Year : 6	Term : 3	Topic : Bread Products	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment**
Investigate, Disassembly and Evaluate Activities (IDEAs)			
Children will learn: • That bread products come in many forms eg sweet and savoury, with a variety of shapes, textures and finishes. • To develop skills in evaluating and describing food characteristics (Progression in Design Skills R5) • That products are designed for different users and this is an important consideration when designing	• Make a list of different types of breads and discuss their similarities and differences. *What is bread? When do we eat bread ?, Who eats bread?, Explore breads from different countries. Which of the breads have the children tried before? Have they always liked the same bread or have their tastes changed? Do they prefer sweet tasting or savoury breads?* • Provide a variety of bread products. Ask pupils to make simple judgements about the taste; mouth feel; and look of the snacks. • Write about the suitability of these products for little children • Fill in a simple chart, giving the products a rating score • Fill a few pages of their project book with drawings and pictures to illustrate their findings. • Repeat the above exercise with children from another class (nursery class) A simple survey can be carried out with results represented as a tally chart or bar graph.	• Range of different types of bread products • Bread packaging • Computer for production of results from survey(s)	Can the children : • use appropriate vocabulary to describe products including their sensory characteristics • compare bread products in terms of appearance, flavour, texture and cost • understand that people have different preferences and that food manufacturers will need to consider this
Focused Practical Tasks (FPTs)			
Children will learn: • about the physical and chemical changes in food • the processes involved in making bread • to follow instructions • to handle food safely and hygienically • ways of adapting a basic recipe **(Progression in Design Skills G2&3)** • to draw conclusions from research and investigation which informs designing and making.	• Watch the teacher demonstrate how bread dough is made. Children will carefully observe the ingredients used and what to do. The teacher will then make up sufficient amounts of dough ready for the pupils to model their initial ideas regarding the size and shape of their bread product. The teacher may use salt dough for the modelling stage of the project OR: • Work in teams to produce their own dough following the demonstration given by the teacher. • Talk about ingredients that could be added to the basic bread dough. Discuss ways of finishing. • Alternatively could divide the dough equally and experiment with some of the different ways of customising the bread. What is the impact of added ingredients and different finishes/shapes on the end product?	• Ingredients for basic recipe • Additional ingredients • Food equipment – mixing bowls, spoons, forks, knives, weighing scales, cups, chopping board, baking trays, cooling trays. • Oven gloves, washing-up clothes, tea towels, cleaning cloths • Plastic table covers • Antibacterial spray • Hand-washing and washing up facilities • Aprons • Access to oven	Can the children: • Follow a recipe to make bread dough • Have ideas for adapting the basic recipe • Know and practice the rules of basic food hygiene • Evaluate different outcomes against agreed specifications.

Year :6	Term :3	Topic :Bread Products	
Learning Objectives (What will the children learn?)	**Class Activities** (What will the children do?)	**Resources** (What will I need?)	**Assessment**
Design and Make Assignment (DMA)			
Children will learn: • to generate ideas through brainstorming • to draw up a specification for their design • to evaluate ideas according to the specification and any other constraints *eg cost* **(Progression in Design Skills E1)** • to select appropriate ingredients and equipment **(Progression in Design Skills P1)** • to work safely and hygienically when making • to plan accurately the main stages of making • to evaluate their work objectively. **(Progression in Design Skills E1)**		• **Ingredients for basic recipe** • **Additional ingredients, both savoury and sweet** • **Food equipment – mixing bowls, spoons, forks, knives, weighing scales, cups, chopping board, baking trays, cooling trays.** • **Oven gloves, washing-up cloths, tea towels, cleaning cloths** • **Plastic table covers,** • **Antibacterial spray, hand-washing and washing-up facilities, aprons, access to oven** • **Refuse bags/bin**	**Can the children:** • **Apply what they have learnt through IDEAs/FPT's in their designing and making** • **Generate and devleop ideas through brainstorming and discussion** • **Use a specification to inform their designing** • **Select food ingredients with appropriate qualities to achieve the desired outcome** • **Plan the main stages of making** • **Make accurately and safely with regard to the quality of the end product** • **Evaluate their work and identify how they have acknowledged constraints in their design and making process.**