|  |  |
| --- | --- |
| **Year 6 – Rolex** | |
| **Please ensure you check your class medical folder for allergies and dietary requirements** | |
| **Links made with other subjects** |  |
| **The BIG Question** | How do you make a chapati omelette? |
| **The BIG Outcome** | To make a breakfast wrap |
| **DT objectives**  (link to NC) | Design   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics   Evaluate   * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   Technical knowledge   * Build structures, exploring how they can be made stronger, stiffer and more stable * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| **DT strands** | Design   * Design purposeful, functional, appealing products for themselves and other users based on design criteria * Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology   Make   * Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] * Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics   Evaluate   * Explore and evaluate a range of existing products * Evaluate their ideas and products against design criteria   Technical knowledge   * Build structures, exploring how they can be made stronger, stiffer and more stable * Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| **Vocabulary/ Glossary** |  |
| **Knowledge**  (see italics for knowledge to remember)  Numbers used are the LO for the lesson. | The knowledge that children will learn and remember:  *1. Investigate and analyse a range of existing products.*   * What is chapati? Who eats them? Which country does chapati come from? How are they made? Children to think, pair and share their ideas then share them with the class. * Go through pictures of different chapatis. What makes a Ugandan chapati different? What do you think they taste like? Have you eaten them before? What do you think the texture is like? Discuss questions as a class. * Which ingredients do you think are used? Why? List children’s ideas. * Who is chapati designed for? Who will enjoy these?   2. *Generate, develop, model and communicate their ideas through discussion and annotated sketches*.   * Show children a range of chapatis. Explain that today they will be designing their own – show and explain how an Indian/Paksitani chapti is different from a Ugandan chapati. A Ugandan chapati/flatbread is used as a breakfast wrap and is called a Rolex. This is a flatbread with an omelette. * Go through the step-by-step photos for how to make the chapati and omelette. * How will you make your chapati? Which ingredients will you include? How will you make your omelette? Which ingredients will you need? Children to discuss their ideas * How can you make your chapati and omelette different from your peers? * Explain to the children that today they will be designing their chapati and omelette What do we need to think about when we are designing a product? Write a list of questions on the board based on the children’s feedback, e.g. What materials and tools will I need? Who am I designing my product for? How will my dish be cooked? * Provide children with a template of a plate – children to draw their idea of what their chapati will look like. Colour the different parts in and label. Explain who it is designed for and why. Explain the nutritional value of the ingredients used.   3. *Use a range of tools and equipment to perform practical tasks accurately.*  You may want to show a video of how the chapati pastry dish is created and what the end product will look like.   * Discuss how we are able to safely handle the equipment and ingredients before making our product. * Prepare and use equipment safely * Wash hands before beginning   4. Select and use tools suitable for the task, explaining their choices, to cut, shape and join paper and card.   * Gather all of the equipment and materials that they will need.   5. Use simple finishing techniques suitable for the product they are creating.  *6. Know and explain how to create chapati pastries* (children to think and talk through how their product is used and what holds it together.)   * Ask children to take out the designs for their chapati and omelette. Give children a few minutes to look through their plan to remind themselves of what they need to do. * Explain that today they will be following their designs to make their chapati and omelette. What is the first thing you are going to do when you get to your tables? Children to think, pair, share their ideas. * Show the children step by step how they will prepare, cut and place their ingredients together. * Write notes for children’s responses: What will you do if you have a problem while you are making your chapati and omelette? How can you make sure you stay safe while you are making your product? How can you make sure your product ends up looking like your design?   7. *Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.*   * Evaluate your design. What does this mean? Why is it important that we do this? Think, pair, then share your ideas. * Tell children that today they will be evaluating their finished product. What does it mean to evaluate something and why is this important? Children to think, pair, share their ideas. * Ask children to get into partners and discuss: What did you most enjoy about making your chapati? What did you find most difficult about making your chapati? What would you do differently if you were going to make it again?   8. Children should write a set of instructions in their topic book to answer the BIG question.  SEND children: record children verbally explaining how to make a rolex. |
| **SEND expectations**  Adult support where possible.  Success to be determined by outcome. | SEND pupils will complete the lesson plan as above. Where required, adult support should be provided. |
| **Resources** | * See recipe sheet * Frying pan * Flat pan * 2 eggs * Green cabbage * Tomatoes * Red onions * Salt * Vegetable oil * Wholemeal flour * Water |