

Word	Definition
<b>Dough</b>	A thick mixture of flour and a liquid such as water or milk that is prepared for baking into bread, biscuits or the like.
<b>Texture</b>	The feel or look of a surface.
<b>Elastic</b>	The ability to return to its original form after being stretched or squeezed.
<b>Kneading</b>	Flour, salt and fat are mixed with yeast and water. Flexible dough formed, kneaded to stretch the dough and to form a shape.
<b>Proving/fermentation</b>	The dough is left to rise. The yeast produces carbon dioxide gas, which causes the dough to rise.
<b>Shaping</b>	Shaping is a process that allows the gluten to develop and creates surface tension by forming a skin on the surface of the dough.
<b>Flavour</b>	What the bread tastes like.
<b>Carbon dioxide</b>	Gas released inside the bread which enables it to rise.

## Making Bread

### "Sticky Knowledge"

Technical knowledge: Foods contain different amounts of carbohydrates, fats, protein, vitamins and minerals.  
 Nutritional information is shown on packets using the traffic light system.

Breads from all over the world come in a variety of different flavours and textures but all have a similar basic recipe.

Adapting a recipe changes the taste, appearance and texture of a food.


**Diagrams and Images**

**Kneading**

- Sprinkle flour on the table to stop the dough sticking.



- Stretch the **dough** away from you with the heel or knuckles of one hand and fold it back over the top towards you.




- Repeat until the **dough** is drier and less sticky.

### Design

- Evaluate different ingredients.
- Follow a recipe to create own bread.
- Draw and label a diagram.

### Make

- Weigh and measure ingredients using scales.
- Choose the correct equipment for the task.
- Use a range of cooking skills such as sieving, kneading and chopping,

### Evaluate

- Consider the strengths of my product and how it could be improved.
- Listen to the feedback of others.

**Health and Safety**

- Knives must be carried pointing downwards with a firm grip on the handle.
- Peelers and graters are sharp. Keep fingers away from the sharp edges.
- Use oven gloves when removing items from the oven and always do this with an adult.



# Anglo Saxon Purses and Wallets

Word	Definition
Anglo Saxons	People who inhabited Britain from the 5th century.
Purse/wallet	A small pouch/ folded item used for carrying money
Sewing	The craft of fastening objects (material) together using needles and thread
Back stitch	Sewing backwards to the running stitch
Running stitch	A simple needlework stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping
Success criteria	List of expectations/goals

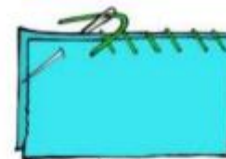
## Joining techniques



Back stitch



Backward running stitch



Over sew stitch



Blanket stitch



Running stitch

- That the Anglo Saxons had a purse to carry their coins, usually attached to a wide leather belt.
- That the purpose of a purse/wallet is to hold money.
- The qualities required to make a strong, usable purse are material and stitching quality.
- How to create my own success criteria and follow a design to make a final product with growing independence.
- How to measure and cut fabric with some accuracy and how to complete two main types of stitch (running stitch and back stitch) to form a Anglo Saxon inspired bag/ purse.

## Design

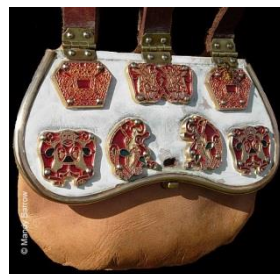
- Evaluate and research different purses and wallets from different eras.
- Look at different types of stitches.
- Draw and label a diagram.

## Make

- Choose a stitch type and fabric.
- Choose the correct equipment for the task.
- Find a way to fasten the purse/ wallet.

## Evaluate

- Consider the strengths of my product and how it could be improved.
- Check the purse/wallet holds money.



# Making Pasta

## Key Vocabulary

Nutritional value	how much of each of the food groups is in each food and whether that makes it a healthy or less healthy choice.
Hygiene	keeping an area clean to prevent illness.
Seasonal	produce that only grows in certain seasons.
Pasta	a dish originally from Italy consisting of dough made from durum wheat and water, extruded or stamped into various shapes and typically cooked in boiling water.
Instructions	a direction or order.



## Design/ Research

- Evaluate and research different types of pastas.
- Look at different pasta shapes and where it came.
- Look at different pasta recipes and decide what recipe they would like to make.

## Make

- Choose a recipe to follow.
- Choose the correct equipment for the task.
- Follow hygiene and safety.

## Evaluate

- Consider the strengths of my product and how it could be improved.
- Check it meets the Success Criteria.

## Key Knowledge

**Food Groups:** each of the groups forms part of a balanced diet



dairy



fruits



vegetables



proteins



carbohydrates

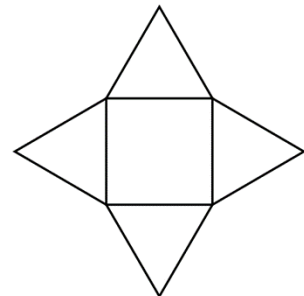
**Seasonality:** Some of the food we eat is **seasonal** in the UK. This means it only grows at certain times of the year. In the UK, some food is also grown in glasshouses. This means that the food is available at different times to that grown outside.

Spring (March, April, May)	Summer (June, July, August)	Autumn (September, October, November)	Winter (December, January, February)

# Building a Pyramid

*Key Vocabulary*

Pyramid	A monumental structure with a square or triangular base and sloping sides that meet in a point at the top
Construction	The action of building something, typically a large structure.
Material	The matter from which a thing is or can be made.
Structure	The arrangement of and relations between the parts or elements of something complex.
Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.
Evaluate	Form an idea of the amount, number, or value of; assess.
Nets	Is what a 3D shape looks like when it is opened out flat.
3D	Three-dimensional.



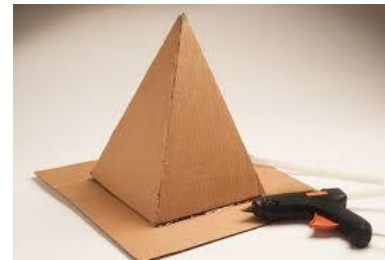
Nets of Shapes

The net of a 3D shape is **what it looks like if it is opened out flat**. A net can be folded up to make a 3D shape. There may be several possible nets for one 3D shape. You can draw a net on paper, then fold it into the shape.

In this unit we will... - "Sticky Knowledge"

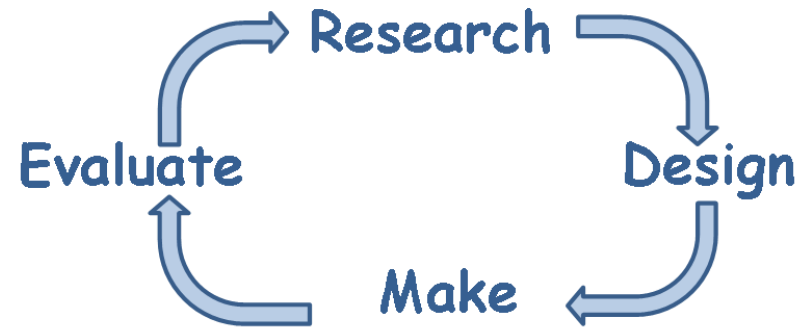
Research the first pyramids, both including where they were built and who designed them. Look at the way they were designed and evaluate it. Generate ideas on how to build their own pyramid using their research. Plan their ideas and use a variety of materials to make pyramids out of e.g. sugar cubes, lego, card, wooden blocks; evaluating their strength and effectiveness.

Evaluate their best mock up pyramid - which material was the best? Which structure held up the best? Which mechanical and electrical systems were the most effective? Build their ultimate pyramid and evaluate their end structure



# Making a Musical Instrument

Word	Definition
Instrument	Is a device created or adapted to make musical sounds.
Materials	The matter from which a thing is or can be made.
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts.
Function	Work or operate in a proper or particular way.
Disassemble	Take something to pieces.



## Design/ Research

- Evaluate and research different types of musical instruments.
- Investigate how the instrument produces a sound.
- Look at different instruments and design their own instrument to make.

## Make

- Choose an instrument to make.
- Choose the correct equipment for the task.
- Explore different ways to join materials together.

## Evaluate

- Consider the strengths of the instrument and how it could be improved.

## In this unit we will...

Create a musical instrument which makes a sound, this can be done by hitting, plucking or blowing. Explore the qualities required to make a strong and purposeful structure. Follow a success criteria accurately to make a final product. Measure and cut materials accurately and think about how to make something “aesthetically pleasing.”

How do we play an instrument?



Blow



Hit



Pluck