

Year 56 B1 Design Technology - Food Spring 2019

Biscuits

Design		Make		Evaluate			
<ul style="list-style-type: none"> List tools needed before starting the activity. Plan the sequence of work e.g. using a storyboard. Record ideas using annotated diagrams. Use models, kits and drawings to help formulate design ideas. Combine modelling and drawing to refine ideas. Devise step by step plans which can be read / followed by someone else. Use exploded diagrams and cross-sectional diagrams to communicate ideas. Sketch and model alternative ideas. Decide which design idea to develop. 		<ul style="list-style-type: none"> Make prototypes. Develop one idea in depth. Use researched information to inform decisions. Produce detailed lists of ingredients / components / materials and tools. Use a computer to model ideas. Select from and use a wide range of tools. Cut accurately and safely to a marked line. Select from and use a wide range of materials. Use appropriate finishing techniques for the project. Refine their product – review and rework/improve. 		<ul style="list-style-type: none"> Research and evaluate existing products (including book and web based research). Consider user and purpose. Identify the strengths and weaknesses of their design ideas. Give a report using correct technical vocabulary. Consider and explain how the finished product could be improved related to design criteria. Discuss how well the finished product meets the design criteria of the user. Test on the user! Understand how key people have influenced design. 			
Food		Textiles		Structures		Mechanical and Electrical Systems and ICT	
<ul style="list-style-type: none"> Prepare food products taking into account the properties of ingredients and sensory characteristics. Weigh and measure using scales. Select and prepare foods for a particular purpose. Work safely and hygienically. Show awareness of a healthy diet (using the eatwell plate). Use a range of cooking techniques. Know where and how ingredients are grown and processed. Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc. 		<ul style="list-style-type: none"> Use the correct vocabulary appropriate to the project. Create 3D products using patterns pieces and seam allowance. Understand pattern layout. Decorate textiles appropriately (often before joining components). Pin and tack fabric pieces together. Join fabrics using over sewing, back stitch, blanket stitch or machine stitching (closer supervision). Combine fabrics to create more useful properties. Make quality products. 		<ul style="list-style-type: none"> Use the correct terminology for tools materials and processes. Use bradawl to mark hole positions. Use hand drill to drill tight and loose fit holes. Cut strip wood, dowel, square section wood accurately to 1mm. Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures. 		<ul style="list-style-type: none"> Develop a technical vocabulary appropriate to the project. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors. Program, monitor and control using ICT. 	

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> Written evaluation
Mathematics links	<ul style="list-style-type: none"> Children to create a graph/ chart of results in session 1
Computing links	<ul style="list-style-type: none"> Research purposes
Other links	<ul style="list-style-type: none">
Possible Experiences including visits/visitors/other:	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> 	
Display/Resources:	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:	

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	To investigate and compare a variety of different biscuits.	<p>Introduce the chn to the topic. What do children know about biscuits? Do they like them? Have they ever made their own biscuits?</p> <p>Children to explore and discuss different biscuits. They will think about their favourite types of biscuits, different biscuits for different people and purposes, and investigate what the most popular biscuits are.</p> <p>In groups children to carry out a survey around school (6 chn in each group) What are children's favourite biscuits. What flavour biscuits do the staff prefer?</p> <p>Look at the results as a class.</p>	Charts/ graphs to be placed in DT books	Children to find out what the most popular biscuit at home is.

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		<p>LA – Using the results from their group children to create a pictogram of results MA – Create a bar chart. HA – Chn to create a chart for all the groups (children and staff) -</p>		
2	To explore the sensory characteristics of biscuits.	<p>Children to sit in groups with water bottles to wash their palette after each flavour.</p> <p>Provide children with a selection of biscuits for the children to explore. Children will need to use their senses to describe them with interesting adjectives not just the taste but colour and texture. They will also consider how brands may affect the cost of the product.</p> <p>Children to taste each of the biscuits and record in a table scoring the biscuit out of 10 .</p> <p>LA to use a word bank to help with appropriate vocabulary</p>	Tables to be stuck in DT books	Children to look at and compare the cost of different biscuits on their next visit to the supermarket.
3	To be able to design biscuits for a particular purpose.	<p>Children to explore different biscuits for different occasions. When might people eat different biscuits. What different designs might there be and why?</p> <p>Explain to the children that today they will use a basic biscuit recipe and adapt to design their own biscuits with a particular purpose or occasion in mind. Provide each child a list of ingredients that will be available to them for their creations.</p> <p>Children to work in pairs to design a biscuit.</p>	Written designs in DT books	
4	To be able to make biscuits to fulfil design specifications.	<p>THE GREAT WALNEY BAKE OFF Allow children to look back on their designs and run through the rules for staying safe when working in the kitchen</p> <p>Children to follow their designs to create their unique biscuits. They will need to work safely and hygienically when making their biscuits.</p> <p>When complete children to send a sample to the judges for taste testing</p>	Pictures of children’s final product and making stage to be stuck in DT books.	
5	To be able to evaluate a finished product.	Children will evaluate the design, process and taste of their own biscuit. Some children may suggest	Written evaluation in books	

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		ways in which their recipe/design may be improved.		
		Class teacher to model a suitable evaluation – what would we expect to see in an evaluation?		
6				