

Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.

Activity: Child led baking - making pizza

This activity will support children to develop their mathematical skills and language whilst making a simple pizza.

There will be opportunities to count and subitise, as well as discuss shape, size and pattern.

Learning aims

- Introduce and use mathematical vocabulary such as many/few, more/less, same/different, bigger/smaller, longer/shorter
- Explore and talk about simple patterns (such as AB, circular or spiral patterns) and shapes
- Count a set of objects and develop the ability to recognise a small number of objects without counting (subitising)
- Use mathematical language in role-play situations.



Resources

- Ingredients to make pizza dough (or pre-made and served as individual dough balls, or muffins cut in half)
- Pizza sauce (look for a sugar free version)
- Pizza toppings in bowls e.g. mushrooms, peppers, tinned sweetcorn, cheese
- Child sized rounded knives, chopping boards, cheese grater
- Oven gloves, oven, baking trays, aprons, rolling pins (if children are rolling their own pizza bases)
- Pictures of pizzas (optional).

Activity outline

1. Explain that today you will provide children with the ingredients to make real pizzas. Ask them how they think pizzas are made and what they will need
2. Support the children to wash their hands, explaining why we wash our hands before preparing food. Put on aprons and clean the table / work surface
3. Prepare the dough by rolling out pre-made dough, or by cutting a muffin in half. Discuss the shapes and sizes of the pizza bases

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4. Prepare the toppings and put into bowls in the middle of the table. Talk about what you notice, modelling how to comment on the shapes and sizes of the pieces
5. Demonstrate how to spread the pizza sauce onto the pizza base and then add toppings. Model how to count the pieces you are using, including subitising the smaller amounts. Comment on the shapes and sizes of the pieces you have used, including whether you have formed a pattern or random topping arrangement
6. Allow plenty of time for the children to explore creating their own arrangement of toppings. Guide the conversation by modelling mathematical language, asking open questions and scaffolding their learning as necessary. Encourage the children to use comparative mathematical vocabulary. Give a running commentary on what is happening so that you can model how to use a wide range of mathematical language
7. Encourage children to compare their pizzas, such as noticing how they are the same or different, shapes, quantities and patterns
8. Whilst the pizzas are cooking, work together to wash up and clean the table. Tidying up time is a great opportunity to practise and consolidate maths skills, such as counting and sorting
9. When the pizzas are cooked and cool enough to eat, support children to cut their pizza, perhaps challenging them to share one pizza between 4 children discussing whole, half and quarter.

Extension ideas

- Provide ingredients for children to make their own dough: support them to weigh / measure the ingredients, use vocabulary such as 'how many', 'more / less', 'full / empty / half full'
- Support children to cut their own toppings: using a rounded knife safely. Talk about the shape and the size of the pieces they are cutting
- Add further resources to your home corner such as pizza menus, pizza photos, chef aprons and hats to enable role play.

Special considerations

- Provide ingredients for children to make their own dough
- Add further resources to your home corner such as pizza menus, pizza photos, chef aprons and hats to enable role play.

NDNA products to support you with this activity:

- [Maths Champions](#)
- [Making maths matter](#) – online course