




# Year 5 Design and Technology: Food and Nutrition – Block A

## Why are our diets so different?

- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3	At the end of this block, pupils will ...	
Exploring nutrition	Exploring diets from different cultures	Exploring diets from different cultures	Know:	Be able to:
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Applying skills	Some foods and key ingredients from other cultures	Make, roll and cook a flatbread
Evaluating outcomes	Evaluating outcomes	Modifying and improving	How other cultures' food can be nutritious	Prepare a range of vegetables
				Present foods to a high standard

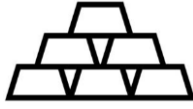
  

 <p><i>Flatbread and garlic butter</i></p>	 <p><i>Smørrebrød</i></p>	 <p><i>Mezze bowl</i></p>	<p>In this block, pupils will look to Middle Eastern and Danish foods for inspiration and consider what they can learn from the diets of different cultures. They will learn how to make flatbreads and use a range of techniques to make delicious, appetising food.</p>
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CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

# Point of reference:

## Y5 Food and Nutrition – Block A



Prior Learning

Pupils will be able to:

- use knife skills safely to prepare a range of vegetables

- knead, roll and shape dough
- use the claw and bridge techniques confidently

### Nutrition Notes:

To explore ways of improving the UK diet, researchers have started looking to other countries for inspiration. The traditional British diet was designed to fuel industry and its workers. Many people were employed to perform physically demanding jobs which meant their diet needed to consist of lots of carbohydrates to provide them with energy. With fewer jobs now requiring such physical exertion and lifestyles becoming more sedentary, a diet high in carbohydrates is no longer suitable. Despite this, a large proportion of the population still have diets that are high in carbohydrate content. This, together with an increase in the consumption of processed foods, has led to a rise in diet-related illnesses such as Type 2 diabetes.

By exploring the food of different cultures, we can take ideas about methods and ingredients and incorporate them into our own recipes and develop healthier eating habits. The Middle Eastern diet has an emphasis on variety. A range of grains and pulses are widely used which help to maintain blood sugar levels and a healthy digestive system. The new Nordic diet focuses on natural ingredients cooked in simple ways. Smørrebrød (a traditional Danish open sandwich made from rye bread) is an example of a classic dish that has been reinvented for modern times.

### Links to Literature:

*Food Around the World* by Moira Butterfield

### Health and Safety:

This block requires pupils to use peelers, knives and hobs. Teachers should ensure that they follow their own school's risk assessments and policies for using the necessary materials and equipment. Pupils should be taught about how to use materials and equipment safely and responsibly as part of these lessons.

### Food Hygiene:

Please ensure all foods purchased are correctly stored and at the appropriate temperature. All food made should be cooled before being refrigerated. All food should be taken home and consumed within three days. All the recipes are suitable to be eaten hot or cold. Please refer to your school's allergy register before starting this block.






### Environmental Factors

By eating more whole grains, we can reduce the carbon footprint of our diets and rely less on imported foods. A range of whole grains are grown in the UK, many of which are shipped abroad. By using local vegetables and herbs, the distance that food travels is reduced.






### Cultural Links

By encouraging pupils to learn about the diets of different cultures, we can help improve their knowledge about ingredients and cooking methods. This will help to forge links in their communities and promote key values.






## Supporting Recipe: Y5 Food and Nutrition – Block A

	Lesson 1
<b>Dish</b> 	Flatbread and garlic butter
<b>Equipment</b> 	Mixing bowls Scales Measuring jugs Graters Griddle pans or frying pans Chopping boards Pastry brushes Vegetable knives Pestle and mortar
<b>Ingredients</b> 	<i>Quantities for two pupils:</i> <ul style="list-style-type: none"> <li>• 200g plain flour</li> <li>• 2 tsp olive oil</li> <li>• ½ tsp salt</li> <li>• Cold water</li> <li>• 50g butter</li> <li>• 1 clove garlic</li> <li>• ½ lemon</li> <li>• 1 tsp fresh parsley</li> </ul>
<b>Method</b> 	<ol style="list-style-type: none"> <li>1. Mix together the flour, salt and olive oil.</li> <li>2. Add cold water a little at a time and mix with a table knife until a soft dough is formed.</li> <li>3. Knead the dough for 2 minutes.</li> <li>4. Grate the butter, crush the garlic and zest the lemon.</li> <li>5. Mix the butter, garlic and lemon zest into a paste.</li> <li>6. Heat a griddle or frying pan.</li> <li>7. Split the dough into 4 – 6 pieces and roll each piece into a rough circle.</li> <li>8. Brush with olive oil and cook on each side for 1 – 2 minutes.</li> <li>9. Spread the garlic butter on the hot bread.</li> </ol>

## Supporting Recipe: Y5 Food and Nutrition – Block A

	Lesson 2
<b>Dish</b> 	Smørrebrød
<b>Equipment</b> 	Graters Peeler Small mixing bowls Vegetable knives Squirty bottles Plates
<b>Ingredients</b> 	<p><i>Quantities per pupil:</i></p> <ul style="list-style-type: none"> <li>• 2 or 3 slices of rye bread or substitute</li> <li>• A selection of vegetables</li> <li>• Feta cheese</li> <li>• Cream cheese</li> <li>• Fresh herbs</li> </ul> <p>For the harissa yoghurt:</p> <ul style="list-style-type: none"> <li>• 3 tbsp yoghurt</li> <li>• 1 tsp rose harissa</li> </ul> <p>For the Marie Rose sauce:</p> <ul style="list-style-type: none"> <li>• 3 tbsp mayonnaise</li> <li>• 1 tsp tomato ketchup</li> <li>• ½ tsp Worcestershire sauce</li> <li>• Squeeze of lemon</li> </ul>
<b>Method</b> 	<ol style="list-style-type: none"> <li>1. Slice the rye bread.</li> <li>2. Make each of the dips by mixing the ingredients together.</li> <li>3. Prepare the salad ingredients.</li> <li>4. Layer the smørrebrød with a selection of ingredients (focus on building height, using a variety of colours, and adding ingredients in odd numbers).</li> <li>5. Repeat with different ingredients.</li> </ol>

## Supporting Recipe: Y5 Food and Nutrition – Block A

	Lesson 3
<b>Dish</b> 	Mezze bowl
<b>Equipment</b> 	Mixing bowls Graters Peeler Small mixing bowls Oven trays Dishes for presentation
<b>Ingredients</b> 	<p><i>Quantities for two pupils:</i></p> <ul style="list-style-type: none"> <li>• ½ tin chickpeas</li> <li>• 1 tsp olive oil</li> <li>• Salt</li> <li>• Range of salad vegetables</li> </ul> <p>For the tahini dip:</p> <ul style="list-style-type: none"> <li>• 2 tbsp plain yoghurt</li> <li>• 1 tsp tahini</li> <li>• Squeeze of lemon</li> <li>• Salt and pepper</li> </ul> <p>For the cucumber yoghurt:</p> <ul style="list-style-type: none"> <li>• 3 tbsp yoghurt</li> <li>• 10cm piece of grated cucumber</li> </ul> <p>For the harissa yoghurt:</p> <ul style="list-style-type: none"> <li>• 2 tbsp yoghurt</li> <li>• 1 tsp rose harissa</li> </ul>
<b>Method</b> 	<ol style="list-style-type: none"> <li>1. Make each dip by mixing the ingredients.</li> <li>2. Pre-heat the oven to 210°C.</li> <li>3. Drain the chickpeas.</li> <li>4. Add 1 tsp oil, pinch of salt and any spices to the chickpeas.</li> <li>5. Mix and place on a baking tray.</li> <li>6. Roast in the oven for 15 – 20 minutes.</li> <li>7. Make the mezze bowls by layering up ingredients in a natural form.</li> </ol>

# Point of explanation:

## Y5 Food and Nutrition – Block A

Core Knowledge	Explanation
culture	Culture refers to the customs and beliefs, art, way of life and social organisation of a particular country or group.
presentation	Food presentation is the art of modifying, arranging or decorating food to enhance its aesthetic appeal.
variety	Variety refers to several different sorts of the same thing.
smørrebrød	Smørrebrød is a traditional Danish open-faced sandwich.
flatbread	Flatbread is a type of bread that is thin and flat and made without yeast.
mezze	Mezze is a style of dining common in the Mediterranean and Middle East. It resembles a collection of Spanish tapas and other small plates meant to stimulate your appetite. But unlike those appetizers, mezze often makes up an entire meal, combining both cold and hot, vegetarian and meat items.

Technical Vocabulary	Definition
fibre	the part of food that keeps the bowels working and moving other food quickly through the body
knead	to press something, especially a mixture for making bread, firmly and repeatedly with the hands and fingers
unleavened	made without any yeast, or other substance that would cause the bread to rise, and therefore flat

**Link to Video:** <https://vimeo.com/691911145/923ec185d2>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes

## Supporting images: Y5 Food and Nutrition – Block A, Lesson 1



pitta bread



naan bread



baguette



bagel



focaccia



chapati



tortilla



soda bread







zopf

## Supporting information: Y5 Food and Nutrition – Block A, Lesson 1

<p><b>pitta bread</b></p> <p>Pitta bread is a family of yeast-leavened round flatbreads baked from wheat flour, common in the Mediterranean, Middle East, and neighboring areas. It includes the widely known version with an interior pocket, also known as Arabic bread.</p>	<p><b>naan bread</b></p> <p>Naan bread is leavened, oven-baked or tawa-fried flatbread which is found in the cuisines mainly of Western Asia, Central Asia, Indian subcontinent, Indonesia, Myanmar and the Caribbean.</p> <p>(tawa – a frying pan originating in the Indian subcontinent)</p>	<p><b>baguette</b></p> <p>A baguette is a long, thin type of bread of French origin that is commonly made from basic lean dough.</p>
<p><b>bagel</b></p> <p>A bagel is a bread product originating in the Jewish communities of Poland. It is traditionally shaped by hand into the form of a ring from yeasted wheat dough, roughly hand-sized, that is first boiled for a short time in water and then baked.</p>	<p><b>focaccia</b></p> <p>Focaccia is a flat leavened oven-baked Italian bread, similar in style and texture to pizza; in some places, it is called 'pizza bianca' ('white pizza').</p>	<p><b>chapati</b></p> <p>A chapati is an unleavened flatbread originating from the Indian subcontinent and a staple in India, Nepal, Bangladesh, Pakistan, Sri Lanka, East Africa, the Arabian peninsula and the Caribbean. Chapatis are made of whole-wheat flour known as atta, mixed into dough with water, oil (optional) and salt (optional).</p>
<p><b>soda bread</b></p> <p>Soda bread is a variety of quick bread, traditionally made with sodium bicarbonate which is used as a leavening agent instead of the traditional yeast.</p>	<p><b>tortilla</b></p> <p>A tortilla is a thin, circular unleavened flatbread originally made from milled corn, and now also from wheat flour. The Aztecs called tortillas <i>tlaxcalli</i>. First made by the indigenous peoples of Mesoamerica before colonisation, tortillas are a cornerstone of Mesoamerican cuisine.</p>	<p><b>zopf</b></p> <p>Zopf is a type of Swiss, Austrian, German or Bavarian bread made from white flour, milk, eggs, butter and yeast. The dough is brushed with egg yolk or milk before baking, lending it its golden crust. It is baked in the form of a plait and is traditionally eaten on Sunday mornings.</p>

# Point of delivery:

## Y5 Food and Nutrition – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Knead, roll and stretch dough</p> <p>Gluten is a substance found in flour which develops elasticity when kneaded in dough</p> <p>Yeast is used as a raising agent in bread making</p>	<p>Explore the varieties of bread from around the world</p> <p>Explain how flatbreads differ, in terms of the ingredients and cooking methods used, from traditional breads</p> <p>Use a griddle pan</p> <p>Make garlic butter</p> <p>Evaluate results</p>	<p>Introduce the key question for this block: <b>Why are our diets so different?</b> Question pupils about their knowledge and experiences of food from different countries. Challenge pupils to consider their typical weekly diet and identify foods that originate from other countries. Can they find these places on a world map? Can they identify key characteristics of Asian food, Indian food, Italian food?</p> <p>Explain that bread is a staple food in many countries. In the UK, 99.8% of households regularly buy bread and around 11 million loaves are bought per day. Show pupils some images of bread products from around the world (refer to supporting images) and challenge them to identify their country of origin. Share information about how these products are made and the ingredients used, pointing out that some use yeast as a raising agent, whilst others such as naan and chapati are unleavened breads. Establish, through discussion, that many of these breads are readily available in the UK and have become a common feature of diets.</p> <p>Demonstrate how to make a flatbread (refer to the Knowledge Note to explain key vocabulary: <i>flatbread</i>, <i>unleavened</i>, <i>knead</i>). Explain how this type of bread differs from the bread rolls made in Year 4, in terms of the ingredients used and method of cooking. Prompt pupils to add small amounts of cold water at a time to the flour and salt, to ensure that the dough does not become too wet. Remind pupils of the kneading technique and that this process adds elasticity to the consistency of the dough by developing the gluten in the flour.</p> <p>Show pupils how to make the garlic butter and discuss how in recent years it has become evident that butter, when eaten in moderation, is healthier than many butter substitutes.</p> <p>Cook the flatbreads in a hot griddle pan and challenge pupils to describe how the dough's colour and consistency changes during the cooking process.</p> <p>Once the flatbreads are cooked, spread immediately with garlic butter and encourage pupils to taste. Prompt them to describe the textures and flavours and make notes and drawings in their portfolios.</p>	<p>Can identify foods that originate from different countries</p> <p>Can explain the term <i>unleavened</i> and give examples of unleavened breads</p> <p>Can explain how the method for making flatbread differs from the method for making bread with yeast</p> <p>Can use a pestle and mortar safely and effectively</p> <p>Can use appropriate vocabulary to describe how the appearance and consistency of dough changes as it is kneaded and cooked</p> <p>Can suggest ways in which they might adapt a recipe and adjust flavours</p>

### Questions for assessment

**How** is flatbread different to traditional bread?

**How** is the method of cooking flatbread different to how you would cook a traditional loaf of bread?

**Why** is cold water added to the flour and salt?





**Is** using a pestle and mortar the only way to crush garlic?

**How** does the consistency and appearance of the dough change as it is kneaded and then cooked?

**Why** is salt added to the garlic before it is crushed?

# Point of delivery:

## Y5 Food and Nutrition – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>2. The UK diet is influenced by the diets of different cultures</p> <p>Bread is a staple of most countries around the world and there are a variety of bread types</p>	<p>Explain the differences and similarities between the Danish and UK diet</p> <p>Explore and explain the nutritional value, taste and texture of rye bread</p> <p>Investigate ways of combining a range of ingredients to create an open sandwich that is visually appealing</p> <p>Explain and demonstrate techniques for improving the visual appeal of food:</p> <ul style="list-style-type: none"> <li>• varying colours and textures</li> <li>• adding height</li> <li>• adding components in odd numbers</li> <li>• using a squirty bottle to add dressings and sauces with precision</li> </ul> <p>Evaluate results</p>	<p>Remind pupils of the key question for this block: <b>Why are our diets so different?</b> Refer pupils to a world map and challenge them to find Denmark. Establish, through discussion, that Denmark is relatively close to the UK and has a similar climate and range of foods. Explain that the Danish cuisine has an emphasis on the use of high-quality local produce and innovative cooking techniques.</p> <p>Explain that smørrebrød is a traditional Danish open sandwich that can include a variety of toppings, but the key component is rye bread (a dense bread high in fibre and complex carbohydrates and proteins). Allow pupils to explore and sample the rye bread and prompt them to explain how it differs from the bread they are familiar with. Give examples of some of the traditional ingredients that are used as toppings for these sandwiches.</p> <p>Refer to the Knowledge Note to define key vocabulary relevant to this lesson: <i>presentation, variety, fibre</i>.</p> <p>Provide pupils with a range of salad items, vegetables and dressings and allow them to make their own selections from these to create their own open sandwiches.</p> <p>Prompt pupils to combine a variety of colours and textures and build height to increase the visual appeal of the sandwich. Show pupils how to use the squirty bottles to add dressings precisely and explain that odd numbers of items arranged on the bread are more aesthetically pleasing than even numbers.</p> <p>Once completed, encourage pupils to sample their sandwiches and make notes in their portfolios about the ingredients they have combined and any adjustments they would make. Prompt pupils to make comparisons between these traditional Danish sandwiches and sandwiches they may be more familiar with.</p> <p>Pupils then complete Vocabulary Task 1.</p>	<p>Can show precision and creativity in their arrangement of ingredients</p> <p>Can select and arrange colours and textures in a visually attractive way</p> <p>Can apply knife skills learnt in previous lessons</p> <p>Can explain the choices they have made, evaluate their results and suggest improvements</p>

### Questions for assessment

**What** is smørrebrød?

**Which** ingredients did you select to make your sandwich and **why**?

**How** is rye bread different to traditional white bread?

**How** does a smørrebrød differ from the sandwiches you eat?





**What** is harissa?

**What** adjustments would you make to your sandwich and **why**?

**How** can the appearance of food be improved?

# Point of delivery:

## Y5 Food and Nutrition – Block A

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>3. Vegetables can be prepared using a range of techniques:</p> <ul style="list-style-type: none"> <li>• ribboning</li> <li>• slicing</li> <li>• dicing</li> <li>• grating</li> </ul> <p>A healthy diet includes a range of vegetables and ingredients</p> <p>The visual appeal of food can be improved by:</p> <ul style="list-style-type: none"> <li>• including a variety of colours</li> <li>• adding height</li> <li>• adding odd numbers of ingredients</li> </ul> <p>Eating a variety of colours of vegetables ensures that we obtain the range of vitamins the body needs</p>	<p>Explore some culinary traditions of Middle Eastern and Mediterranean countries</p> <p>Define the term <i>mezze</i></p> <p>Make simple yoghurt-based dressings using a range of flavours</p> <p>Explain the nutritional value of ingredients such as yoghurt and chickpeas</p> <p>Evaluate outcomes</p>	<p>Recap the learning from the previous session and explain to pupils that, in this lesson, they will be taking inspiration from the Middle East and Mediterranean to create a mezze bowl. Define this term and identify Middle Eastern and Mediterranean countries on a world map. Explain that the culinary traditions of these countries include dishes of a variety of ingredients which are intended to be shared.</p> <p>Demonstrate how to make a range of simple dressings: tahini, harissa and cucumber. Point out to pupils that all these dressings are yoghurt-based, explaining that the good bacteria in yoghurt aids digestion.</p> <p>Show pupils how chickpeas can be roasted with spices to enhance their flavour and improve their texture. Explain to pupils that chickpeas are a good alternative to meat because of their high protein content.</p> <p>Provide pupils with a range of salad vegetables and flatbreads and challenge them to create their own mezze bowl. Remind them about the importance of including a variety of colours and textures to make their dish visually appealing and interesting to eat. Also, recap that adding ingredients in odd numbers rather than even is more aesthetically pleasing.</p> <p>Encourage pupils to practise a range of knife skills and techniques to prepare the vegetables and to use a wide range of colours to enhance the nutritional value of the dish.</p> <p>Encourage pupils to share their dishes with each other and make evaluative notes in their portfolios.</p> <p>Pupils complete Vocabulary Task 2.</p>	<p>Can identify some countries where food is made to be shared</p> <p>Can explain the health benefits of eating chickpeas and yoghurt</p> <p>Can explain why chickpeas are a good alternative to eating meat</p> <p>Can use a range of techniques accurately and confidently to prepare a range of vegetables</p> <p>Can explain the choices they have made, evaluate their results and suggest improvements</p>

### Questions for assessment

**Where** is the Middle East?

**Name** some Mediterranean countries.

**Why** are chickpeas a good alternative to meat?

**What** is harissa?

**Why** is natural yoghurt good for you?

**How** can you increase the nutritional value of the mezze bowl you have made?

**How** can you increase the visual appeal of the mezze bowl you have made?

# Oracy and Vocabulary: Y5 Food and Nutrition – Block A

## Task 1:

You have been using techniques to make your food visually appealing.  
Order these words according to their strength of meaning.

stunning   attractive   pleasant   lovely   gorgeous

Add a prefix to these words to create an antonym for each.

inviting                  appealing  
pleasing                tempting  
agreeable               attractive

Antonyms

Exploration:



Which colour combinations are most attractive?

How many ways can you apply dressings to improve the appearance of your sandwich?

.....

## Task 2:

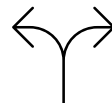
Work with a partner to discuss and evaluate the food you have made.



Explain the steps you completed and the techniques you used to make the flatbread with garlic butter.



Explain your choices of ingredients for your open sandwich (smørrebrød).  
What ingredients did you select and why?




If you made the mezze bowl again, what would you do differently and why?





Which dish were you most pleased with and why?




# Vocabulary: Y5 Food and Nutrition – Block A

OWN-it	Analyse 
Tick the correct word class for the word <i>presentation</i> .	
<input type="button" value="preposition"/>	
<input type="button" value="superlative adjective"/>	
<input type="button" value="common noun"/>	
Write the root word of <i>presentation</i> .	
<input type="text"/>	
Write the adjective that can be derived from the word <i>fibre</i> .	
<input type="text"/>	

KNOW-It	Define 
Explain how <i>flatbread</i> is different to traditional bread.	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
Tick true or false.	
Smørrebrød is a type of bread.	
<input type="button" value="true"/> <input type="button" value="false"/>	
Define the term <i>mezze</i> in as few words as you can.	
<input type="text"/>	

LINK-it	Connect 
Circle the odd one out.	
culture   society   country   customs	
Write two synonyms of <i>variety</i> .	
<input type="text"/>	
<input type="text"/>	
Tick true or false.	
Display is an antonym of <i>presentation</i> .	
<input type="button" value="true"/> <input type="button" value="false"/>	

USE-it	Use in context 
Tick the sentence if the word <i>variety</i> has been used correctly.	
Jordan was reluctant, for a <i>variety</i> of reasons, to join in with the others.	
<input type="checkbox"/>	
Use the word <i>unleavened</i> in a sentence of your own.	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
Underline the sentence that uses the word <i>culture</i> correctly.	
Cooking is an important part of French <i>culture</i> .	
Cooking has an important <i>culture</i> in France.	

# Knowledge Note:

## Y5 Food and Nutrition – Block A

Year 5: Food and Nutrition  
Why are our diets so different?



### Core content:

Learn about Middle Eastern and Danish diets.  
Learn how to make flatbreads.  
Use techniques to make food appetizing.

### Technical vocabulary:

**Culture** – the customs and beliefs, art and way of life of a particular country or group.



**Presentation** – modifying, arranging or decorating food to enhance its visual appeal.



**Variety** – several different sorts of the same thing.



**Fibre** – the part of food that keeps the bowels working.



**Knead** – to press something, especially a mixture for making bread, firmly and repeatedly with the hands and fingers.



**Smørrebrød** – a Danish open sandwich.



**Flatbread** – a type of bread that is thin and flat and made without yeast.



**Mezze** – a variety of dishes designed to stimulate your appetite.



**Unleavened** – made without any yeast, or other substance that would cause the bread to rise.



### Techniques:



rolling



claw



ribboning

Year 5: Food and Nutrition  
Why are our diets so different?



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### Techniques:



rolling



claw



ribboning

# Exemplification: Y5 Food and Nutrition – Block A

## Why are our diets so different?

Show pupils examples of bread products and challenge them to identify where in the world they originate from

Instruct pupils to record notes about what they have learnt regarding the differences between types of bread

Ask pupils:

How many different types of bread originate from Italy?

Pose questions to pupils:

Where does smørrebrød originate from and how is it different / similar to the sandwiches you eat?

Ask pupils to write about each of the dishes they have made and to state their preferences

Pose questions to pupils:

What did you like / dislike about each dish and why?

What differences are there between the food you eat regularly and the food that you have made in these lessons?

What adjustments would you make to your dishes and why?

Which skills have you developed in these lessons?

Which skills do you feel you need to improve further?

# Food and Nutrition

## Y5

### Why are our diets so different?

Different cultures have different diets but the majority of countries across the world eat some form of bread regularly.

Unleavened bread is bread that is made without yeast.

Gluten is a substance found in flour.

Flatbread is a type of unleavened bread.


Can improve the appearance of food by:

- ~ varying colours
- ~ adding odd numbers of ingredients
- ~ adding height

Region	Bread Type
1. Mediterranean and Middle Eastern countries	pitta bread
2. Jewish communities of Poland	Bagel
3. Italy	focaccia
4. Mexico	tortilla
5. Asia, India	chapati

### SKILLS

- Flatbread and garlic butter**



I have learnt that not all bread is made with yeast.

I have also learnt that butter, in moderation, is not bad for me. I enjoyed making the flatbreads. They soaked up the garlic butter, which was delicious.
- Smørrebrød**



Smørrebrød is a type of open sandwich. I enjoyed selecting lots of vegetables for my topping. I liked the flavour of the Marie Rose sauce but found the feta cheese too salty.
- Mezze bowl**



A mezze bowl is a dish designed to be shared and to include a variety of appetising ingredients.

I preferred the freshness of the cucumber dip to the hummus yoghurt.

