



Unit Planner – Design Technology Year: 5 Title: Making Bread

Unit Overview	In this unit the children learn about the different ingredients used to make bread and some of the history behind how bread was made. Children will learn about the origins of ingredients and their purpose in the bread. Children will also revise the concept of a healthy and balanced diet.	
Prior Learning/ Links	Y1 – children have made cereal bars. Followed recipes. Discussed ingredients. Y2/3/4 – children will have investigated and learnt about a healthy diet both in science and PHSE.	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
<p>Key Questions:</p> <p>What would make a really great tasting bread for a particular occasion?</p> <p>Why is yeast a key ingredient in many types of bread?</p>	<ul style="list-style-type: none"> • That bread has historically been a staple food around the world and there are many different types of bread available. • Know what a balanced diet is and how bread plays a part in this. • The key ingredients of bread are grown from the land. • Wheat and corn are processed in different ways to make bread, and the other ingredients added determine what type of bread it is. • Children will know some key breads: naan bread, tortilla, chapatti, soda bread, wholemeal bread. • That yeast is used in some breads and that this ingredient allows the bread to rise. • Children can use language to describe both the packaging, look and taste of different types of bread using design vocabulary. • Children can design a bread for a particular audience: children, party, bread competition... • To use annotated drawings to show ideas. • Children learn to choose ingredients based on how they think it will taste and look. • Use different media to present ideas to others. • Children are able to follow a simple recipe and choose the ingredients and tools to make it. • To evaluate a product based on their own and others opinions. 	<p>Critical Evaluation</p> <p>To identify and learn about a range of significant designers of food/ bread.</p> <p>To evaluate current products and suggest viable improvements</p> <p>To consider why products change over time due to –money, safety, opp</p> <p>Purpose/ Audience or Design</p> <p>Use design to make a product fit for purpose and for a specific audience</p> <p>Use annotated sketches and diagrams to communicate ideas</p> <p>Present ideas and designs to others using a range of media</p> <p>Making/ Technological Knowledge</p> <p>Selecting tools and materials appropriate for tasks.</p> <ul style="list-style-type: none"> - Explain choices made to construct a product based on characteristics
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive:</p> <p>Bread</p> <p>Rising</p> <p>Wheat</p> <p>Corn</p>	<p>Kids' bread recipes BBC Good Food</p> <p>Bread Facts for Kids - Facts Just for Parents, Teachers and Students (factsjustforkids.com)</p>	



<p>Salt Diet Carbohydrate Balanced</p> <p>Disciplinary: Plan Design Recipe Tools Measure Evaluate diagram Varied Product appearance audience</p>	<p>History of bread for children (istmira.com)</p>	
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