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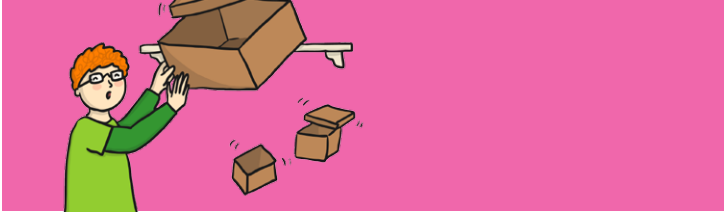
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The Great Bread Bake Off

Design and Technology | LKS2 | Unit Overview

Introduction

This Great Bread Bake Off unit will teach your class about working with food. Children will gain an insight into the history of bread production, then investigate and evaluate existing bread products. They will create design criteria which will be referred to when designing, making and evaluating their own bread product. Children use a range of skills and techniques using simple kitchen tools and measuring equipment, they will learn how to knead dough correctly and the technique of proving bread.



Health & Safety

Parental permission should be sought before tasting sessions in order to identify any dietary requirements for consideration e.g. nut, wheat, gluten and dairy allergies. Cultural requirements should also be taken into consideration. Hygiene practices should be carefully observed e.g. surfaces cleaned down; aprons provided for food preparation; access to hand-washing and washing-up facilities. Children should learn safe practices in relation to kitchen equipment.



Home Learning

Task 1 Breads From Around the World: Ever wondered where Pan de Muertos or Baba Bread originated? This homework task will help children discover the answers. A fun research based activity that invites the children to investigate which country the different breads come from and then label them on a world map.

Task 2 Altering Recipes: This homework activity shows how Maths links to the process of baking. It challenges the children to use the skills of multiplication and division in order to scale a bread recipe up or down.



Wider Learning

Visit a local bakery or arrange a visit by a local baker. Useful books include; Baking Bread with Children (W L Cohen, Marije Rowling), and The Giant Jam Sandwich (Janet Burroway, John Vernon Lord).

Assessment Statements

By the end of this unit...

...all children should be able to:

- Design and make a bread product with support and guidance.
- Explain why choices were made after discussion with the teacher.
- Have demonstrated some skills when making the product.

...most children will be able to:

- Use their experiences of food ingredients and cooking methods to help generate ideas.
- Explain why they have chosen certain foods and processes and link them to their design criteria.
- Produce an order of work which includes an annotated diagram and chosen equipment appropriately.
- Make and evaluate their bread product against objective design criteria.

...some children will be able to:

- Use findings from their investigative work to draw up a design specification for a new bread product.
- Draw on their understanding of the characteristics and properties of foods to select appropriate ingredients.
- Work accurately to make bread products that match the sensory properties required; have implemented improvements as the design developed.
- Evaluate how successful their product is with reference to their original design criteria.

To look at all the resources in The Great Bread Bake Off unit [click here](#).

To find out more about PlanIt download our [free guide here](#).

Lesson Breakdown

1. The History Behind Warburtons

Understand how key events and individuals in design and technology have helped shape the world in the context of the history behind Warburtons.

- I can find out about important people and events in the past that have shaped the way bread is made and sold today.

Resources

- Scissors.



2. Evaluate Existing Products

Investigate and analyse a range of existing products in the context of different breads made by Warburtons.

- I can investigate and analyse existing products according to their characteristics.

- Different types of Warburtons bread: Milk Roll, Toastie, Seeded Batch, Fruit Loaf with Orange.



3. Design Criteria and Shaping

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. 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.

- I can develop a design criteria.
- I can shape dough.

- Salt dough.



4. Designing

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. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating initial designs for a new bread product.

- I can think of original ideas for a product based on my design criteria.

- Raisins, mixed dried fruit, cinnamon, banana, apple, honey, orange/ lemon/ lime zest, ginger, chocolate, cheese, sundried tomatoes, dried herbs, onion, potato, cumin, curry powder, olives.
- Sweet peppers, garlic, seeds.



5. Final Designs

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. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a new bread product.

- I can develop designs based on my design criteria and clearly communicate my final design.



6. Making and Evaluating Bread

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 their ideas and products against their own Design Criteria.

- I can select ingredients and kitchen equipment to help me follow a bread making recipe.
- I can knead and bake.

- Kitchen equipment: baking trays.
- Weighing scales, sieves, mixing bowls.
- Measuring spoons, measuring jugs.
- Oven gloves, cooling racks.
- Ingredients to make the Bread Rolls Recipe.
- A selection of ingredients for adding to the bread.



To look at all the resources in The Great Bread Bake Off unit [click here](#). National Curriculum Aim Lesson Context Child Friendly