

# Bonfire Night Treats

## National Curriculum Objectives:

English Year 3 & Year 4: [Retrieve and record information from fiction and non-fiction](#)

## Differentiation for Challenge Activity:

**Section A** Match each piece of the recipe to the treat.

**Section B** Tick the correct answer.

**Section C** Decide whether the statements are true or false. Correct the false statements.

**Section D** Fill in the table using information from the text.

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It's that time of year again! The nights are getting longer, the days are getting colder but Bonfire Night is near! Fireworks, sparklers, fires and food! Whether you're having a party in your garden or going off to a big firework display, here are some recipes for some perfect Bonfire Night snacks!

### Recipe #1 – Tasty Toffee Apples!

What would Bonfire Night be without toffee apples? Crunchy toffee on the outside; juicy apple in the middle. Amazing to eat as fireworks fill the sky!

Makes 12

#### Ingredients

12 small apples  
12 lollipop sticks  
  
200g of demerara sugar  
2 tablespoons of golden syrup  
20g of butter  
1 teaspoon of balsamic vinegar

Chopped nuts

#### What to do

You will need an adult to help you with this recipe because sugar can become hot very quickly and burn you.

Put 50ml of water in a saucepan. Put the sugar in the water. Warm the water and stir it so that the sugar disappears. Once the sugar has gone, put in the balsamic vinegar, the golden syrup and the butter. Let the butter melt and then turn up the heat until the mixture is bubbling. Let it boil for about five minutes. Take it off the heat.

Push a lollipop stick into each apple. Dip each apple into the toffee mixture to cover it. Sprinkle some chopped nuts on top. Spread a little bit of oil or butter on a baking tray and put the finished apples onto the tray to let them cool.

D: (Q4) What does the '#' sign mean in these recipes? (C1/2a) Number

E: (Q1) Why are the words 'Bonfire Night' given capital letters? (C7) 'Bonfire Night' is a proper noun.

S: (Q9) What age group are these recipes written for? How can you tell? (P5/2d) Children, because the recipes suggest 'adult' help.

S: (Q10) What do you do with the chopped nuts in the first recipe? (C6/2b) Sprinkle them on top of the apples once they are covered in toffee.

D: (Q5) What type of vinegar do you need for the first recipe? (C6/2b) Balsamic

## Recipe #2 – Bonfire Night Bangers!

Smoky, slightly sweet, wonderfully salty; these sticky sausages are tasty and warm and just what you need on a cold November night!

Makes 12 sausages

### Ingredients

12 sausages

800g of shallots

200ml of apple juice

2 tablespoons of honey

2 teaspoons of mustard

### What to do

Get an adult to help you when using knives or hot objects.

Put your oven on to 190 degrees Celsius (170 degrees Celsius for a fan oven). Put the shallots in a roasting tin with 2 tablespoons of water. Cover the roasting tin with foil and put it in the oven. Roast the shallots for an hour.

Put the apple juice, honey and mustard in a saucepan. Heat the mixture until it is bubbling. Let it boil for 15 minutes.

While the sauce is bubbling, put the sausages in a roasting tin and cook them in the oven for 10 minutes. After 10 minutes take them out and put half the sauce on them. Then roast them for another 10 minutes.

Push the roasted shallots out of their skins. Chop them up. Put the chopped shallots and the other half of the sauce in with the sausages. Mix everything together. Put the sausages, shallots and sauce back in the oven for 5 to 10 minutes so everything goes golden and sticky.

Serve the sausages in rolls or some other delicious bread!

D: (Q6) How do you know when the mixture is boiling? (P5/2d) It bubbles.

S: (Q11) Which ingredients in the second recipe are for the sauce? (C6/2b) Apple juice; honey; mustard.

S: (Q12) There are three sections to each of these recipes; think of one word to describe each section. (S2/2c) Personal choices; choices must be appropriate. Example: introduction, ingredients, method.

D: (Q7) There are three parts in each of these recipes. Which two parts will you find in every recipe you read? (T3) 'Ingredients' and 'What to do'

M: (Q14) Look up the word 'Celsius' in a dictionary and find out what it means. (L3) A unit of the scale of temperature where water freezes at 0 and boils at 100 degrees.

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Bonfire Night Treats – Year 4 – Teacher Version

### Recipe #3 – S'mores galore!

Goosey, sweet and chocolatey! This is the easiest recipe of the lot. S'mores were first created around campfires, so of course it works for Bonfire Night!

Makes 12 s'mores

#### Ingredients

24 chocolate biscuits

12 marshmallows

Sticks

#### What to do

This recipe is cooked on a real fire so make sure you have an adult to help you!

Soak the sticks in water to stop them from burning in the fire. Put each marshmallow on the end of a stick. Toast the marshmallows over your bonfire. Place the chocolate biscuits on a plate near the fire so that the chocolate starts to melt.

Once the marshmallows are crispy on the outside and goosey in the middle, take them away from the fire. Slide each marshmallow off each stick and onto a chocolate biscuit. Put another chocolate biscuit on top. Squash the biscuits together and eat the whole thing!

**E: (Q2) For the s'mores you need 24 chocolate biscuits, 12 marshmallows and what else? (C6/2b)**  
Sticks

**M: (Q15) If you made all the recipes, how many people could you give one of each type of food to and what would they all have to eat? (C6/2b)** Twelve people and they would all have a toffee apple, a sausage and a s'more.

**D: (Q8) Describe one way you could make the 'What to do' section easier to follow. (C7)** Bullet points, numbered steps or paragraph gaps between steps.

**E: (Q3) Which food would you most like to make? (R2)** Personal opinion.

**S: (Q13) Which description is the most mouth-watering? Why? (R3)** Personal opinion; must be justified.

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### What to do

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Once the marshmallows are crispy on the outside and gooey in the middle, take them away from the fire. Slide each marshmallow off each stick and onto a chocolate biscuit. Put another chocolate biscuit on top. Squash the biscuits together and eat the whole thing!

## Section A

1. Why are the words 'Bonfire Night' given capital letters? (C7)

2. For the s'mores you need 24 chocolate biscuits, 12 marshmallows and what else? (C6/2b)

3. Which food would you most like to make? (R2)



**Section B**

4. What does the ‘#’ sign mean in these recipes? (C1/2a)

5. What type of vinegar do you need for the first recipe? (C6/2b)

6. How do you know when the mixture is boiling? (P5/2d)

7. There are three parts in each of these recipes. Which two parts will you find in every recipe you read? (T3)

8. Describe one way you could make the ‘What to do’ section easier to follow. (C7)

**Section C**

**9. What age group are these recipes written for? How can you tell? (P5/2d)**

**10. What do you do with the chopped nuts in the first recipe? (C6/2b)**

**11. Which ingredients in the second recipe are for the sauce? (C6/2b)**

**12. There are three sections to each of these recipes; think of one word to describe each section. (S2/2c)**

**13. Which description is the most mouth-watering? Why? (R3)**

**Section D**

14. Look up the word ‘Celsius’ in a dictionary and find out what it means. (L3)

15. If you made all the recipes, how many people could you give one of each type of food to and what would they all have to eat? (C6/2b)

# Bonfire Night Treats – Challenge Activity

## Section A

Match each part of the recipe to the treat.

Treat

Quote from text

1. Tasty Toffee Apples

a. Just what you need on a cold November night.

2. Bonfire Night Bangers

b. ...first created around campfires.

3. S'mores galore

c. Amazing to eat as the fireworks fill the sky.

## Section B

Tick the correct answer.

How much water does the recipe for Toffee Apples require?

100ml

☐

50ml

☐

150ml

☐

no water

☐

How long do you need to boil the toffee mixture for (in the toffee apple recipe)?

5 minutes

☐

10 minutes

☐

Don't let it boil

☐

15 minutes

☐

How should you prepare the shallots for the roasting tin?

peel them

☐

slice them

☐

do nothing

☐

chop the ends

☐

What should the sausages be served with?

chips

☐

mash

☐

jacket potato

☐

bread

☐

Where are s'mores cooked?

in the oven

☐

on a fire

☐

in the  
microwave

☐

they're not  
cooked

☐

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Bonfire Night Treats – Year 4 – Challenge Activity

Section C

Decide whether the following statements are true or false. Correct the false statements in the space below.

Statement	True	False
Smooth toffee on the outside; juicy apple in the middle.		
The nights are getting longer, the days are getting colder.		
Put your oven on to 190 degrees Celsius (150 degrees Celsius for a fan oven).		
Heat the mixture until it is bubbling. Let it boil for 20 minutes.		
Soak the sticks in water to stop them from burning in the fire.		

Section D

Fill in the table using information from the text.

	Potential Danger	How should you stay safe?
Toffee Apples		
Bangers		
S'mores		

# Bonfire Night Treats – Challenge Activity

## Section A

Match each part of the recipe to the treat.

### Treat

1. Tasty Toffee Apples

2. Bonfire Night Bangers

3. S'mores galore

### Quote from text

a. Just what you need on a cold November night.

b. ...first created around campfires.

c. Amazing to eat as the fireworks fill the sky.

1c

2a

3b

## Section B

Tick the correct answer.

How much water does the recipe for Toffee Apples require?

100ml

☐

50ml

☒

150ml

☐

no water

☐

How long do you need to boil the toffee mixture for (in the toffee apple recipe)?

5 minutes

☒

10 minutes

☐

Don't let it boil

☐

15 minutes

☐

How should you prepare the shallots for the roasting tin?

peel them

☐

slice them

☐

do nothing

☒

chop the ends

☐

What should the sausages be served with?

chips

☐

mash

☐

jacket potato

☐

bread

☒

Where are s'mores cooked?

in the oven

☐

on a fire

☒

in the  
microwave

☐

they're not  
cooked

☐

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## Bonfire Night Treats – Challenge Activity

### Section C

Decide whether the following statements are true or false. Correct the false statements in the space below.

Statement	True	False
Smooth toffee on the outside; juicy apple in the middle.		✓
The nights are getting longer, the days are getting colder.	✓	
Put your oven on to 190 degrees Celsius (150 degrees Celsius for a fan oven).		✓
Heat the mixture until it is bubbling. Let it boil for 20 minutes.		✓
Soak the sticks in water to stop them from burning in the fire.	✓	

**Crunchy** toffee on the outside; juicy apple in the middle.

Put your oven on to 190 degrees Celsius (**170** degrees Celsius for a fan oven).

Heat the mixture until it is bubbling. Let it boil for **15** minutes.

### Section D

Fill in the table using information from the text.

	Potential Danger	How should you stay safe?
Toffee Apples	<b>Sugar can become hot very quickly and burn you</b>	<b>Ask an adult to help</b>
Bangers	<b>Using knives or hot objects</b>	<b>Ask an adult to help</b>
S'mores	<b>This recipe is cooked on a real fire</b>	<b>Ask an adult to help</b>

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## 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 4 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 4 Emerging (Red)
  - Easy – Year 4 Developing (Blue)
  - Tricky – Year 4 Secure (Orange)
  - Expert – Year 4 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 4 Emerging
  - Section B – Year 4 Developing
  - Section C – Year 4 Secure
  - Section D – Year 4 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