

Design & Technology

Food: Bread Making

Year Six

Bishop's Waltham Junior School

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	Learning Objectives	Key Skills	Concepts	Lesson Content
1	<ul style="list-style-type: none"> - To understand the qualities of bread. 	<ul style="list-style-type: none"> - To consider what features their bread needs to meet a specific audience. 	<ul style="list-style-type: none"> - Understand that bread has specific nutritional qualities and relate these to a balanced diet. 	<p>Explain that the children will be making bread. Ask children what they already know about bread- include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients.</p> <p><i>. What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make the particular product? How have ingredients been processed? What is the nutritional value of the product?</i> Develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition and healthy eating.</p> <p>What are the key ingredients of bread? How do breads differ? How do recipes differ? Begin to think about the role of yeast in changing the constitution of bread.</p> <p>Use packaging and/or the internet to find out about the nutritional content of the food products and the ingredients. Link this to the principles of a healthy and varied diet. Edible plants grown in the school grounds can also be evaluated and considered as potential ingredients.</p> <p>What sort of bread could we make to meet our design brief?</p>
2	<ul style="list-style-type: none"> - To evaluate a range of different types of bread. 	<ul style="list-style-type: none"> - To evaluate the taste and texture of different types of bread. 	<ul style="list-style-type: none"> - Bread can be made in different ways and this affects the taste and texture. 	<p>TASTE TESTING AND EVALUATION</p> <ul style="list-style-type: none"> • Children carry out sensory evaluations of a variety of existing breads and ingredients relating to the project. The ingredients could include those that could be added to a basic recipe such as herbs, spices, vegetables or cheese. These could be locally sourced,

				<p>Use a range of questions to support children’s ability to evaluate food ingredients and products e.g. <i>What ingredients help to make the product spicy/crisp/crunchy etc.?</i> <i>What is the impact of added ingredients/finishes/shapes on the finished product?</i></p> <p>Sensory evaluation When carrying out sensory evaluations of products and/or separate ingredients, begin with a whole class activity then use group work to develop Children can also use simple ranking and rating tables as well as star diagrams.</p> <p>Draw together children’s ideas and feelings about the different types of bread they have tasted. Relate texture and taste to the ingredients listed on the packet. What flavours and textures would they like for their bread?</p>
3	- To understand the importance of yeast in bread recipes.	- To practise key making skills.	- To identify the factors required for yeast to work.	<p>(OPTIONAL LESSON – SCIENCE LINKED) YEAST</p> <p>Talk about what yeast is, and its importance in many traditional bread recipes. Model how to make a basic dough using yeast, discussing and demonstrating processes involved.</p> <p>Explain the importance of measuring the ingredients carefully, particularly the yeast, water, salt and sugar.</p> <p>As a class make several different small amounts of dough – differing the levels of yeast. What will happen if we don’t add any yeast? What will happen if we put our dough in the fridge? By the radiator? What happens if the bread is barely kneaded? What happens if the bread is kneaded for 5 minutes?</p> <p>Whilst the bread is resting, children to research yeast and its properties in books / using computers.</p> <p>As a class review the dough samples. How do they differ?</p>

				<p>What conclusions can we draw from this about how we should make our bread?</p> <p>Discuss the importance of kneading, warm conditions, resting times to allow the dough to rise.</p> <p>.</p>
4	<ul style="list-style-type: none"> - To design own product to meet the design brief. 		<ul style="list-style-type: none"> - To understand which ingredients are key to making the recipe successful. - To understand the need to add flavouring ingredients carefully, using small quantities. 	<p>DESIGNING</p> <p>Recap design brief. What have we learnt so far about bread?</p> <p>What have you discovered about your own preferences with bread? What different ingredients could we use to add extra flavour to our recipes?</p> <p>Give children 2? Basic bread recipes – one with yeast, one without. Children to choose one recipe and then add ingredients to personal taste. Children to write their recipe into topic books.</p> <p>Can they produce nutritional advice relating to their bread. E.g. colour coded system on front of Sainbury's packets?</p>
5	<ul style="list-style-type: none"> - To accurately and safely make own bread recipe. 	<ul style="list-style-type: none"> - To rub, knead and combine ingredients together. - To use appropriate tools safely. 		<p>MAKING</p> <p>With the children, remind yourselves how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients, use appropriate utensils and equipment safely and hygienically.</p> <p>Divide children into groups – yeast / non-yeast. In groups combine ingredients, then distribute dough to be kneaded. Add extra ingredients towards end of process.</p>
6	<ul style="list-style-type: none"> - To evaluate own product against design brief. 			<p>EVALUATING</p> <p>Eat products and then evaluate taste and texture. How did they find the process of making the bread? Did it go to plan? How did they feel about the quantities of their extra ingredients?</p> <p>Would they feel confident at making bread again?</p> <p>Does the bread meet the requirements of the design brief? What nutritional value does it have?</p>

