

Willerby Carr Lane Primary School – Design and Technology

Topic: Bread

Year: 5

Strand: Cooking and Nutrition

What should I already know?

- an awareness of basic food hygiene and using equipment safely
- experience of investigating existing products to inform design ideas
- experience of evaluating food products according to appearance, texture and taste
- weighing and measuring skills

What will I know / be able to do by the end of the unit?

What are the usual ingredients of bread?	<ul style="list-style-type: none"> • Flour, water, yeast, salt, oil • Other ingredients may be added like butter, milk, sugar, fruit etc
What types of bread are available?	<ul style="list-style-type: none"> • there is a wide variety of bread products from a variety of cultures • some types of bread are: <i>soft white, granary, wholemeal, sesame, poppy seed, chapatti, soda, pitta, flavoured – sweet or savoury, croissant, roll, granary stick</i> • Breads can be different shapes and different colours • Different breads are used for different things: toast, sandwiches, to scoop up food, etc • Some breads are more healthy than others
What could you do to make your bread different?	<ul style="list-style-type: none"> • adapting basic recipes by adding or substituting some of the ingredients • using different cooking and shaping methods.
Why was your bread successful?	<ul style="list-style-type: none"> • I used what I learnt in the investigations to choose appropriate ingredients for my final product • I included ____ because ____ • I planned what I needed to do • I wrote a list of ingredients and equipment • I worked safely and hygienically • I weighed and measured ingredients carefully and accurately <p>Pupil can describe the looks, taste, texture, smell of their bread etc using a range of sensory vocabulary</p>

Vocabulary

Designing:

criteria	a standard or test by which to judge or decide
evaluating	Judging the merits of something
fair test	A scientifically controlled test
investigation	to look into carefully and closely so as to learn the facts
specification	a detailed list of the materials, dimensions, and plans needed to build or make something

Making:

ingredients	the parts required for a recipe
kneading	to mix by pressing, folding, and pulling
proving	to allow the dough to rest and rise a final time before baking
quantities	the amounts required

Knowledge and Understanding:

bacteria	microscopic organisms
dough	a thick mixture of flour and water that is prepared for baking into bread
food poisoning	a severe digestive disorder caused by eating poisonous or contaminated food
mould	a fungus that grows on the surface of food
sensory characteristics	How the bread looks, tastes, feels, smells etc: <i>eg texture, doughy, crisp, chewy, yeasty, stretchy, elastic</i>
yeast	tiny, single cells of certain fungi that are used to make bread

Key Design Decisions & Skills

- Develop children's understanding of, and skills in, working with food through a range of activities related to bread products
- Gain knowledge and understanding from investigating and evaluating existing products and from exploring the functions and properties of ingredients
- Draw on this knowledge when designing and making their own bread products
- Develop knowledge of the cultural and social aspects of food, as well as developing an understanding of basic nutrition
- Use a range of skills and techniques using basic food tools and equipment
- Take account of appropriate safety and hygiene issues

Tools and Resources

- range of bread products and bread recipes (including gluten free products if necessary)
- flours – white, strong, granary and whole wheat
- yeast
- small quantities of added ingredients eg cheese, onion, herbs, spices, dried fruits, seeds, apples, bananas
- tools and equipment eg weighing scales, mixing bowls, chopping boards, measuring jugs, graters, spoons, rolling pins, pastry brush, bread tins, baking trays, dinner knives
- access to an oven
- plastic table covers, antibacterial cleaner, hand-washing and washing-up facilities, aprons

Pictures



Are you safe?

When is it important to wash your hands?

Is the kitchen, work surfaces and food equipment clean?

How should raw and cooked food be handled and stored?

How would you know how long these foods last?

How can you make sure that microbes do not multiply quickly?

Where should raw meat be kept in a fridge?

What should you do before you cook?

Where should these foods be stored?

Enjoy your food!

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www.nutrition.org.uk/foodsaferkitchen