dough into small balls.	
Add the mashed potato.	
Add the baking powder.	
Rub the fat into the mixture.	
Mix the flour and salt in a big bowl.	
Bake them at 200 degrees Celsius for 15 minutes.	

Section B

Circle the best answer.

Which ingredient is not used to make dripping sandwiches?

pork fat

bread

beef fat

chicken fat

These recipes are from...

World War 1

World War 2

World War 3

The Cold War

How much fat is needed to make potato scones?

20g

25g

30g

35g

To make eggless fruitcake, first you sieve the flour into...

the salt

dried fruit

some eggs

the butter

What goes on top of an eggless fruitcake?

chocolate chips

sprinkles

chopped nuts

dried fruit

Section C

Use the information in the text to find which recipe these ingredients come from.

Ingredient	Recipe
170g of flour	
1 loaf of bread	
60g chopped nuts	
1 teaspoon of baking powder	
170g butter or margarine	

Section D

Use the information in the text to determine whether the statements are true or false.

Statement	True or False?
When checking if a cake is baked, if the knife comes out with mixture on it, it means the cake is ready.	
When making scones, you should add milk in small amounts.	
In World War 2, eggs were easy to get.	
Dripping sandwiches are made from leftover animal fat.	
There is vinegar in eggless fruitcake.	
Potato scones come from people finding new, creative ways to use ingredients.	

Correct the false statements in the space below.

Party Food – Challenge Activity

Section A

Put these instructions for potato scones in the correct order.

Directions	Step
Make the dough into small balls.	5
Add the mashed potato.	3
Add the baking powder.	2
Rub the fat into the mixture.	4
Mix the flour and salt in a big bowl.	1
Bake them at 200 degrees Celsius for 15 minutes.	6

Section B

Circle the best answer.

Which ingredient is not used to make dripping sandwiches?

pork fat

bread

beef fat

chicken fat

These recipes are from...

World War 1

World War 2

World War 3

The Cold War

How much fat is needed to make potato scones?

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classroomsecrets.com

Party Food – Year 3 – Challenge Activity **ANSWERS**

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resources [here](https://www.classroomsecrets.com)

Party Food – Challenge Activity

Section C

Use the information in the text to find which recipe these ingredients come from.

Ingredient	Recipe
170g of flour	Potato scones
1 loaf of bread	Dripping sandwiches
60g chopped nuts	Eggless fruitcake
1 teaspoon of baking powder	Potato scones
170g butter or margarine	Eggless fruitcake

Section D

Use the information in the text to determine whether the statements are true or false.

Statement	True or False?
When checking if a cake is baked, if the knife comes out with mixture on it, it means the cake is ready.	False
When making scones, you should add milk in small amounts.	True
In World War 2, eggs were easy to get.	False
Dripping sandwiches are made from leftover animal fat.	True
There is vinegar in eggless fruitcake.	True
Potato scones come from people finding new, creative ways to use ingredients.	True

Correct the false statements in the space below.

When checking if a cake is baked, if the knife comes out with mixture on it, it means the cake is not ready.

In World War 2, eggs were rare as ingredients were rationed.

Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 3 Secure.
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – Year 3 Emerging (Red)
 - Easy – Year 3 Developing (Blue)
 - Tricky – Year 3 Secure (Orange)
 - Expert – Year 3 Mastery (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Year 3 Emerging
 - Section B – Year 3 Developing
 - Section C – Year 3 Secure
 - Section D – Year 3 Mastery
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices