Autumn Healthy and Varied Diet: How to make bread

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| National Curriculum Links |
| Designing   * Understand how key events and individuals in design and technology have helped shape the world in the context of the history behind Warburtons. * Investigate and analyse a range of existing products in the context of different breads made by Warburtons. * Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of creating a design criteria for a new type of bread.   Making   * Select from and use a wider range of tools and equipment to perform practical tasks for example shaping accurately in the context of shaping salt dough. * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of making a new bread product. * Select from and use a wider range of equipment to perform practical tasks accurately.   Evaluate   * Evaluate their ideas and products against their own Design Criteria. |

Spring: 2D Shape to 3D Product

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| National Curriculum Links |
| Designing  • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.  • Produce annotated sketches, prototypes, final product sketches and pattern pieces.  Making  • Plan the main stages of making.  • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.  • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.  Evaluating  • Investigate a range of 3-D textile products relevant to the project.  • Test their product against the original design criteria and with the intended user.  • Take into account others’ views.  • Understand how a key event/individual has influenced the development of the chosen product and/or fabric.  Technical knowledge and understanding  • Know how to strengthen, stiffen and reinforce existing fabrics.  • Understand how to securely join two pieces of fabric together.  • Understand the need for patterns and seam allowances.  • Know and use technical vocabulary relevant to the project. |

Summer: Shell and Product

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| National Curriculum Links |
| Designing  • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.  • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.  Making  • Plan the main stages of a recipe, listing ingredients, utensils and equipment.  • Select and use appropriate utensils and equipment to prepare and combine ingredients.  • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.  Evaluating  • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.  • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.  Technical knowledge and understanding  • Know how to use appropriate equipment and utensils to prepare and combine food.  • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.  • Know and use relevant technical and sensory vocabulary appropriately. |