

Creative Arts (Design Technology) Summer 2 MTP/STP Year 3/4 (2021-22) Cycle 2

W/B Monday 6 th June	W/B Monday 13 th June	W/B Monday 20 th June – 2 lessons
DT MyLO: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. DT Skills: To investigate similar products to get ideas to use as a starting point for an original design Always check for allergies/intolerances in class before session and adapt ingredients to suit. Resources – White bread, wholemeal seeded bread, flat bread, fruit bread and brown bread, butter, knife, sketchbooks <u>Sticky Knowledge (Little Red Hen KS1)</u> Where does bread come from? When is wheat harvested? Do we grow wheat in the UK? How do we turn wheat into flour? (Heage Windmill near Ripley) How is it made? Who has eaten bread before? What kind is your favourite? Children should be able to identify which part of 'The eatwell plate' bread belongs to. This may lead to a discussion of the eatwell plate. There is a large version in the group room with plastic foods, which could be used as a group activity to identify who can place foods into the appropriate sections. <u>Task: 1</u> Conduct a 'bread tasting' session by blind-tasting five different breads, giving each a mark out of ten. Investigate whether the most expensive bread is in fact always the tastiest. They record their findings in their sketchbooks on the evaluation grid. (DT WK1 Evaluation grid) <u>Task 2</u> Investigate types of food from Ancient Egypt, which would be suitable to serve with bread. Look at DT WK1 Egyptian Food on IWB. Ideas can be fish, beef, chicken, radishes, cheese and butter. See also www.historyforkids.net/egyptian-food.html <u>Task 3:</u> As a class, decide on which bread they will be making (Choices are Egyptian flat bread or Egyptian sweet bread) Record below grid which one they would like to make and why. (Healthy, tasty, value for money, looks good)	DT MyLO: Communicate ideas through annotated sketches DT skills – Designing packaging for my product Resources: Sketchbooks Sticky Knowledge What did we evaluate last week? (analysed and stated a preference about the taste, smell, texture and look of bread) Which type of bread have you decided to make and why? (Healthy, tasty, value for money, looks good). How does this link with our science and history work? <u>Task1</u> Look at a range of bread products and discuss the things which they may include e.g. ingredients, photos of the wheat, cartoon characters on products targeted at children. DT WK2 Existing products Discuss the product audience and ask children to think about what might be included/not included depending on the individual/groups that the product is aimed at. Task 2 Remind children that it is important to think about this when designing the packaging. (Egyptian links – it is to be sold in Ancient Egypt) Show them Egyptian imagery they may wish to put on their product. DT WK2 Bread products. Give children time to discuss pictures/colours etc. with their group. <u>Task 3 In sketch books</u> Children draw a diagram of their packaging and annotate with what each component is and why they have chosen to include it. EXT – Create an advertising campaign for the yoghurt, this could be an advert in a magazine, radio jingle or 50 second TV ad. EG If you want to "Walk Like an Egyptian", try eating Tutankhamen Tasty Bread!" Could use IT Paint/Publisher to create poster/label!	Part 1 DT MyLO: to prepare and cook healthy foods using a heat source. DT skills – To prepare ingredients using cutting and shaping tools To work safely and hygienically Always check for allergies/intolerances in class before session and adapt ingredients to suit. Resources: iPad to take photos to stick in Sketch books, Flat bread and Egyptian bread recipe. (DT WK3 Egyptian bread recipe) Sticky Knowledge What bread are we going to make? Why this particular type? How do we prepare food safely and hygienically? <u>Task1</u> Share recipe with the class and talk about hygiene and Equipment safety. Go through method, step by step, to check understanding. Task 2 Class will work in groups of 7 to make either type of bread (One group in pod with TA, one in class with teacher) Task 3 While waiting their turn, the rest will copy out recipe into their sketch books or on laptops (Print out to stick into books) EXT: Annotate with labelled ingredients and equipment.

W/B Monday 20 th June part 2	W/B Monday 4 th July
Part 2 DT MyLO: To evaluate my own product against others. DT skills - Express a preference about the likes and dislikes of their finished product Resources – made Egyptian Bread or made Egypton flat bread, butter, knife, sketch book and evaluation sheet. Discuss what evaluation is and ask the children to create a list of questions they might answer in order to evaluate their product (in groups of 7). Gather ideas and list on the board. Children then evaluate their product according to the questions displayed. EG Is it Tasty? What does the appearance look like? Is it value for money? Is it nutritional and healthy? Was it easy to make? Would all age groups like it? Would I change anything if I made it again? Marks out of 10? Task 1 Star - Express likes and dislikes about own product. Can use evaluation sheet. DT WK4 L4 evaluation 2/3 star- Evaluate against similar end products produced by classmates. Children could also think about the costing of their product and decide if it is a viable venture.	DT MyLO: to preserve fruit using different techniques. DT skills – To follow a recipe Resources: 2 apples, 2 tomatoes, knife, salt, baking soda, 4 plastic cups, sugar, foil or kitchen towel, elastic bands, IPAD for photos, Sticky Knowledge What is mummification? Why did Egyptians do it? How do we preserve food to make it last longer? Today we are going to preserve fruit by mummifying apples! The ancient Egyptians used a method similar to this in order to preserve bodies in the mummification process. After the brains and internal organs were removed, the body needed to be dried so that it didn't rot. This was done using natron. We are going to recreate this drying part of the process by making our own natron and drying out some fruit Task 1 Look at the instructions as a class and follow the process. DT WK5 mummifying fruit Take before photos. Write method in Sketch books. Task 2 Check after a week and take after photos. Compare salty apple/tomato with unsalty fruits. One should be dried up BUT not mouldy . Write what happened in sketch book using information from page 2 on DT WK5 Mummifying fruit. Draw 3 pictures of the same fruit - "before", "after preservation" and "without preservation" Add photos to sketch book too,