



<p>SAS Key Learning Objectives:</p> <p>Design: I carry out research to identify the needs, wants & preferences of individuals & groups. I create annotated sketches and cross-sectional drawings. I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements. I use computer-aided design. I make design decisions, taking account of constraints such as time, resources & cost.</p> <p>Make: I explain my choice of tools & equipment in relation to techniques I will be using & explain my choice of materials according to functional & aesthetic qualities. I produce lists of what I need & formulate step-by-step plans. I accurately measure, mark, cut, shape, join & combine materials. I produce detailed lists of what I need and step-by-step plans. I can measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps. I show resourcefulness when tackling problems.</p> <p>Evaluate: I consider the views of others to improve work. I critically evaluate the design, make & fitness for purpose as I work. I compare my work to my design specification. I investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are. I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further. I investigate & analyse the impact that products have beyond their intended purpose.</p> <p>Technical Knowledge: I can, with support, identify: How pulleys, gears & cams work. How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes. I can identify & analyse: How pulleys, gears & cams work.</p>	<p>Cultural Capital: Develop an understanding of how the world works together to feed each other. Know that different types of food wouldn't be available without different weathers. Understanding how import and export systems work, How to apply cooking skills in all cooking.</p>	<p>British Values: Respect Accepting others preferences and opinions. Tolerance Accepting people traditions and techniques when cooking, Individual Liberty Everyone is allowed to buy what they prefer. They can choose what they eat and make.</p>
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<p>How electrical circuits can create functional products. How to program a computer to control products I have made. How 3D textile products can be made from a combination shapes.</p> <p>Cooking and Nutrition: I know that seasons affect food availability. I can prepare & cook savoury dishes safely & hygienically. I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish. I know how food is processed into forms that can be eaten or used in cooking. I know that different foods contain different substances that are needed for health. I design, prepare & cook savoury dishes. I use a range of food preparation techniques.</p>		
<p>Cross Curricular Links: Science - food, bacteria, Geography - positions of countries. Effects of import and export, Art - designing packaging using felt tips, pencils, and pastels. Maths - 3D nets RE - Christmas star reference/ importance PHSE - understanding sustainability. Think about impact of mental wellbeing when cooking.</p>	<p>Reading: Christmas story</p>	<p>Resources: Card Felt tips Colouring pencils Pastels Cooking ingredients for star biscuit - flour, butter, cheddar and egg Baking paper</p>

SAS Key Learning Objective (Outcomes)	Lesson Objective	Retrieval Task	Teaching Input and Activities	Challenge	Vocabulary
<p>I know that seasons affect food availability.</p> <p>I know that different foods contain different substances that are needed for health.</p>	<p>I can understand why my food is available all year round.</p>	<p>What's your favourite food? Why do you enjoy it? Think about fruit - which is your favourite? Is it available all year round? Where does it come from?</p>	<p>Look at where fruit and vegetables grow. Give chn a set of images to look and discuss where they grow. Think about what conditions they need to grow. Where would bananas grow? Look at which countries fruit and vegetables are from. Why are these countries more appropriate? Why do they have different weather? Discuss places on the planet. Discuss how this can change the diet on countries. Explain to the chn why we are so lucky. Think about import and export. Chn to think back to the fruits and vegetable they eat - class to research where different fruits from local restaurants come from. How many countries do we get our food from? Which are they most surprised by? Chn to make note of this information.</p>	<p>Chn to think about which ingredienst are created by the different food types? What can we use the fruit and vegetables for?</p>	<p>Conditions Equator Conditions Countries Import/export</p>



			Use the information found to create posters about where their favourite food and vegetables come from.		
I know how food is processed into forms that can be eaten or used in cooking.	I can understand how food production works.	Discuss: Which food are available in the different seasons? Why do different countries produce different food products? How to have lots of fruits all year around?	<p>Explain that with so many companies competing for a spot on the supermarket shelves there is more need than ever to make your product appealing to consumers. Lots of products nowadays invest huge amounts of money in packaging, advertising campaigns etc. so that people will buy them. There are even people taking unusual routes to get their products onto the shelves:</p> <p>https://www.youtube.com/watch?v=MscHxe3-DEs</p> <p>Discuss how Levi produced his food and how packaging and quality affected the design. Discuss impact of ingredients, quality assurance, packaging and why all these are important for food production.</p> <p>https://www.youtube.com/watch?v=MuVNTqvzhc 12 minutes of video, in two parts - explaining how Levi Roots managed to go from producing Reggae Reggae sauce in his garden shed to having it on supermarket shelves in 3 weeks.</p> <p>Ask: What did Levi do to make his product stand out to the dragons? Why do you think they invested? Try to illicit that it is not just how good your food tastes, but the whole package you are trying to sell.</p> <p>Ask: What is your favourite Christmas food? What makes that one stand out from the rest? What do you like/dislike about some Christmas food products? Give children picture of Christmas food products - which one stands out most to you? Why? Try to illicit that they might go for most colourful/familiar brands/best picture etc.</p> <p>Children to create a set of rules for packaging Christmas food products.</p>	Share rules created. Encourage children to praise rules they think are important and question rules that they don't agree with. If time, compile an agreed upon 'class list' of rules which could be used in subsequent lessons. Children to explain why certain rules are not important, thinking about food and packaging processes.	Production Process Quality assurance Design



<p>I carry out research to identify the needs, wants & preferences of individuals & groups.</p> <p>I know that recipes can be adapted to change the appearance, taste, texture & aroma of a dish.</p> <p>I can investigate how much products cost to make, how innovative they are, & how sustainable product materials are.</p> <p>I investigate & analyse the impact that products have beyond their intended purpose.</p>	<p>I can understand that products are designed for different users.</p>	<p>Explain what impacts the production of food. Why is the packaging just as important as the quality of the ingredients? Show chn image of Christmas food aisle in supermarket. How do you make a choice when you are in a supermarket? (bright packaging, what looks good, a brand I know, food I know I like etc.).</p>	<p>Briefly explain concept of the programme apprentice, explain that a few years ago they had a challenge where two teams had to design a new packaging for a product and pitch it to supermarkets. Explain that we are going to have a go at the same challenge as the teams faced! We are going to design packaging for Christmas bread like stollen etc. Why do you think we have chosen bread? What does bread refer to? Can we have different designs with bread? Discuss how some Christmas products are targeted at particular people or situations. Hand out images of products and ask the chn to work out who they think they are designed for. Brainstorm some ideas for types of people/situations we could design packaging for (e.g children, parties, sharing etc.) Chn to complete worksheet explaining which designs would suit particular groups of buyers. Explain why they think this. Use image of Christmas food products for support.</p>	<p>If people generally go for products they know they like, how does this make it hard to launch a new product? Discuss sustainability and its effects on production/products and the environment.</p>	<p>Packaging Design Users/buyers Targeted</p>
<p>I can investigate how much products cost to make, how innovative they</p>	<p>I can understand the impact of packaging.</p>	<p>Explain what the packaging for children or adults or families or to share would look like, Why? What is the</p>	<p>Show image of Christmas food products again. What could new products do to help them sell in a supermarket with such a big selection? (taste test, bright packaging, making them sound appealing by using particular language, inviting images, making it stand out somehow etc.). What would be good colours to use?</p>	<p>Imagine you have designed a new food. How do you think it would end up in supermarkets? Chn to</p>	<p>Appealing Particular Purpose Strengths Improvements</p>



<p>are, & how sustainable product materials are.</p> <p>I investigate & analyse the impact that products have beyond their intended purpose.</p>		<p>style of packaging very important?</p>	<p>Why? Refer back to rules the class made in first lesson, would we add anything? Or take anything away? How would sustainable packaging effect the selling of the product? Look at the packaging designs for different products. What do you think makes them successful? How do they make it clear what their purpose is? (E.g Oreos are for dipping in milk, and the tagline explains this as does the image). Which one stands out most to you? How have they achieved this? Refer back to the rules written in the first lesson. Is there anything we would change/add to them? (If time, generate a word bank of appropriate vocabulary). Children to annotate various packaging, explaining why they are successful. List strengths around the image. List improvements underneath. These ideas to be used in next lesson.</p>	<p>discuss on tables and feedback ideas to the class, encourage chn to challenge each other - why would that work/not work? Children to question each other and make each other justify their reasoning. Why? How do you know this will be successful?</p>	
<p>I carry out research to identify the needs, wants & preferences of individuals & groups.</p> <p>I create annotated sketches and cross-sectional drawings.</p> <p>I develop a simple design specification to guide my thinking & recognise when my products have to fulfil conflicting requirements.</p>	<p>I can design a packaging design for a supermarket.</p>	<p>Tell me what makes packaging great. Explain why the packaging is important when trying to sell to certain users. What impact does packaging what on sale?</p>	<p>Discuss who our user will be. Remind chn of good Christmas products and discuss why they are successful. Look back at the rules created and make sure chn refer to these as they are designing. Have a look at various nets and what impact they will have on the product. Will the product fit? Will it be damaged? How many can fit in a packet? Think about measuring accurately - your plan very important. Discuss how nets are created - how does this impact designing? What do the chn need to think about when designing their packaging? Emphasise the importance of knowing how the net will close as this will impact the design and which way the design will need to be drawn. Think about how the resources and time we have will affect the design - how will it restrain the design? Chn to choose one of the packaging templates (cylinder shape, triangular prism, cuboid) to annotate. On the faces of the net they must draw out their draft of their design in pencil. Later they will finalise the details with colour. They must include all the 'rules' the class have come up with. Note how it will be sustainable and which materials they will use. Also note what will effect the design i.e. time and resources. On tables chn to share designs + peer assess by giving written feedback/ post-it notes.</p>	<p>Chn must go round and view all designs. They must choose their favourite three to leave comments on, though they can leave more if they want to. Can the chn effectively evaluate a piece of work, thinking about the brief?</p>	<p>Net Draft Templates Faces Restrain</p>



<p>I make design decisions, taking account of constraints such as time, resources & cost.</p>					
<p>I can prepare & cook savoury dishes safely & hygienically.</p> <p>I know how food is processed into forms that can be eaten or used in cooking.</p> <p>I design, prepare & cook savoury dishes.</p> <p>I use a range of food preparation techniques.</p>	<p>I can prepare & cook savoury dishes safely & hygienically.</p>	<p>What do you remember about the product? Shape? Size? Will the packaging affect the way you cook? Which is more important the quality of the packaging or the food?</p>	<p>Discuss the following things with the chn. Talk about why they are important for hygiene. Chn to explain with reasoning how a non-hygienic cooking area can impact the product.</p> <ul style="list-style-type: none"> - Long hair must be tied back. - Clean aprons should be worn to protect your clothes and stop harmful bacteria on your clothes reaching the food. - Cuts on hands should be covered with clean blue waterproof dressings to stop harmful bacteria getting into the wound and to make them easy to see in case they fall off. - Wash hands with clean, soapy water to stop dirt and harmful bacteria on your hands reaching the food and dry them with a clean dry towel so that you are not wiping harmful bacteria onto your hands. - Keep your hands clean. - Do not cough or sneeze harmful bacteria all over the food and do not pick at food or lick utensils as harmful bacteria from your mouth will go into the food from your fingers, the knife, spoon or fork. - Equipment should be kept clean at all times and should only be used for food preparation. - Equipment should be dried with a clean dry tea towel so that no harmful bacteria are spread and disposable dish cloths cut up into small sections should be used so that harmful substances get thrown away completely. - Food preparation areas should be covered with clean plastic sheeting which is only used for food work, and this should be cleaned with an anti-bacterial cleaner. <p>Recipe to cook: https://rainydaymum.co.uk/easy-bread-dough-cooking-with-kids/</p> <p>When cooking remember the above rules. When cooking, discuss the impact of heat on food products. How does mixing change the consistency of the food? Does this change the product?</p>	<p>Think about what can be added to make the product more like Christmas? When baking discuss how can the recipe be changed to develop the product even further? Think about which ingredients can be added to make it more Christmas appropriate.</p>	<p>Bacteria Hygiene Preparation Disposable Covering Anti-bacterial</p>



			<p>Children to mix flour and butter using rubbing technique. Using mixing, kneading, rolling and shaping techniques to produce the food.</p> <p>Children to receive feedback about their bread and packaging from peers, to use for their evaluation next week.</p>		
<p>I consider the views of others to improve work.</p> <p>I critically evaluate the design, make & fitness for purpose as I work.</p> <p>I compare my work to my design specification.</p> <p>I adapt my design as necessary and refer to this in my evaluation, comparing my product to my design brief & stating how it could be improved further.</p>	<p>I can evaluate my product, referring to my design brief.</p>	<p>What did you create? What did your packaging look like? What do you remember about the different ingredients? Discuss with your partner which techniques you used to bake your bread. Which technique was difficult? Why?</p>	<p>Chn to think about whether they have met the design brief. Chn to answer the questions on the evaluation sheet, thinking about the impact of their packaging shape and design. Did it support the product? Chn to self-assess their product. What do they think they should change if they were to make this again? Chn to look back at the feedback received from peers last week. What were the reviews like? Would you use the same net? Was your design effective? Was it attractive? Compare peer feedback with self-assessment - do you get the same answers? If it is different, what does this tell you about customers and users?</p>	<p>Draw what your new design would like after the evaluation. Think about the changes you will make based on the new brief.</p>	<p>Evaluation Support Self-assess Peer assessment Effective Reviews</p>