

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Design and Technology Year Group: Y3/4		Area of learning: Cooking and Nutrition
Links to previous work/Remember when	Cooking in KS1 - fruit kebabs and Indian curry. Links with History topic - Vikings, Scots and Anglo-Saxons.	
Term	Year 3/4	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<u>Progression of skills Y3/4</u> <ul style="list-style-type: none"> ● Observe basic food hygiene procedures – washing hands, washing fruit/veg; avoiding cross contamination when preparing raw meat; cleaning surfaces before and after preparing food. ● Use appropriate tools to peel, chop, slice, grate and mix ingredients. ● Knead and roll out dough. ● Cook the product in the oven, ensuring it is fully cooked. ● Serve food in an appealing way. ● Clean/wash up after themselves

Vocabulary

Hygiene, dough, knead, bake, cups, teaspoon, measure, weigh.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). To find out what the vikings ate and how they prepared their food.</p> <ul style="list-style-type: none"> ● Discuss what types of things the Vikings ate. https://kidadl.com/articles/viking-food-ks2-and-recipes-made-easy ● Chn could research online and try to find the answers to key questions: What did they cook? What tools did they use? What sort of flavours did they add to their cooking? What did the Vikings drink? ● Discuss the significance of bread within Viking society - type of bread eaten is based on the hierarchy within the village.
2	<p>i). To investigate and taste a variety of different types of bread and describe the texture and qualities of each.</p> <ul style="list-style-type: none"> ● What types of bread can you think of? Mind map

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	<ul style="list-style-type: none"> • Research any other types that the children may not be familiar with. • Discuss what type of food bread is and what ingredients are typically used? Why is yeast used? • Chn investigate different breads as a tasting activity - use adjectives to describe the different aspects of pitta, naan, ciabatta, seeded, brioche etc. • Chn say which ones they prefer and why?
3	<p>i). To learn about the importance of food hygiene.</p> <ul style="list-style-type: none"> • First, talk about safe practises when preparing food and the importance of cleanliness. https://www.bbc.co.uk/bitesize/topics/z9wdmp3/resources/1 • Next, explain the importance of safety within the kitchen especially when using the oven. • Chn could design a poster present this information.
4	<p>i). To plan my viking soda bread recipe.</p> <ul style="list-style-type: none"> • Plan ingredients and method you will use. • Ensure chn understand the different steps and clarify any unfamiliar vocabulary. • Look at the ingredients so that the children are clear what they all are and their purpose in the recipe.
5	<p>i). To make a small loaf of viking soda bread.</p> <ul style="list-style-type: none"> • In the kitchen, children work within small groups to make their bread. • Encourage chn to follow the recipe as independently as possible by carefully measuring the ingredients.
6	<p>i). To evaluate my bread.</p> <ul style="list-style-type: none"> • Chn eat their bread in school with honey as a Viking might have before writing their evaluation. • How is the bread different to a modern loaf? Think about why this might be. • Discuss taste, texture, shape, flavour. • What went well in the cooking process? • Is there anything you would do differently next time?

Learning Outcome/product

To produce a small rounded loaf of Viking soda bread.

Assessment records

List only those children who have not achieved the expected outcomes.

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Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
How is Viking soda bread different to the bread we eat today from the supermarket?