

Ashtree Primary School and Nursery Medium Term Plan for DT

Year 4 – Food and Nutrition – Bread

Key Vocabulary

measure, mix, stir, combine, rub, beat, weigh, knead

Prior Knowledge

Skills: Accurately measure using a measuring jug. Use both digital and analogue scales. Snip with greater dexterity and control. Placing the cutter in positions to make good of the food available and avoid waste. Use the claw grip to cut harder foods using a serrated vegetable knife. Crush garlic using a garlic press. **Knowledge:** taught what a balanced diet is, begin to understand the nutrients in food that keep the body healthy and active, know how to use the eatwell guide, understand the value of eating sociably with others and understand how to keep hydrated

Year 4

Skills: Combine using a sieve, flour, raising agents and/or spices together in to a bowl. Mix, stir and combine wet and dry ingredients uniformly (eg to form a dough). Knead and shape dough in to aesthetically pleasing products. Use hands to shape mixtures in to evenly sized pieces. With very close supervision, and physical guidance when necessary, handle hot food safely; once adults have removed food from the hob or oven

Knowledge: Know the importance of a healthy breakfast. Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances that the body needs to be healthy and active. Understand that people have different views on how food is produced and that this influences the food they buy. Understand that there are a variety of influences on the food we choose to eat (eg who we are with, season, cost, health, occasion)

KS2 Design and Technology National Curriculum

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Design and Evaluate

- LO: I can find out about important people and events in the past.
 - The history behind Warburtons: understanding how key events and individuals in DT have helped shaped the world.
- LO: I can investigate and analyse existing products according to their characteristics.
 - Evaluate existing products (check gluten free options if necessary – chn need to have understanding of different dietary needs and why this may affect their views on food.)
- LO: I can develop a design criteria. I can shape dough.
 - Select from a wider range of tools and equipment. Use research and develop design criteria.
- LO: I can think of original ideas for a product based on my design criteria.
- LO: I can develop designs based on my design criteria and clearly communicate my final design.
- LO: I can select ingredients and kitchen equipment to help me follow a bread making recipe. I can knead and bake.

Curriculum Enhancements and Designers

Look at bread from around the world.

How can you change the flavour or appearance of bread?

Famous bread manufacturers.

Make your own butter to go with the bread.

Design brief: Making your own breakfast – toast!

Misconceptions

The role yeast plays and that it is live.

Suggested Activities

Test a range of flavoured bread. Bread that is shaped differently.

Does the way it looks affect the way it tastes?

Curriculum links

- ❖ Science:
- ❖ PSHE:
- ❖ Maths: measuring, scaling, Estimate and read time with increasing accuracy to the nearest minute (Taking account of cooking and food preparation times eg when proving dough for bread rolls)
- ❖ English: reading and writing instructions
- ❖ History -

This will lead children..

Recognise and name a broad range of ingredients (eg cereals, meat, fish Use simple food descriptors relating to smell, flavour, texture and appearance Know where and how a variety of ingredients are grown Identify what they would do differently next time to improve what they have made Read and follow a simple recipe