NBA Al Dafna

Year 4 Long Term Planning

	English (TfW)	Spelling (NC Appendix)	Grammar (TfW)	Mathematics (WR)	Science (WR)	History (Key Stage History)	Geography (Oddizzi)	Art and Design (Kapow)	Design and Technology (Kapow)
Autumn 1	**Fiction** Historical Fiction Story **Non-fiction Unit 2** Advertisement **Poetry** Haiku	homophones-plane, plain… prefix 'in' meaning 'not-inactive, incorrect… Words with prefix- 'il', 'im' and 'ir'- illegal, immature… prefix 'sub' meaning 'below'- subdivide, submit prefix 'inter' meaning 'among'- interface, interview… Challenge Words Words ending 'ation'- information, preparation… Words ending 'ation'- adoration, admiration… Words ending 'ly'- sadly, wildly… Words ending 'lly'- usually, finally.. 'ch' makes 'sh' sound- chef, machine… Challenge Words	Using prepositions and adverbs to add detail (where, when, how) to main clause Adding subordinating clause to main clause, using a range of subordinating conjunctions Introduce the term 'adverbial' Identifying adverbial (words and phrases) in sentences Using commas after fronted adverbials Moving subordinating clauses to the front of sentences, using commas after fronted clause Word classes, recognising words that function in different ways in different sentences Building noun phrases using determiners, adjectives and other nouns	**Place Value** • count in multiples of 6, 7, 9, 25 and 1000 • count backwards through zero to include negative numbers • identify, represent and estimate numbers using different representations • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value • find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers **Addition and Subtraction** • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why **Multiplication and Division** • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations **Measurement**	**Group and Classify Living Things** • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Working scientifically – Talk about criteria for grouping, sorting and classifying (non-statutory). – Asking relevant questions and using different types of scientific enquiries to answer them. – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Data Collection** • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. **States of Matter** • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and	**Vikings** -The word Viking means raider (and they certainly did a lot of that!) but they were also traders and settlers, especially later in the period -They attacked England from Scandinavia carrying out raids on monasteries which is why the monks criticised them so much -For many years They fought hard against the Saxons for control of England but were stopped by Alfred. They then settled in the East with some becoming kings of England at the end of the Saxon period -They were highly skilled shipbuilders, taking them vast distances across dangerous seas -They did not worship a single god but made offerings to a large number such as Odin (Wednesday named after him) Thor (Thursday) and Freya (Friday) **Anglo Saxons** -The reasons why the Anglo-Saxons invaded -That it was during this time that England became united, with Wessex as the leading kingdom. -That it was at this time that England became a Christian country. -That King Alfred was the only English king to be given the name 'Great' and know why not everybody agrees that he deserves it -That the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east -It was during this period that there were better laws and a flowering of literature.		**Drawing: Power Prints** **Skills:** Generating ideas: -Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks: -Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. Making skills: -Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. -Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Knowledge of artists: -Use subject vocabulary confidently to describe and compare creative works. Evaluating and analysing: -Use more complex vocabulary when discussing their own and others' art. **Knowledge:** Formal elements: -Shape: How to use basic shapes to form more complex shapes and patterns. -Line: Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. -Pattern: Patterns can be irregular and change in ways you wouldn't expect. Making skills: -How to use pencils of different grades to shade and add tone. -How to hold a pencil with varying pressure to create different marks. -How to use observation and sketch objects quickly. -How to draw objects in proportion to each other. -How to use charcoal and a rubber to draw tone.	

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				• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares	measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Working scientifically – Talk about criteria for grouping, sorting and classifying (non-statutory). – Identifying differences, similarities or changes related to simple scientific ideas. – Asking relevant questions and using different types of scientific enquiries to answer them. – Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. – Setting up simple practical enquiries, comparative and fair tests. – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.			-How to use scissors and paper as a method to 'draw'. -How to make choices about arranging cut elements to create a composition. -How to create a wax resist background. -How to use different tools to scratch into a painted surface to add contrast and pattern. -How to choose a section of a drawing to recreate as a print. -How to create a monoprint. Knowledge of artists: -Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Evaluating and analysing: -Artists evaluate what they make, and talking about art is one way to do this.	
Autumn2							**Coasts** **Coastal Adventure Virtual Fieldwork Short Unit** -Record data and complete cross curricular tasks. They will use this evidence to answer their enquiry questions at the end of their road trip. **Qatar Museum tour:* ***Treasures of the Sea*** *This tour will shed light on the wonders of the sea and its historical significance in the collective memory of the people of Qatar, both as a source of sustenance and income.* **Fieldwork Visit to the coast – the changing use of the coast in Doha Dhow boat journey.* **South America and Rio** -The location of South America and its key features. -The location of South American countries. -Similarities and differences between Brazil and our own country. -What daily life in Rio de Janeiro is like. -South East Brazil's trade links.		**Structures: Pavilions** **Skills:** -Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. -Building frame structures designed to support weight. -Creating a range of different shaped frame structures. -Making a variety of free-standing frame structures of different shapes and sizes. -Selecting appropriate materials to build a strong structure and for the cladding. -Reinforcing corners to strengthen a structure. -Creating a design in accordance with a plan. -Learning to create different textural effects with materials. **Knowledge:** -To understand what a frame structure is. -To know that a 'free-standing' structure is one that can stand on its own. -To know that a pavilion is a decorative building or structure for leisure activities. -To know that cladding can be applied to

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							-What the advantages and disadvantages were for Brazil in hosting the Olympic Games. South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects. Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice. In the summer of 2016 Brazil hosted the Olympic Games.		structures for different effects. -To know that aesthetics is how a product looks.
Spring 1	**Fiction** Persuasive advertisement **Non-fiction** Newspaper report **Poetry** Riddles	Words ending 'sion'- expansion, comprehension… Words ending 'ous'- poisonous, dangerous… Words ending 'ous' including words where 'ge' from base word remains- courageous, outrageous… suffix to words ending 'y'- happiness, plentiful… Words ending 'ious' and 'eous'- serious, hideous… Challenge words 'au' makes 'or' sound- automatic, August... ending 'tion'- invention, injection… ending 'sion'- expression, discussion… ending 'cian'- musician, magician… adverbs of manner- reluctantly, quickly… Challenge words	Expanding noun phrases using a prepositional phrase after the noun Forming adjectives using prefixes and suffixes Regular and irregular plural nouns: singular and plural determiners Clarifying the difference between plural –s and possessive 's Revising apostrophes for singular possession Apostrophe for plural possession Punctuating direct speech Distinguish coordinating and subordinating conjunctions Extending the range of words used to express cause and effect	**<u>Multiplication and Division</u>** • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects **<u>Fractions, Decimals and Percentages</u>** • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects • recognise and show, using diagrams, families of common equivalent fractions	**<u>Sound</u>** • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Find patterns between the pitch of a sound and features of the object that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. • Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. – Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.		**<u>Geographical Local Study:</u>** **<u>What is important about my local area?</u>** -Locating our local area in relation to other places. -Local, regional, national and international links to our local area. -Locating the key features of our local area. -Carrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needs. How to read and label an Ordnance Survey map with local sites. *National Museum of Qatar visit:* ***Thematic tour topics:*** ***Stories about the People of Qatar*** *Students will explore the pillars that make up the social fabric of Qatar, with a focus on the individual and collective roles of family, community and leadership in society.* ***Celebration of Our Nation*** *This tour will highlight key moments of social, economic and political transformation in the historical timeline of Qatar that led to the formation of a resilient nation.*	**<u>Painting and Mixed Media: Light and Dark</u>** **Skills:** **Generating ideas:** -Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. **Using sketchbooks:** -Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. **Making skills:** -Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. -Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. **Knowledge of artists:** -Use subject vocabulary confidently to describe and compare creative works. -Understand how artists use art to convey messages through the choices they make. **Evaluating and analysing:** -Use more complex vocabulary when discussing their own and others' art. -Discuss art, considering how it can affect the	

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				• add and subtract fractions with the same denominator • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to 1/4, 1/2, 3/4 • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places **<u>Measurement</u>** • Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares	– Setting up simple practical enquiries, comparative and fair tests. – Identifying differences, similarities or changes related to simple scientific ideas and processes. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **<u>Data Collection</u>** • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. **<u>Electricity</u>** • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.			lives of the viewers or users of the piece. -Evaluate their work more regularly and independently during the planning and making process. **Knowledge:** **Formal elements:** -**Colour:** Adding black to a colour creates shade. -**Colour:** Adding white to a colour creates a tint. -**Form:** Using lighter and darker tints and shades of a colour can create a 3D effect. -**Tone:** Using lighter and darker tints and shades of a colour can create a 3D effect. -**Tone:** Tone can be used to create contrast in an artwork. **Making skills:** -How to mix a tint and a shade by adding black or white. -How to use tints and shades of a colour to create a 3D effect when painting. -How to apply paint using different techniques e.g. stippling, dabbing, washing. -How to choose suitable painting tools. -How to arrange objects to create a still-life composition. -How to plan a painting by drawing first. -How to organise painting equipment independently, making choices about tools and materials. E**valuating and analysing:** -Artists make choices about what, how and where they create art. -Artworks can fit more than one genre. -Art is influenced by the time and place it was made, and this affects how people interpret it. -Artists may hide messages or meaning in their work.	
Spring 2						**<u>Local History</u>** What are the key moments from the history of interaction between the British and Qatar? **Qatar Museum *Self-Guided Tour/Treasure Search*** *In this tour, you will be both the teacher and*			**<u>Electrical Systems: Torches</u>** **Skills:** -Designing a torch, considering the target audience and creating both design and success criteria focusing on features of individual design ideas.

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					• Working scientifically – Talk about criteria for grouping, sorting and classifying (non-statutory). – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. – Asking relevant questions and using different types of scientific enquiries to answer them. **Energy** • Working scientifically – Asking relevant questions and them • Working scientifically – Using straightforward scientific evidence to answer questions or to support their findings.	*guide! Explore the galleries with your students in the way you prefer and that suits the goals of your trip. Our role as an education team is to confirm bookings and send you some tips, guides, and worksheets to help you lead your students through the galleries. To enrich the trip, you can visit the museum's gift shop and purchase an activity booklet that requires you to search the gallery until you find the right answer.* *Or* *The National Museum of Qatar is extending its educational programmes beyond the museum's walls. Our outreach initiative allows us to bring tailored educational experiences directly to your classrooms. On selected dates, our museum staff will visit your school to deliver interactive programmes that engage students with the museum's rich collection and themes. The schools outreach programme is available in Arabic and English for grades KG to Grade 8, features flexible scheduling for each group.* *Book a session*			-Making a torch with a working electrical circuit and switch. -Using appropriate equipment to cut and attach materials. -Assembling a torch according to the design and success criteria. -Evaluating electrical products. -Testing and evaluating the success of a final product. **Knowledge:** -Electrical conductors are materials which electricity can pass through. -Electrical insulators are materials which electricity cannot pass through. -A battery contains stored electricity that can be used to power products. -An electrical circuit must be complete for electricity to flow. -A switch can be used to complete and break an electrical circuit. **School sleepover with challenges using their handmade torches – Mapwork challenge.*
Summer 1	**Fiction** Narrative – Playscripts **Nonfiction** Information / Explanation Text **Poetry** Kennings	homophones- scene, seen… 'c' before 'i' and 'e'- circle, voice… Words with 'sol' and 'real'- solve, real… Words with 'phon' and 'sign'- telephone, signal… Prefixes 'super', 'anti', 'auto'- supermarket, antisocial, automatic… Words with prefix 'bi' meaning 'two'- bicycle, bilingual… Challenge Words Plurals with possessive apostrophes- girls', boys'… Revision words	Introducing possessive pronouns Using paragraphs to show the stages in a story Recognising when the meaning of a pronoun is unclear-making changed to clarify meaning Word families based on common root and root words Grammatical patterns in questions - Homophones- link with spelling -ed and –ing clauses as starters and –ing clauses as drop in clauses Using pronouns within sentences to avoid repetition, linking nouns to	**Fractions, Decimals and Percentages** • solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to 1/4, 1/2, 3/4	**Data Collection** • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.		**Food and Farming:** -Where food comes from -How food is produced and how it gets to us Choices and issues involved in food, farming and trade Our food comes from many different places around the world There can be many different steps along the journey from farm to fork The food choices we make affect people and nature in many different places **North Sedra Farm Visit*	**Sculpture and 3D: Mega Materials** **Skills:** **Generating ideas:** -Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. **Using sketchbooks:** -Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning	

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			pronouns across sentences Using paragraphs to organise ideas around a theme (non-fiction)	• round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places **Measurement** • Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures • estimate, compare and calculate different measures, including money in pounds and pence • read, write and convert time between analogue and digital 12 and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days **Geometry** • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to	– Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Habitats** • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change, and that this can sometimes pose dangers to living things. • Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them. – Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Deforestation** • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Working scientifically – Asking relevant questions answer them. and using different types of scientific enquiries to answer them. **The Digestive System** • Comparing the teeth of carnivores and herbivores and			and taking the next steps in a making process. **Making skills:** -Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. -Use more complex techniques to shape and join materials, such as carving and modelling wire. **Knowledge of artists:** -Use subject vocabulary confidently to describe and compare creative works. -Understand how artists use art to convey messages through the choices they make. **Evaluating and analysing:** -Use more complex vocabulary when discussing their own and others' art. -Discuss art, considering how it can affect the lives of the viewers or users of the piece. **Knowledge:** **Formal elements:** **-Form:** Simple 3D forms can be made by creating layers, by folding and rolling materials. **Making skills:** -How different tools can be used to create different sculptural effects and add details and are suited for different purposes, e.g. spoon, paper clips for soap, pliers for wire. -How to use their arm to draw 3D objects on a large scale.	

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				complete a given polygon **Statistics** • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	suggesting reasons for differences (non-statutory). • Identify the different types of teeth in humans and their simple functions. • Describe the simple functions of the basic parts of the digestive system in humans. • Working scientifically – Identifying differences, similarities or changes related to simple scientific ideas and processes. – Asking relevant questions and using different types of scientific enquiries to answer them. – Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory). – Setting up simple practical enquiries, comparative and fair tests. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. – Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. **Dentist Visit* **Food Chains** • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Working scientifically – Using straightforward			-How to sculpt soap from a drawn design. -How to smooth the surface of soap using water when carving. -How to join wire to make shapes by twisting and looping pieces together. -How to create a neat line in the wire by cutting and twisting the end onto the main piece. -How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. -How to try out different ways to display a 3D piece and choose the most effective. **Knowledge of artists:** -Art can communicate powerful statements about right and wrong. -Artists can choose particular materials to communicate a message. **Evaluating and analysing:** -Artists make choices about what, how and where they create art. -Art can be all different sizes. -Art can be displayed inside or outside. -Art is interpreted differently depending on how it is displayed. -Artists make work to explore right and wrong and to communicate their own beliefs. -Art is influenced by the time and place it was made, and this affects how people interpret it.	

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					scientific evidence to answer questions or to support their findings. – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Sustainability Units of Work			-Artists may hide messages or meaning in their work.	
Summer 2						**Shang Dynasty** -The Shang dynasty was China's first civilisation that left evidence. Even then it was only recently that they knew it really did exist and was not made-up. -The discovery of oracle bones with their inscriptions, provided the best proof that the Chinese could write and they tell us about their kings, religious beliefs and how their society was run. -The Shang dynasty survived for 600 years during which time it was constantly at war. Most battles were won because they had better weapons. -The Shang worshipped the Shang Di who was the supreme god who ruled other lesser gods of the sun, moon, wind and rain. They also worshipped their ancestors because they thought they still influenced the kins. -They invented a system of writing like that still used today, they were the best in the world at making bronze and knew how to use chariots in battle, changing completely the way battles were fought, -The Shang dynasty came to an end because it was said the king was evil and that heaven no longer wanted him to rule because of the bad way he behaved.			**Cooking and Nutrition: Adapting a Recipe** **Skills:** -Evaluating and comparing a range of products. -Following a baking recipe. -Understanding safety and hygiene rules. -Identifying a target audience. -Designing a biscuit within a given budget. -Suggesting modifications. -Adapting a recipe. -Conducting market research. -Evaluating an adapted recipe. **Knowledge:** -That the amount of an ingredient in a recipe is known as the 'quantity'. -That safety and hygiene are important when cooking. -The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. -The importance of budgeting while planning ingredients for a recipe. -That products often have a target audience.