

Language

Core language

<i>Comí</i>	I ate
<i>Bebí</i>	I drank
¿ <i>Comiste</i> (un plátano)?	Did you eat (a banana)?

<i>y</i>	and
<i>pero</i>	but

<i>un bocadillo</i>	a sandwich
<i>un pastel</i>	a cake
<i>un plátano</i>	a banana
<i>una pizza</i>	a pizza
<i>queso</i> (m)	(some) cheese
<i>agua</i> (f)	(some) water
<i>patatas fritas</i> (f plural)	(some) crisps

Additional language for this unit

<i>la salsa de caramelo</i>	toffee sauce
<i>un pan de pita</i>	a pitta bread
<i>champiñones</i> (m)	mushrooms
<i>queso rallado</i> (m)	grated cheese

(Instructions are given in the familiar form)

<i>Pon</i>	Put
<i>Añade</i>	Add
<i>Corta</i>	Cut
<i>Calienta</i>	Heat up
<i>una bandeja de horno</i>	a baking tray
<i>el horno</i>	the oven

Additional language for teachers

¿ <i>Te gustan</i> (los plátanos)?	Do you like (bananas)?
¿ <i>Tienes</i> (un plátano)?	Have you got (a banana)?
¿ <i>Bebiste</i> (agua)?	Did you drink water?

Unit 13 ¡Que aproveche! (Enjoy your meal!)

About the unit

In this unit children learn names of food and drink related to packed lunches and breaktime snacks. They learn how to talk about what they ate and drank the previous day. They learn some food vocabulary relating to Bonfire Night, and their intercultural understanding develops through comparison with *San Fermín*. Children practise following and creating their own recipes.

Where the unit fits in

In this unit children revise and extend previously learnt language associated with food (see Units 6 and 10). They apply their knowledge of plural nouns to new contexts. They learn how to form compound sentences using simple connectives. They are already familiar with saying the date (see Unit 12) and have further opportunity to practise this. This unit could support other activities in relation to the National Healthy Schools programme.

Prior learning

It is helpful if children already know:

- names of some food and drinks
- Me gusta(n)* and *No me gusta(n)*
- (Yo) prefiero*
- (Yo) odio*
- how to say the date.

New language

- Talking about what has been eaten or drunk
- Expressing likes, dislikes and preferences (about food and drink)
- Following and writing instructions (as in a recipe)
- Preterite tense: *comer* (*Comí, Comiste*) and *beber* (*Bebí*)
- The use of *unos, unas*
- Plural nouns with *los, las, unos* and *unas*
- Compound sentences with connectives *y* and *pero*
- Imperatives: *tú* form of some regular and irregular verbs in the present tense
- Phonic focus: *a*; revision of *qu*

Resources

- Picture flashcards, real or plastic items of food and drink
- Sets of food picture cards
- Smiling and sad face cards
- Word cards for food
- Word and phrase cards for jumbled sentences
- A3 sheets with a picture of a famous person or character and an empty speech bubble
- Two identical sets of individual cards showing numbers up to 31, days of the week and months
- Photographs or film clips of Spanish fiesta celebrations
- Calendar grid on an interactive whiteboard with pictures of food and drink
- Ingredients or pictures to show how to make a simple recipe (a pizza recipe is available at the end of this unit)
- Six sentences from the recipe printed in different colours
- Multi-link cubes in corresponding colours
- Writing frame for a pizza recipe
- Bilingual dictionaries
- Equipment and utensils for making a pizza

Links with other subjects

Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives; use knowledge of different organisational features of text to find information effectively; write non-narrative texts using structures of different text types

Primary framework for mathematics: *Measuring* strand – read, choose, use and record standard metric units to estimate and measure length, weight and capacity

History: have knowledge and understanding of events, people and changes in the past; identify and describe reasons for, and results of, historical events, situations and changes in the period studied

PSHCE: develop good relationships and respect the differences between people; think about the lives of people living in other places and times, and people with different values and customs

Design and technology: follow safe procedures for food safety and hygiene; design and make assignments using a range of materials

Expectations

At the end of this unit

<i>most children will:</i>	talk about what they ate and drank using the preterite tense; listen to and read an authentic non-fiction text and select key words and phrases from it; devise and perform with a partner a short presentation using structures learnt in the unit
<i>some children will not have made so much progress and will:</i>	respond with single-word answers to questions about preferences for food and drink; refer to text or visual clues when joining in a short presentation
<i>some children will have progressed further and will:</i>	write a simple recipe, research new vocabulary using a dictionary and apply it accurately to write a simple recipe



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Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Lunchtime

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
 - to develop accuracy in pronunciation and intonation (KAL)
- Discuss with children what they know about lunchtime in Spanish primary schools (or in a country where Spanish is spoken). How could they find out more? If possible, show children an authentic Spanish menu for school lunches and discuss similarities and differences. If you have a partner school in a Spanish-speaking country, find out what children in that school think of English school meals and packed lunches.
 - Select some known food and drinks suitable for a snack, eg *una manzana* (an apple), *un zumo de naranja* (an orange juice), *los caramelos* (sweets), *las zanahorias* (carrots), and revise these with picture flashcards, real or plastic items, or pictures from a Spanish supermarket.
 - Introduce some new items using games and activities from previous units (eg Unit 6, Section 1): *un bocadillo* (a sandwich), *un pastel* (a cake), *un plátano* (a banana), *queso* (cheese), *patatas fritas* (crisps), *agua* (water).
 - Using text cards or the interactive whiteboard, display the Spanish word for each item. In pairs, children decide which word matches each item. They feed back their answers, giving reasons for their choices.
 - Phonic focus: Highlight the pronunciation of *a*, as in *manzana*, *plátano*, *naranja*, *me gusta*.
 - Children listen to and repeat the new items. Draw their attention to the meaning of *un/una*, *unos/unas*, eg *un bocadillo / una manzana*, *unos caramelos / unas zanahorias*. Children practise saying the items as a whole class, using *Tengo* + noun, eg *Tengo un bocadillo* (I have a sandwich). For additional reinforcement, use the spotlight tool on the interactive whiteboard, or hide and reveal techniques using picture flashcards.
 - Introduce the phrases *Comí* (I ate) and *Bebí* (I drank). Using either pictures or real objects, mime as you say *Como un bocadillo* (I am eating a sandwich). Then, taking a step backwards, say *Ayer comí un bocadillo* (Yesterday I ate a sandwich). Repeat with one or two other items of food and ask children to tell you what they think you have said. Do the same with *Bebo* and *Bebí*, eg *Bebo un zumo de naranja* (I am drinking an orange juice) and *Ayer bebí un zumo de naranja* (Yesterday, I drank an orange juice). Explain to children that you use *Comí* and *Bebí* when you are talking about something that has already happened, eg this morning, yesterday, last year. Children listen to and repeat the phrases. Using different items of food and drink, practise the phrases as a whole class in sentences, eg *Comí un bocadillo*; *Comí un pastel*; *Bebí agua*.
 - Give each group of children a set of nine food picture cards to place in a 3x3 grid on the table. The first child selects a card and says *Para comer tengo* + the name of the food on the card. The second child repeats what the first child has said, then chooses another card and adds that food to the list. The game continues, with the list of foods increasing as each child takes a turn. The aim of the game is for each group to remember as many foods as possible in the correct sequence. Alternatively, and space permitting, this activity could be played on the floor, with children jumping to each picture card.
 - Extension: Include picture cards of drinks, so that children need to use *Bebí* as well as *Comí*.
 - Explain to children that one way of asking a question is by simply raising the intonation of your voice at the end of a statement. Read out a mixture of statements and questions. Children decide what type of sentence it is and show this either by drawing a question mark or full stop in the air or on a mini-whiteboard, eg *Tienes un bocadillo* (You have a sandwich). *¿Tienes un bocadillo?* (Do you have a sandwich?)
 - Play Find Your Group. Give each child a food picture card. They walk around the room, looking for other children with the same picture card by asking eg *¿Tienes una manzana?* Allow children who find recall difficult to use self-check cards with a picture on one side and the word on the other.
 - Extension: Keep a daily snack diary in Spanish for a week, using dictionaries as necessary.

- make statements in the preterite tense
- listen with care
- use a physical response to show recognition and understanding of specific phrases
- use tone of voice to help convey meaning
- identify similarities and differences in everyday life

- In Spain, primary schools generally start at about 9.30am and finish later than in the UK, at around 4.30pm. The school lunch break lasts for two hours and children may go home for lunch or have a school dinner. Some primary schools, usually in urban areas, have introduced a 'continuous day' with lessons from 9.00am to 2.00pm. Children then go home for lunch or can stay in school for optional afternoon activities. There is no direct equivalent of packed lunches in Spanish. However, some children may be given snacks to bring to school in their school bag (*la mochila* or *la cartera*), which they eat at breaktime (*el recreo*).
- Grammar point: *unos* and *unas* correspond to the word 'some' in English. 'Any' is usually omitted in Spanish, eg *¿Tienes queso?* (Do you have any cheese?)
- Patatas fritas* is used to mean chips and crisps. *Un paquete de* is used to distinguish between them (ie a bag of crisps). In Latin American countries, potatoes are known as *papas*.
- Bottled water is usually served and sold as *agua con gas* or *sin gas* (ie sparkling or still).
- Grammar point: The preterite tense in Spanish is used to state an action in the past which is completely finished, eg *Comí* (I ate), *Bebí* (I drank). The preterite of regular verbs is formed by adding the appropriate ending to the verb stem (formed by removing the *-ar*, *-er* or *-ir* from the end of the infinitive). The preterite endings are shown below:

	-ar verbs	-er/-ir verbs
<i>yo</i>	-é	-í
<i>tú</i>	-aste	-iste
<i>él/ella, usted</i>	-ó	-ió
<i>nosotros</i>	-amos	-imos
<i>vosotros</i>	-asteis	-isteis
<i>ellos/ellas, ustedes</i>	-aron	-ieron

For example, *comer* is a regular *-er* verb. *Comí* (I ate), *comiste* (you ate), *comió* (he/she/you (formal) ate), *comimos* (we ate), *comisteis* (you (familiar, plural) ate), *comieron* (they ate).

- Follow-up: Throughout the week, play *Tengo* + an item of food. Go around the class, and a child from every table adds on a new item each time.
- The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Food likes and dislikes

- to understand and express simple opinions (O5.2)
- to listen attentively and understand more complex phrases and sentences (O5.3)
- to make simple sentences and short texts (L5.2)
- to understand and use negatives (KAL)
- to manipulate language by changing an element in a sentence (KAL)
- to apply grammatical knowledge to make sentences (LLS)

- Play *Tocad el dibujo* (Touch the Picture) (see Unit 1, Section 4) to revise food vocabulary and phrases in the preterite tense from the previous session. Ask, for example, *¿Comiste una manzana?* When children touch the correct picture, the class chorus *¡Sí, comí una manzana.*
- Divide the class into two teams and repeat the game, with one team chorusing the question for the other team to answer.
- Play Find Your Group. Give each child a food picture card. They walk around the room looking for other children with the same picture card, by asking eg *¿Comiste un plátano?* Allow children who find recall difficult to use self-check cards with a picture on one side and the word on the other.
- Compare pictures showing a single item of food with pictures showing more than one of the same item. Say the words and children repeat them. Show children the written form and highlight the plural endings. What do they notice about the way in which these plurals are formed? How can children hear if a noun is plural?
- Ask children if they can recall how to express opinions (see Unit 6). To revise the structure *Me gusta(n)* and the negative *No me gusta(n)*, invite children to write numbers 1–10 on a mini-whiteboard. Read out 10 sentences, eg *Me gustan las manzanas* or *No me gustan las naranjas*. Children put a cross or a tick to indicate whether the sentences are positive or negative. Point to some pictures and say, for example, *Me gustan los bocadillos* or *No me gustan los bocadillos*. Encourage children to join in.
- Give pairs of children picture cards to build sentences, eg a smiling face for *Me gusta(n)* and a sad face for *No me gusta(n)*, a selection of food pictures and a plus sign to represent *y*. An example of a sentence: *Me gustan las patatas fritas y las naranjas*.
- Alternatively, this could be done as a whole-class activity, using the interactive whiteboard. Add a screen with a grid of four columns and four rows. In the third column add a plus sign to symbolise *y*. Display a graphic of a smiling face and one of a sad face to symbolise *Me gusta(n)* and *No me gusta(n)*. Display images of different foods. Children drag the pictures to fill a row, reading their sentence as they do so.
- Write on the board and read aloud a sentence such as *Me gustan las manzanas*. Underneath write *Prefiero los plátanos*. Explain to children that these two simple sentences can be joined to make a compound sentence using a simple connective. Show them the sentence *Me gustan las manzanas pero prefiero las naranjas* and ask what this means. The whole class practise joining two sentences with *pero*.
- Ask several children to form a human sentence in which each child holds up one word card. The class read out the sentence. Ask individual children in the human sentence to conceal their card. The class read out the sentence again, recalling the hidden word. Continue until the whole sentence is concealed.
- Extension: Ask children to use different food words as alternatives.
- Model with a child a question such as *¿Te gustan las manzanas?* Encourage the child to respond with eg *¡Sí, me gustan las manzanas pero prefiero las naranjas*. Children then practise the question and answers in pairs, using picture cards from the earlier activity as prompts.

- agree and disagree with statements
- understand and express likes and dislikes
- ask and answer questions
- use simple connectives to make compound sentences
- use a physical response to show recognition and understanding of specific phrases

- Grammar point: *Me gusta* becomes *Me gustan* when the noun is plural.
- Grammar point: When using expressions of opinion, *el/la, los/las* are used instead of *un/una, unos/unas*, eg *Me gusta el chocolate* (I like chocolate).
- Follow-up: Throughout the week, ask children what they have eaten at breaktime.
- Follow-up: Throughout the week, practise expressing likes and dislikes in relation to food.
- Links with literacy work: These activities link with work on writing simple and compound sentences using a range of connectives.
- If you use a grid on the interactive whiteboard for the seventh activity, this use of pictures instead of words helps children to visualise sentence structure before they move on to use the written word. If the whiteboard has a screen-recording function, children can record their sentences and then play them back so that they can see their mouse movements as they hear the simultaneous commentary.
- Make a 'Blockbuster' template for the interactive whiteboard, by making a hyperlink from each hexagonal cell to a new screen. Each screen has a symbolic representation of a sentence of the type *Me gusta el queso pero prefiero el jamón*. Children select a hexagon from the template, click on it and say the sentence. This could be done in teams. Once you have the template, you can adapt it for other activities and resave it.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Building sentences

- to make simple sentences and short texts (L5.2)
 - to write words, phrases and short sentences, using a reference (L5.3)
 - to recognise the typical conventions of word order in the foreign language (KAL)
 - to apply knowledge of rules when building sentences (KAL)
 - to apply grammatical knowledge to make sentences (LLS)
- Recap likes, dislikes and preferences, using pictures from the previous section.
 - Play *¿Quién habla?* (Who is Speaking?) One child comes to the front and stands with their back to the class. Choose another child to make a statement in a disguised voice, eg *Me gusta el queso*. The child at the front turns round and has three guesses at identifying the speaker. If they guess correctly, the child stays at the front for another go. If not, they exchange places with the child who spoke.
 - Model again how two simple sentences can be joined together (see previous section) using the connectives *pero* and *y*.
 - In small groups, children use word and phrase cards to rebuild jumbled compound sentences. Select groups to read out their sentence. Then, working in pairs, children build more sentences using text cards and read them aloud to each other, eg *Me gustan los plátanos pero prefiero el yogur*. Some children may still need picture cards for support.
 - Extension: Children can also form sentences using the negative, eg *No me gusta el queso pero me gusta el pescado*.
 - Give pairs of children an A3 sheet of paper with a picture on it of a famous person or character and an empty speech bubble. Children work together to create text to fill the speech bubbles, using text cards for support where necessary, eg *Me llamo ... Me gustan las manzanas*. Confident children may be able to write a compound sentence using *y* or *pero*, as appropriate.
 - Use pictures to create a series of repeating patterns on the interactive whiteboard, eg *plátano, plátano, naranja, plátano*. Ask the class to 'read' them aloud. Ensure that these increase in difficulty.
 - Extension: Writing food words from memory, children create their own patterns, as in the previous activity, and 'read' them aloud.

- create compound sentences using word and phrase cards

- Ensure that children work on sentence-building activities in mixed-ability groups.
- Follow-up: Throughout the week, children take turns to read their speech bubble aloud to the class.
- Follow-up: Carry out a survey of favourite foods of children in a partner school. Construct pictograms and bar and line graphs to represent this data.
- Link with literacy work: The third activity links to work on writing simple and compound sentences using a range of connectives.

Section 4. Celebrations

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
- Revise the months of the year (see Unit 3, Section 2 for ideas).
 - Play a game to remind children how to say the date. Prepare two identical sets of individual cards showing a number to 31, a day of the week and a month. Divide the class into two teams and give each team a set of cards to distribute among themselves. Call out a date, eg *miércoles, dos de enero*. The teams rush to make a human sentence showing that date. The first team to show the correct cards in the right order wins a point. Some children may prefer to work in pairs for this game, with three or four cards between them.
 - Discuss celebrations and the importance of festive food. Encourage children to share personal experiences of celebrations and special food that is eaten on these occasions.
 - Display the date *el cinco de noviembre* and ask children which celebration falls on this day. Discuss briefly how Bonfire Night is celebrated. Tell children about, and show them pictures of, a Spanish fiesta celebration, eg *San Fermín*. Compare similarities and differences between these two festivals.
 - In pairs, children write down the dates for at least two other celebrations, using a prompt sheet for the months. Volunteers read out their dates and the class guess the celebration.
 - Play a calendar game. Display a calendar on the interactive whiteboard, showing the months of the year. Next to each month, place a picture of a known item of food but conceal it by using shapes or the pen tool. Say a phrase, eg *En febrero, comí ...* (but omit the name of the food), and invite children to draw what they think you have eaten (on a mini-whiteboard). They should only draw items of food that they know how to say in Spanish. Children hold up their boards. Invite a number of children to say, in Spanish, what their guesses are, eg *¿Un bocadillo? ¿Un pastel?* Reveal the picture for the corresponding month on the board and complete the phrase, eg *En febrero, comí un pastel*.
 - Extension: Children listen to the Spanish national anthem, *el Himno Nacional de España* (or eg the Argentinian *Himno Nacional Argentino*), and compare it with the English one.

- talk about traditions that affect people's lives and compare the similarities and differences
- use word cards or word lists to create phrases and sentences

- Follow-up: Throughout the week, play the date game and practise saying the date every day.
- *San Fermín* is a seven-day festival held in Pamplona in July. The famous bull run (*el encierro*) takes place at 7am each day. Bulls are let loose to run down *la Calle Soltelo* to the bullring (*la plaza de toros*). 'Brave' onlookers lead or join in the run. There are traditional events: *la romería* (procession), *los fuegos artificiales* (fireworks) and singing and dancing.
- Develop children's understanding of *San Fermín* by showing them video clips or photographs.
- An alternative Spanish fiesta might be *Carnaval* in February, *Las fallas de Valencia* (19 March) or *El día de la Hispanidad* (12 October).
- You may prefer to choose alternative celebrations if you are focusing on another Spanish-speaking country.
- You can find *el Himno nacional de España* on the internet. It is of note because it has no official lyrics, only music. Argentina's *Himno Nacional Argentino* does have lyrics.
- Follow-up: Talk about other foods associated with celebrations. Compare a Spanish Christmas meal with one that children might eat here. Talk about *tapas*. Compare food traditions at Easter.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Food for a celebration

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to re-read frequently a variety of short texts (L5.1)
 - to compare symbols and objects or products which represent their own culture with those of another country (IU5.3)
 - to notice different text types and deal with authentic texts (KAL)
 - to use actions and rhymes to aid memorisation (LLS)
- Play *Simón dice* (Simon Says) to introduce verbs needed for a pizza recipe, eg *pon* (put), *añade* (add), *corta* (cut), *calienta* (heat).
 - Talk about *la pizza* with children and ask *¿Te gusta la pizza?* Encourage children to reply with a sentence, eg *Sí, me gusta la pizza*. Accept *sí/no* from less confident children.
 - Display the recipe. Ask children what type of text it is and how they know. Discuss features of instructional texts.
 - Read the written instructions aloud and ask children to mime the actions.
 - Display, in random order, six sentences from the text in different colours. Give children six multi-link cubes in corresponding colours. Read out the recipe. When children hear one of the displayed instructions, they take a cube in the corresponding colour and begin to build a tower. Allow some children to work in pairs.
 - Invite children to come to the front and underline verbs in the recipe.
 - Phonic focus: Highlight and revise the pronunciation of the grapheme *qu* as found in *queso, paquete, quince*. Can children think of another grapheme that has the same pronunciation? Elicit *c* as in *caramelo, con, caliente*.
 - Extension: Children research other recipes on the internet.

- understand the main points from spoken language that includes unfamiliar language
- identify key language in a non-fiction text

- A simple recipe for making pizza can be found at the end of this unit.
- Link with literacy work: Looking at recipes links to writing instructional texts in year 3.
- Encourage children who find pronunciation of new words difficult to watch carefully the shape of your mouth as you say them.

Section 6. Pizza time

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to re-read frequently a variety of short texts (L5.1)
 - to write words, phrases and short sentences using a reference (L5.3)
 - to notice different text types and deal with authentic texts (KAL)
 - to use a dictionary or word list (LLS)
- Display the recipe from the previous section and demonstrate how to make pizza. Invite some children to help. During the demonstration, read the instructions aloud and the class repeat.
 - Display steps from the recipe in the wrong order. Children rearrange them into the right order to make the pizza.
 - Use the recipe as a writing frame, and model how to create a recipe for a new pizza. As a class, create a new text.
 - Ask children to suggest toppings for an unusual pizza, eg *pizza de chocolate rallado* (grated chocolate pizza), *pizza de salsa de caramelo* (toffee sauce pizza). Discuss which verbs and nouns would need to be changed.
 - In pairs, children write their own pizza recipe. They use a bilingual dictionary to find new food words. Give children needing extra support a writing frame in which they change only the nouns. Provide word and picture cards as additional support.

- understand the main points of spoken language that includes unfamiliar language
- read a non-fiction text
- choose words, phrases and sentences and write them into a gapped text
- use a bilingual dictionary or word list

- Links with literacy work: These activities link to creating instructional texts using appropriate structures from year 3.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Children work in pairs to make their pizza. They film each other to make a TV cookery programme and add the instructions as a commentary. Some children will be able to edit the film using suitable software.
 - Extension: Children use ICT to produce their recipe as a magazine article, with a photograph of the finished pizza. If they take pictures of the ingredients and the method, they can put them into a word-processed document and print them out as a booklet.
 - In pairs, children create a presentation to show what they have eaten during the week. They could use their daily snack diaries (see Section 1, Extension) to present to peers. Encourage children to express opinions of one another's food choices, eg *¡Ñam ñam! Me gustan las manzanas*.
- use Spanish for real purposes to give instructions for making a pizza
- Follow-up: If the school has a partner school in a Spanish-speaking country, exchange recipes by email and send them the video of the TV cookery programme.

Una receta para hacer pizza

Para una pizza individual

Se necesita:

Un pan de pita
Salsa de tomate
Tomates
Champiñones
Queso rallado

Instrucciones

Pon la salsa sobre el pan de pita
Corta los tomates en rodajas
Corta los champiñones en rodajas
Pon los tomates y los champiñones en el pan de pita
Añade el queso rallado
Pon la pizza en una bandeja de horno
Pon la pizza en el horno
Calienta la pizza en el horno durante 15 minutos
¡La pizza está lista!
¡Que aproveche!

A pizza recipe

For an individual pizza

You need:

A pitta bread
Tomato sauce
Tomatoes
Mushrooms
Grated cheese

Instructions

Put the sauce on the pitta bread
Cut the tomatoes into slices
Cut the mushrooms into slices
Put the tomatoes and mushrooms onto the pitta bread
Add the grated cheese
Put the pizza onto a baking tray
Put the pizza into the oven
Heat the pizza in the oven for 15 minutes
The pizza is ready!
Enjoy your meal!