

Year 5 Food – Flatbreads

Prior Learning

Hygiene is important. How to use a knife correctly.
 How to cut, peel, grate and chop Measure and weigh food items
 Follow instructions Combining ingredients
 Make healthy eating choices Understand a balanced diet

Innovator Study – Jamie Oliver: British Chef

Key Vocabulary

Bread– Food made of flour, water, and yeast mixed together and baked

Dough – A thick, malleable mixture of flour and liquid, used for baking into bread or pastry

Knead – Work (moistened flour or clay) into dough or paste with the hands by squeezing.

Bake – Cook food in an oven

Combine - To bring or join together into a whole.

Mediterranean – of or characteristic of the Mediterranean Sea, the countries bordering it, or their inhabitants.

Yeast - Single celled microorganisms used in baking and making alcoholic beverages

Unleavened bread – made without leaven : (such as yeast or baking powder

Rubbing in – to coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.

Shaping - The gluten should now be thoroughly distributed. The dough is shaped,



Key Knowledge

- Learning how to cook is an essential life skill – part of a healthy diet.
- Show an awareness of a healthy diet and a balanced diet
- The 5 main food groups (Eatwell plate): Fruit and vegetables
Carbohydrates Protein Dairy Fats (including oils and sugar)
- Know that the earliest bread was made in or around 8000 BC in the Middle East.
- During Neolithic times, farming and agriculture developed rapidly and bread making became an important source of food.
- Many early breads were unleavened (meaning no yeast or raising agent is present). These are still made in many parts of the world now
- Know that bread is made from a dough of flour and water. There are many kinds of bread from all over the world.
- There are various toppings that can be used on flatbread.
- A basic knowledge of a Mediterranean diet
- Mediterranean foods include peppers, olives, anchovies

Key Skills

- Prepare food products taking into account properties of ingredients and sensory characteristics
- Select and prepare foods for a particular purpose
- Weigh and measure using scales
- Cut and shape ingredients (toppings) using appropriate tools and equipment e.g grating, peeling, slicing,
- Join and combine food ingredients appropriately e.g beating, mixing, kneading
- Work safely and hygienically
- Create and follow a recipe.
- Prepare and cook a savoury dish using a range of cooking techniques

Designing

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Making

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Key questions to think about;

Who will eat the bread?

What will they be looking for in a flat bread?

What flavours could I incorporate?

What shape will it be?

What techniques will I use and what equipment do I need?

What order will I work in?

How long will it take?

Has the bread met the design criteria? How will you know?

End Points and Assessment Of Core Learning

Designing:
<u>Understanding contexts, users and purposes</u> - carry out research; develop a simple design specification; describe the user, purpose and design features of their products and explain how they will work.
<u>Generating, developing, modelling and communicating ideas</u> - generate innovative ideas drawing on research; use a range of drawing skills, discussion, prototypes, pattern pieces and computer-aided design where appropriate.
Making:
<u>Planning</u> - formulate lists of resources and step-by-step plans; select suitable tools, equipment, materials and ingredients
<u>Practical skills and techniques</u> - follow procedures for safety and hygiene; shape, assemble, combine and finish with accuracy.

Evaluating:

Own ideas and products - identify strengths and areas to develop in their ideas and products against their design specification; consider the views of others to make improvements.

Existing products - investigate how well products have been made, whether they are fit for purpose and meet user needs; why materials have been chosen, the methods used, how well they work, and how innovative and sustainable they are.

Key events and individuals - know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

Technical Knowledge:

Making products work - know that materials have aesthetic qualities; use the correct technical vocabulary.

Cooking and Nutrition:

Where food comes from - know that food is grown, reared and caught in the UK, Europe and the wider world; that seasons may affect the food available; how food is processed into ingredients.

Food preparation, cooking and nutrition - know how to prepare and cook a variety of dishes safely and hygienically using, where appropriate, a heat source; that different food and drink contain nutrients, water and fibre that are needed for health.