



# Primary food project: Get baking

**Age: 7-8 years**

**Time: 6 hours**

## Introduction

This food project has been developed to enable pupils to learn how bread from around the world can contribute to a healthy, varied diet. Pupils will also learn more about where their food comes from, how different ingredients are produced (e.g. flour), and use research and tasting to plan and make bread safely and hygienically. This learning will be delivered in the context of planning and making bread to share with classmates.

## Aims

- Pupils will investigate bread including how it is made and the varieties found around the world.
- Pupils will learn about the role of bread, and meals which include bread, in a healthy, varied diet.
- Pupils will practise bread making skills while working safely and hygienically.
- Pupils will plan, make and evaluate their own bread dish.

## Teaching and learning overview

Lesson	Learning objectives
1	To be able to: <ul style="list-style-type: none"><li>name a selection of different types of bread and their countries of origin.</li><li>describe a selection of breads tasted using sensory vocabulary.</li></ul>
2	To be able to: <ul style="list-style-type: none"><li>recall and apply the 'get ready to cook' steps.</li><li>make a bread roll by applying skills which have been demonstrated (e.g. <i>knead, shape</i>).</li><li>name other products that can be made from dough.</li></ul>
3	To be able to: <ul style="list-style-type: none"><li>identify ingredients (including bread) in meals from around the world and sort those ingredients into the Eatwell Guide food groups.</li><li>research how bread is made and where bread ingredients come from.</li><li>recall and explain where ingredients or foods come from.</li></ul>
4	To be able to: <ul style="list-style-type: none"><li>select and use basic equipment to prepare ingredients safely.</li><li>select and arrange ingredients to create an attractive pizza.</li></ul>
5	To be able to: <ul style="list-style-type: none"><li>suggest ideas for basic design criteria for the bread.</li><li>plan and make bread, based on their research and experiences, which meets their design criteria.</li></ul>
6	To be able to: <ul style="list-style-type: none"><li>follow their bread plan and apply the food preparation skills they have learned to make their bread.</li><li>evaluate their bread against the design criteria and suggest improvements.</li></ul>

## Curriculum links

England	<p><b>Design and technology - Cooking and nutrition (Key Stage 2)</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Design and technology</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Science – Animals including humans (Year 3)</b></p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> </ul>
Northern Ireland	<p><b>The World Around Us</b></p> <p><b>KS1 (Year 3 &amp; 4)</b></p> <p><b>Interdependence – Science and Technology</b></p> <ul style="list-style-type: none"> <li>• How we grow, move and use our senses, including similarities and differences between ourselves and other children.</li> <li>• The variety of living things in the world and how we can take care of them.</li> </ul> <p><b>Change over time - Science and Technology</b></p> <ul style="list-style-type: none"> <li>• The effect of heating and cooling some everyday substances.</li> </ul> <p><b>KS1 to KS2 progression description:</b></p> <ul style="list-style-type: none"> <li>• <i>from using tools, components and materials to design and make to combining, designing and making skills and techniques with knowledge and understanding in order to present solutions</i></li> </ul> <p><b>Personal Development and Mutual Understanding</b></p> <p><b>KS1 (Year 3 and 4)</b></p> <p><b>Strand 1: Personal Understanding and Health</b></p> <p><b>Health, Growth and Change</b></p> <ul style="list-style-type: none"> <li>• recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene</li> </ul>

	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• knowing about potential dangers and threats in the home and environment</li> </ul> <p><b>Strand 2: Mutual Understanding in the Local and Wider Community</b></p> <p><b>Relationships in the Community</b></p> <ul style="list-style-type: none"> <li>• appreciating ways we are similar and different, for example, age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work</li> <li>• being aware of their own cultural heritage, its traditions and celebrations</li> </ul>
Scotland	<p><b>Health and wellbeing</b></p> <p>Food and health – Nutrition</p> <p>All levels</p> <ul style="list-style-type: none"> <li>• I enjoy eating a diversity of foods in a range of social situations. (HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a)</li> </ul> <p>First</p> <ul style="list-style-type: none"> <li>• By investigating the range of foods available I can discuss how they contribute to a healthy diet. (HWB 1-30a)</li> <li>• I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. (HWB 1-30b)</li> </ul> <p>Food and health - Safe and hygienic practices</p> <p>First</p> <ul style="list-style-type: none"> <li>• I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. (HWB 0-33a / HWB 1-33a)</li> </ul> <p><b>Technologies</b></p> <p>Food and Textile Technology – Food and Textile</p> <p>First</p> <ul style="list-style-type: none"> <li>• I can use a range of simple food preparation techniques when working with food (TCH 1-04a)</li> <li>• I am developing and using problem solving strategies to meet challenges with a food or textile focus (TCH 1-04c)</li> <li>• I can adapt and improve ideas and can express my own thinking in different ways (TCH 1-04d)</li> </ul>
Wales	<p><b>Health and Well-being</b></p> <p>Statement of what matters:</p> <p>Developing physical health and well-being has lifelong benefits.</p> <p>Progression step 2</p> <ul style="list-style-type: none"> <li>• I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</li> </ul> <p><b>Science and technology</b></p> <p>Statement of what matters:</p> <p>Design thinking and engineering offer technical and creative ways to meet society's needs and wants.</p> <p>Progression step 2</p> <ul style="list-style-type: none"> <li>• I can produce designs to communicate my ideas in response to particular contexts.</li> <li>• I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements.</li> <li>• I can explore how different component parts work together.</li> <li>• I can safely use a range of tools, materials and equipment to construct for a variety of reasons.</li> <li>• I have experienced using basic prototyping techniques to improve outcomes.</li> </ul>

- I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others.
- I can explore and describe the properties of materials and justify their uses.

### **Science and technology**

Statement of what matters:

Matter and the way it behaves defines our universe and shapes our lives.

Progression step 2

- I can make design decisions, using my knowledge of materials and existing products, and suggest design improvements.
- I can explore and describe the properties of materials and justify their uses.
- I can observe and describe ways in which materials change when they are mixed together.

# Primary food project: Get baking

## Lesson 1: Exploring and tasting bread

Time: 1 hour

### Learning

Learning objective To be able to:	Learning outcomes	
name a selection of different types of bread and their countries of origin.	All pupils will ...	with support, name a selection of different types of bread and their countries of origin.
	Most pupils should ...	name a selection of different types of bread and their countries of origin.
	Some pupils could ...	name a wide selection of different types of bread and their countries of origin.
describe a selection of breads tasted using sensory vocabulary.	All pupils will ...	describe a selection of breads tasted using limited sensory vocabulary.
	Most pupils should ...	describe a selection of breads tasted using sensory vocabulary.
	Some pupils could ...	name and describe a selection of breads tasted using sensory vocabulary.

### Teaching and learning activities

Activity	Resources and equipment
<p>Note: During this project the children will be tasting and handling bread. Remember to send out the <b>Ingredient check letter</b> to check for any food allergies/ intolerances and/or other dietary requirements that may mean children cannot handle or taste certain foods.</p>	<a href="#">Ingredient check letter</a>
<p><b>Starter</b> Explain to the children that during this project they will be learning about bread including how it is made, where it comes from, the different types available and how it is eaten. They will then design and make their own bread.</p> <p>Question the children.</p> <ul style="list-style-type: none"><li>• What do you know about bread?</li><li>• What sizes and shapes have you seen?</li><li>• Have you seen bread with other ingredients added? (e.g. seeds, grains, cheese)</li><li>• How do you eat bread? (e.g. sandwich, wrap, toasted, to dip in to or scoop up other foods)</li><li>• What is your favourite type of bread?</li></ul>	

## Main

Show the **Beautiful bread presentation** and question the children about the bread:

- Have you tried this before?
- What does it look like?
- How do you think it would taste?
- Have you visited the country where this bread comes from?
- Have you tried other foods from this country?

Talk about what is happening in the slides that show bread been made and eaten.

Note: the last slide in the presentation is a *Bread bingo!* task. You may like to print this and give the children the task to complete at home.

Explain to the children that they are going to taste some different types of bread. You could select breads for tasting from the **Beautiful bread presentation**. Four to six different types of bread will be sufficient for a tasting session. Try to choose breads that are as different as possible from each other. Allow the children to see the bread as whole loaves before it is prepared into samples.

Use the **Tasting guide** to help you prepare for the session. The guide also suggests some evaluation sheets (**My food book** and **Tasting ingredients worksheet**) that you may like the children to use to record their experience.

Emphasise the importance of good personal hygiene when tasting food (e.g. *wash hands, only touch food you will be eating*).

Prepare the children for their tasting session by asking the following questions.

- What senses will you use when you are tasting the bread?
- What words might you use to describe the following. How it:
  - looks?
  - smells?
  - tastes?
  - feels in your mouth (texture)?

You could display the **Sensory vocabulary cards** to help the children describe the bread they taste.

Instruct the children to wash their hands. Organise the class into groups to taste small samples of each type of bread. Try one bread at a time as a class. Encourage the children to try all the samples and to describe the differences using sensory vocabulary.

## [Beautiful bread presentation](#)

A selection of four to six breads

## [Tasting guide](#)

## [My food book](#)

## [Tasting ingredients worksheet](#)

## [Sensory vocabulary cards](#)

## Plenary

Question the children about their tasting experience.

- Which was your favourite bread? Why?
- What was it like?
- Were you surprised by how any of the breads tasted?
- Which countries did the breads come from?

## Related activity ideas

Show **The bread stories presentation** to the children and read the story.

## [The bread stories presentation](#)

Discuss the different types of bread in the story.

- How many different types of bread were in the story?
- What was each one called?

- What did each one look like?
- Which countries did they come from? (*Jamaica, England, China, India*)
- Can you remember any of the stories about the different breads? (*E.g. how they were made, the memories family members had about the bread.*)
- Why do you think there are different types of bread in different countries?

You may like to explore some of the additional activities in the **Bread activity pack** during this project.

[Bread activity pack](#)

# Primary food project: Get baking

## Lesson 2: Making bread

Time: 1 hour

### Learning

Learning objective To be able to:	Learning outcomes	
recall and apply the 'get ready to cook' steps.	All pupils will ...	with support, recall and apply the 'get ready to cook' steps.
	Most pupils should ...	recall and apply the 'get ready to cook' steps.
	Some pupils could ...	recall and apply the 'get ready to cook' steps and explain the reasons for these.
make a bread roll by applying skills which have been demonstrated (e.g. <i>knead, shape</i> ).	All pupils will ...	with guidance, apply skills which have been demonstrated in order to make a bread roll.
	Most pupils should ...	apply skills which have been demonstrated in order to make a bread roll.
	Some pupils could ...	apply skills with accuracy in order to make a bread roll.
name other products that can be made from dough.	All pupils will ...	with prompts, name other products that can be made from dough.
	Most pupils should ...	name other products that can be made from dough.
	Some pupils could ...	name a range of sweet and savoury products that can be made from dough.

### Teaching and learning activities

Activity	Resources and equipment
<p>Note: Prepare for this lesson by taking a look at the <b>Setting up a cooking session guide</b> and the <b>Demonstration guide</b>.</p> <p>You may like to watch the recording of the <b>Bread making 'skill-a-long'</b> to help you prepare for this lesson. If you wish to 'skill-a-long' with the webinar, you can find the ingredients and equipment on the <b>Brilliant bread recipe</b>.</p>	<p><a href="#">Setting up a cooking session guide</a></p> <p><a href="#">Demonstration guide</a></p> <p><a href="#">Bread making 'skill-a-long'</a> (webinar recording)</p> <p><a href="#">Brilliant bread recipe</a></p>
<p><b>Starter</b></p> <p>Explain to the children that they will be preparing, making and shaping bread dough to produce a bread roll. This will be so that they know how to make bread for when they design and make their own bread product. Show the children the <b>Bread making video</b> and discuss what happens. Ask the children to describe the key steps.</p>	<p><a href="#">Bread making video</a></p>
<p><b>Main</b></p> <p>Use the <b>Get ready to cook presentation</b> and/or the <b>Let's get ready to cook poster</b> to go through the steps the children will need to take to get ready to cook, and why these are important.</p>	<p><a href="#">Get ready to cook presentation</a></p>

Gather the children together. Demonstrate how to make the bread using the **Brilliant bread recipe**. Talk about each ingredient and process as you make the bread.

[Let's get ready to cook poster](#)

Note: You may find it helpful to read the **Wheat to bread fact sheet** for background information about how flour is produced.

[Brilliant bread recipe](#)

- What ingredients are needed to make bread?  
Flour, yeast, water, salt.
- Where does flour come from?  
Talk about wheat - it is grown, harvested, and the grains are milled to extract the flour. Explain how the wheat is sieved which gives us white flour for white bread. We get wholemeal flour when parts of the wheat (bran) are added back into the sieved flour. The bran provides fibre which helps keep our digestive system healthy.
- What does yeast do?  
Explain that yeast is a micro-organism = 'small living thing'. When yeast is dry, it is dormant (sleeping). When warm water is added to the yeast, it comes to life and produces gas called carbon dioxide. When the yeast is in the bread dough, the gas it creates bubbles in the dough which makes it rise. Mention to the children that some types of bread do not use yeast, e.g. soda bread.
- What does the water do?  
Warm water is needed to bring the yeast to life. The water is also important to wet the flour so it can be shaped into dough.
- What does the salt do?  
Salt is added to bread for taste and proving.

[Wheat to bread fact sheet](#)

Demonstrate making and kneading the dough. Show the children how to make different shape rolls, e.g. plait, mini cottage roll, hedgehog, knot, round). See the **Bread shaping sheet**.

[Bread shaping sheet](#)

Note: Before the children begin making their bread, get each child to wash and dry their hands and then write their initials (small) on the corner of a piece of greaseproof paper. This is so that when they have made their bread roll, they can place it on their piece of greaseproof paper (on a baking tray) and they will be able to identify it once it is cooked.

Organise the children into groups of four to make the bread dough according to the **Brilliant bread recipe**. The dough can then be divided into four pieces (one for each child). They can each knead their own piece until it is smooth and elastic and then shape it into a roll.

Lightly cover the rolls, perhaps with a clean tea towel or greased piece of cling film, and place them in a warm area to double in size (prove). An area within the classroom you are working should be fine for this.

When the rolls have risen, the children can add a topping such as grated cheese or seeds. (Ensure any ingredients you offer for a bread roll topping are suitable and safe for all children in the class.) The rolls can then be baked. While they are baking, the children can tidy up their cooking areas.

Talk to the children about other foods made from dough. Can they name any? Do an internet search together, or let them search independently, for dishes made from dough and how these are made.

**Plenary**

When the rolls are cooked and cooled, gather the children together to look at the finished results. Cut one of the rolls in half. Ask the children:

- Why are there little holes inside the bread roll?
- Why do you think some rolls are bigger than others?
- How could we change the colour/texture/taste of the bread rolls?
- Did they work well?

**Related activity ideas**

Demonstrate how a different type of bread is made (e.g. *soda bread*). Allow the children to taste or make the bread.

Children could complete the **Bread around the world worksheet** at home.

[Soda bread  
recipe](#)

[Bread around  
the world  
worksheet](#)

# Primary food project: Get baking

## Lesson 3: The Eatwell Guide and ingredient origins

Time: 1 hour

### Learning

Learning objective To be able to:	Learning outcomes	
identify ingredients (including bread) in meals from around the world and sort those ingredients into Eatwell Guide food groups.	All pupils will ...	name ingredients in a few meals from around the world and sort those ingredients into the Eatwell Guide food groups.
	Most pupils should ...	identify ingredients in meals from around the world and sort those ingredients into the Eatwell Guide food groups.
	Some pupils could ...	identify ingredients in a variety of meals from around the world and sort those ingredients into the Eatwell Guide food groups.
recall and explain where ingredients or foods come from	All pupils will ...	recall some examples of ingredients/foods from plants and from animals.
	Most pupils should ...	recall examples of ingredients or foods from plants and from animals and provide some details of origin (e.g. <i>lettuce is the leaf of a plant</i> ).
	Some pupils could ...	recall a variety of examples of foods from plants and animals and explain how these are grown, reared and/or produced (e.g. <i>cheese is from milk which is from a cow</i> ).

### Teaching and learning activities

Activity	Resources and equipment
<p><b>Starter</b></p> <p>Explain to the children that in this lesson they will be learning about how bread is eaten as part of different meals. This will help them with ideas for the bread they will make later in the project.</p> <p>Show the children the images of different dishes on the <b>Bread snap cards</b>. Ask them to identify the bread in each dish. The images include:</p> <ul style="list-style-type: none"><li>• Curry and naan bread</li><li>• Pizza (bread-base)</li><li>• Bagel with filling</li><li>• Soup with bread</li></ul> <p>Question the children about the dishes.</p> <ul style="list-style-type: none"><li>• Have you eaten this dish?</li><li>• What does it taste like?</li><li>• Where is the bread in this dish?</li><li>• Do the ingredients in this dish come from a plant or animal?</li></ul> <p>Use the <b>Eatwell Guide poster</b> or the <b>Eatwell Guide presentation</b> to talk to children about the Eatwell Guide.</p> <p>Note: You may find it useful to read The Eatwell Guide for background information before this lesson.</p> <p>Select some of the dishes from the <b>Bread snap cards</b> and ask the children to identify the ingredients in each dish and say where they belong on the Eatwell Guide.</p>	<p><a href="#">Bread snap cards</a></p> <p><a href="#">Eatwell Guide poster</a> (or this <a href="#">simplified version</a>)</p> <p><a href="#">Eatwell Guide presentation</a></p> <p><a href="#">The Eatwell Guide (background information)</a></p>

## Main

Task the children to record three meals containing bread that they have had in the past. You could direct them to provide one meal for each main meal occasion (i.e. *breakfast, lunch and evening meal*).

They should then sort the ingredients from each meal into the Eatwell Guide food groups. They can use the **What is it made from? worksheet** to record this. To help the children, make sure they can see a copy of the Eatwell Guide by displaying the poster or the presentation slide showing the model.

When the children have completed the sheet, ask some of them to share a meal they have recorded which includes bread. Discuss the ingredients in meal and where each one belongs on the Eatwell Guide.

Summarise that to be healthy we need to have food and drinks from the four largest Eatwell Guide groups in the proportions shown on the model. It is useful if we try to achieve this balance every day so we can keep track. A simple guide to the amount we should eat from each group is as follows.

- *Potatoes, bread, rice, pasta and other starchy carbohydrates* group – plenty;
- *Fruit and vegetable* group - plenty;
- *Dairy and alternatives* group – some;
- *Beans, pulses, fish, eggs, meat and other proteins* group – some.
- Foods from Oils and spreads group should only be consumed in small amounts and unsaturated versions should be chosen.

We also need to drink plenty every day (6-8 drinks a day).

Remind the children that foods such as biscuits, sweets, crisps, chocolate, cakes are *Foods high in fat, salt and sugars*. We do not need these types of food to be healthy. If we do have them, it should be less often and in small amounts.

## Plenary

Draw two columns on the board and label them Plant and Animal. Ask the children to give examples of ingredients from the meals they have recorded on their sheet and say if these come from a plant or an animal. List each ingredient in the correct column. Hopefully this will lead to some interesting discussions about where food comes from as you and the children follow ingredients back to their plant or animal source. For example:

- **Bread** is made from **flour** which comes from **wheat** which is a **plant** so bread comes from a plant.
- **Cheese** is made from **milk** which comes from a dairy **cow** which is an **animal** so cheese comes from an animal.

As foods from plants are given, ask the children to say which part of a plant the ingredient comes from, e.g. root, stem, flower, leaf. As a meat or fish example is given, ask the children to name the animal it originates from (e.g. ham from pigs, fish fingers from cod).

## Related activity ideas

- Encourage the children to look for, and list, different types of bread they see in their local shops or supermarkets.
- Provide the children with a **Blank Eatwell Guide** and task them to record what they eat and drink for a day in the Eatwell Guide groups. Review it together. Are they having a healthy, varied diet and drinking plenty?

## [\*\*What is it made from? worksheet\*\*](#)

## [\*\*Blank Eatwell Guide worksheet\*\*](#)

- You may like to show some videos about the farm to fork journey for different foods. For example, **Magnificent milk** or **Excellent eggs**. You could task the children to look at the **Other farm to fork videos**, choose a food and storyboard its farm to fork journey.

[\*\*Magnificent milk  
video\*\*](#)

[\*\*Excellent eggs video\*\*](#)

[\*\*Other farm to fork  
videos\*\*](#)

# Primary food project: Get baking

## Lesson 4: Cutting skills

Time: 1 hour

### Learning

Learning objective To be able to:	Learning outcomes		
select and use basic equipment to prepare ingredients safely.	All pupils will ...	with support, use basic equipment to prepare ingredients safely.	
	Most pupils should ...	select and use basic equipment to prepare ingredients safely.	
	Some pupils could ...	select and use basic equipment accurately and consistently to prepare ingredients safely.	
select and arrange ingredients to create an attractive pizza.	All pupils will ...	With support, select and arrange ingredients to create an attractive pizza.	
	Most pupils should ...	select and arrange ingredients to create an attractive pizza.	
	Some pupils could ...	select and arrange ingredients carefully to create an attractive pizza with a considered flavour combination.	

### Teaching and learning activities

Activity	Resources and equipment
<p>Note: Take a look at the <b>Demonstration guide</b> and the <b>Food skills guide</b> and practise the cutting skills you will be demonstrating in the lesson.</p> <p>Remember to ensure the ingredients you plan to provide are safe and appropriate for all the children in the class.</p>	<p><a href="#">Demonstration guide</a></p> <p><a href="#">Food skills guide</a></p>
<p><b>Starter</b></p> <p>Before the lesson, prepare all the ingredients and equipment listed in the adjacent column.</p> <p>Explain to the children that in this lesson they will be practising their cutting skills so that if they need to cut some ingredients to add to their own bread in lesson six, they will know how to do this safely.</p> <p>Ask the children to tell you what you need to do to get ready to cook and then do each step yourself (see lesson 2). You could display the <b>Let's get ready to cook poster</b> to remind the children of the steps.</p> <p>Demonstrate the following skills to the children:</p> <ul style="list-style-type: none"><li>• Snip (kitchen scissors) – spring onion, pepper stick</li><li>• Grate (box grater) – cheese, courgette</li><li>• Fork secure (fork and vegetable knife)- chicken/ham/vegetarian alternative, pineapple</li></ul> <p>When you have prepared the selection of ingredients, explain to the children that you will be using them to make a pizza. Take the pitta bread, spread it with the tomato sauce and then arrange a selection of the ingredients on top (cheese should be added last). Talk about how you</p>	<p><a href="#">Let's get ready to cook poster</a></p> <p>Equipment for demonstration: -Tablecloth (wipeable) -Chopping board -Kitchen scissors -Box grater -Fork -Vegetable knife -10ml spoon -Table knife (for spreading)</p> <p>Ingredients for demonstration: -1 x spring onion -1 x pepper stick -30g piece of cheese</p>

<p>arrange the ingredients to make the pizza look attractive. Explain to the children that you have used the ingredients to create a pizza.</p> <p>This should then be placed on a baking tray and cooked in the oven at 200°C/gas mark 6 for 5-10 minutes (or until the cheese bubbles). Alternatively, the pizza could be grilled for a few minutes.</p>	<p>-1 x slice of chicken (cooked), ham or vegetarian alternative  -1 x ring of pineapple  -15ml tomato sauce (e.g. passata, tomato puree)  - Small wholemeal pitta bread</p>
<p><b>Main</b></p> <p>Organise the children into tables of four. Each table should be covered with a tablecloth. A set of ingredients and equipment should then be placed on each table. These could be on a tray for convenience.</p> <p>On each table of four, the children will work in pairs. Instruct the children to work as follows.</p> <p>One person in the pair will prepare an ingredient and their partner will watch to check they are working safely. They will then swap roles.</p> <p>Each person in the group of four must have a chance to practise each of the three techniques – snip, grate and fork secure. This can be arranged as follows:</p> <ul style="list-style-type: none"> <li>• Snip –spring onion, chives, basil leaves, pepper stick (one ingredient prepared by each child)</li> <li>• Grate – 60g piece of cheese, small courgette (each person grate half of one of these ingredients)</li> <li>• Fork secure – slice of chicken (cooked), ham or vegetarian alternative, ring of pineapple (each person prepares half of one of these ingredients).</li> </ul> <p>When the children have prepared the ingredients, they should arrange them on the paper plates to be shared with their group. They can then spread their pitta with tomato sauce and choose some of the ingredient to put on top to make their pizza. Remind them to add the cheese last. (You may wish to set a limit for the number of ingredients they use.)</p> <p>Any unused ingredients can be put to one side and the children can taste these after they have finished making their pizzas.</p> <p>As in lesson 2, get each child to write their initials (small) on a piece of greaseproof paper. The children can then place their piece of greaseproof paper on a baking tray and put their pitta pizza on top.</p> <p>The pizzas should then be cooked in an oven at 200°C/gas mark 6 for 5-10 minutes (or until the cheese bubbles). Alternatively, the pizza could be grilled for a few minutes.</p> <p>While the pizzas are cooking, the children should tidy away their work space.</p> <p>Ask the children to:</p> <ul style="list-style-type: none"> <li>• stack their used equipment carefully (you could provide kitchen bowls for this);</li> <li>• wipe their tables.</li> </ul> <p>Note: You could organise for some of the children to wash and dry the equipment at the end of the lesson.</p>	<p>Equipment for each group of four:</p> <p>-1 x tablecloth (wipeable)  -2 x chopping boards  -2 x kitchen scissors (small)  -1 x box grater (both pairs to share this)  -2 x forks  -2 x vegetable knives  -2 x 10ml spoons  -2 x table knives (for spreading)  -2-3 paper plates (to rest ingredients)</p> <p>Ingredients for each group of four (vegetables to be washed):</p> <p>-1 x spring onion  -2-3 x chives  -2-3 basil leaves  -1-2 x pepper sticks  -60g piece of cheese  -1 x small courgette (topped and tailed)  -1 x slice of chicken (cooked), ham or vegetarian alternative  -1 x ring of pineapple  -60ml tomato pasta sauce (15ml per person)  -4 x small wholemeal pitta breads</p> <p>General equipment:</p> <p>-Baking paper  -5 x baking trays (based on six pizzas being placed on each)  -Oven gloves</p> <p>Cloths and warm water with washing up liquid in, to wipe down the tables.</p>

<p>If there are any remaining ingredients, the children could taste these. Make sure this is done hygienically, see the <b>Tasting guide</b>.</p> <p>Display the <b>Eatwell Guide poster or presentation</b> from lesson 3. Question the children:</p> <ul style="list-style-type: none"> <li>• Which food groups did you use foods from to make your pizza?</li> <li>• Where there any food groups you did not use food from to make your pizza?</li> <li>• Does your pizza help towards you having a healthy, varied diet today? (Check that the children understand 'diet' means the range and amount of food and drink we have, as they may associate the word with a weight loss, (<i>i.e. 'being on a diet'</i>)).</li> <li>• What could you serve with your pizza to make it into a meal? (<i>e.g. salad, a drink</i>)</li> </ul> <p>When the pizzas are out of the oven and have cooled slightly, the children can eat them.</p>	<p><a href="#"><b>Tasting guide</b></a></p>
<p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>• Discuss where the ingredients used to make the pizza should be stored and why. Point out any storage labels available on the ingredients (<i>e.g. tomato puree tube, cheese wrapper</i>).</li> </ul>	
<p><b>Related activity ideas</b></p> <ul style="list-style-type: none"> <li>• Task the children to research other ingredients that can be added to pizza.</li> <li>• Ask them to find out if their family members like pizza and if so what their favourite pizza toppings are.</li> <li>• Challenge the children to find out what other bases pizzas can have (<i>e.g. flat bread, scone base, dough</i>).</li> </ul>	

# Primary food project: Get baking

## Lesson 5: Planning

Time: 1 hour

### Learning

Learning objective To be able to:	Learning outcomes	
suggest ideas for basic design criteria for bread.	All pupils will ...	with support, suggest simple ideas for basic design criteria for bread
	Most pupils should ...	suggest ideas for basic design criteria for bread.
	Some pupils could ...	suggest ideas for design criteria which will ensure their bread will be suitable for the user and purpose.
design bread based on their research and experiences which meets their design criteria.	All pupils will ...	design bread based on their research and experiences.
	Most pupils should ...	design bread based on their research and experiences which meets their design criteria.
	Some pupils could ...	design bread based on their research and experiences and explain with confidence how it meets their design criteria.

### Teaching and learning activities

Activity	Resources and equipment
<p><b>Starter</b></p> <p>Explain to the children that in this lesson they will be planning their bread.</p> <p>Explain that before they start you will work together to write a checklist (design criteria) to help make sure the bread they design is right for the people who will be eating it.</p> <p>The bread will be for a shared class lunch. With the children, decide the occasion for the class lunch, e.g. a special birthday, the celebration of the start of a season (e.g <i>spring lunch</i>), to celebrate a class success.</p> <p>Work together to make a checklist of three to four criteria the bread will need to meet to be suitable for their class and the occasion. Record these on a large sheet of paper or interactive whiteboard slide that can be saved. These will need to be available as a reminder to the class when they are planning and as a checklist when the bread has been made.</p> <p><i>Here are some checklist (design criteria) examples:</i></p> <ul style="list-style-type: none"><li>• <i>can be shared (e.g. individual rolls, tear and share style loaf – see <b>Quick bread buns recipe</b> as an example);</i></li><li>• <i>looks attractive (e.g. shape, topping, added ingredients);</i></li><li>• <i>includes ingredients from one or two of the four main Eatwell Guide food groups (e.g. cheese, herbs, finely cut/grated vegetables);</i></li><li>• <i>suits the needs of the class members (e.g. preferences, vegetarians, those with an allergy or intolerance);</i></li><li>• <i>suits the theme of the lunch, e.g. a special birthday, celebration of the start of a season, celebrate a class success.</i></li></ul>	<p><b>Quick bread buns recipe</b></p>
<p><b>Main</b></p> <p>Re-cap with the children what they have learnt about bread in the previous lessons:</p>	

<ul style="list-style-type: none"> <li>Lesson 1 – tasted bread and looked at lots of different types (display the bread images from lesson 1). Can they name and describe some of the breads and recall their countries of origin?</li> <li>Lesson 2 – got ready to cook and made bread – kneading and shaping. Can they name some bread shapes which can be made with a piece of dough?</li> <li>Lesson 3 – looked at how bread is eaten as part of a meal and how the meal fits into the Eatwell Guide food groups. Can they recall examples of meals which include bread?</li> <li>Lesson 4 – practised their cutting skills and made a pizza topping. Can they recall the three skills they practised and how to carry them out safely?</li> </ul> <p>Provide children with a list of ingredients which will be available to them when they make their bread. For example, ingredients which can be:</p> <ul style="list-style-type: none"> <li>Snipped - apricots, dates, chives, peppers;</li> <li>Grated - courgette, cheese, apple;</li> <li>Cut using fork secure - cherry tomatoes, pineapple rings;</li> <li>Spooned/sprinkled – sultanas, seeds (poppy/sunflower).</li> </ul> <p>Explain to the children that as they plan their bread they should think about the checklist (design criteria), what they have learnt about bread in the previous lessons and the ingredients available to add to their bread.</p> <p>The children will make a basic dough as they did in lesson two and then flavour and shape it. The children can work, individually, in pairs or as a four to make their bread. Talk this through with the children so they can decide before they begin their planning. They will need to work in the combination they decide upon in the next lesson (lesson 6) when they make their bread.</p> <p>Task the children to plan their bread. You may wish to provide children with the <b>Bread planning worksheet</b> to help them structure their work.</p>	<p><a href="#"><b>Bread planning worksheet</b></a></p>
<p><b>Plenary</b> Ask some of the children to show their work. With the children, check that the designs meet the checklist (design criteria).</p>	
<p><b>Related activity ideas</b> The children could write out a full a recipe for their bread.</p>	

# Primary food project: Get baking

## Lesson 6: Making

Time: 1 hour

### Learning

Learning objective To be able to:	Learning outcomes		
follow their design and apply the food preparation skills they have learned to make their bread.	All pupils will ...	with support, follow their design and apply the food preparation skills they have learned to make their bread.	
	Most pupils should ...	follow their design and apply the food preparation skills they have learned to make their bread.	
	Some pupils could ...	independently follow their design and apply the food preparation skills they have learned, with accuracy, to make their bread.	
evaluate their bread against the design criteria and suggest improvements.	All pupils will ...	evaluate their bread against their design criteria and suggest improvements.	
	Most pupils should ...	evaluate their bread against their design criteria and suggest improvements or adaptations.	
	Some pupils could ...	evaluate their bread against the design criteria, summarise the findings and suggest improvements or adaptations.	

### Teaching and learning activities

Activity	Resources and equipment
<p><b>Before the lesson</b></p> <p>Gather the ingredients and equipment for the lesson. As well as the basic bread making ingredients, you will also need to provide the extra ingredients children will be adding to their dough and the equipment to prepare these (as used in lesson 4 and 5). The children could make their bread as a practise for the class lunch on another day, or you could organise the lunch to be straight after the children have made their bread on this occasion.</p> <p><b>Starter</b></p> <p>Ask the children to recall the get ready to cook steps. Ask the children:</p> <ul style="list-style-type: none"><li>• What should you do when you get ready to cook?</li><li>• Why is it important to wash your hands?</li></ul> <p>Display the <b>Let's get ready to cook poster</b> to recap these points.</p> <p>Get the children to prepare themselves to get ready to cook. Check that they are ready and their hands are clean.</p>	<a href="#"><u>Let's get ready to cook poster</u></a>
<p><b>Main</b></p> <p>Recap the recipe and methods that the children will be using to make the bread dough. As in lesson 3, the children can work in groups of four to make a batch of dough. This can then be divided between the four children so they have their own piece to knead, add ingredients to and shape. If the children are working in pairs, it can be divided accordingly and they can take it in turns to knead the bread and work together to shape it. If the children are making a loaf of bread as a four, the dough will need to remain in one piece and they can share out the bread making tasks, e.g. kneading, shaping, preparing the added ingredients.</p>	<a href="#"><u>Brilliant bread recipe</u></a>  Equipment and ingredients for making the bread  Bread designs

<p>For children working by themselves, it might be useful for them to prepare their added ingredients before they make their bread dough. Children working in pairs or groups can share the dough making and ingredient preparing tasks and work on these tasks simultaneously.</p> <p>Remind the children they need to follow their design.</p> <p>Note: You may wish to take some photographs at various stages during the making to help the children evaluate their work.</p> <p>Allow the children to make their bread. Make sure they remember to add the ingredients they prepared at the start of the lesson when appropriate. While the dough is proving, the children should help to clear up.</p> <p>The dough will then need to be placed in the oven to be cooked.</p> <p>While the bread is baking, ask the children to think about how they will evaluate their bread. Review the design criteria.</p>	
<p><b>Plenary</b></p> <p>When the bread is cooked and cooled, allow the children to start evaluating their bread. If they used the <b>Bread planning worksheet</b> in lesson 5, they can use this to record their evaluation.</p> <p>Question the children and ask them to explain their answers:</p> <ul style="list-style-type: none"> <li>• Does the bread look as you expected?</li> <li>• Does the bread meet the design criteria?</li> <li>• Could your bread be improved?</li> </ul> <p>The bread can then be tasted or served at the class lunch! Allow the children to taste bread others have made as well as their own.</p> <p>After they have eaten the bread, the children can evaluate its taste and collect comments from others in the class about how they found it.</p> <p>Ask the children to compare their bread to that which they tasted at the start of the project.</p> <p>The children can then write up their evaluation and how they would improve the bread if they made it again.</p>	<p><a href="#"><b>Bread planning worksheet</b></a></p>
<p><b>Related activity ideas</b></p> <p>The children could share their bread designs and what they learned during the project in a whole school assembly.</p> <p>The children could share their ideas with the school caterers. Perhaps the caterers could select one of the breads and make it for everyone to try at lunch time!</p>	