



## UKSC\_Class\_Baking\_SocialAffectAims

<b>Teacher Education Design Principle + code:</b>	1. Teacher education should provide content knowledge about science and mathematics, including interesting and current topics, to be used in activities linked with everyday life. <b>TE: SocialAffectAims</b>
<b>Specific Teacher Outcome(s):</b>	1.2 Teachers should be able to make children aware of connections between science and mathematics learning and their everyday lives, in order to engage their motivation, interest and enjoyment in science and mathematics and foster curiosity and creativity.
<b>Factors linked with:</b>	<b>P: Affect</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom extract (class)
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 UK (Scotland)
<b>Case:</b>	Case 20
<b>Episode:</b>	Baking
<b>Teacher:</b>	Sarah
<b>Age Group:</b>	3-5
<b>Selected episode present in D4.4 Appendix</b>	No



**Baking as a daily routine in the life of the Centre  
Resources organised to promote independence**

In this children's centre bread making takes place each day. It begins at 8.00am as children are beginning to arrive. A laminated booklet provides information to support children's bread making with words and symbols to indicate the ingredients needed and each stage in the process.



*Ingredients from the booklet on Baking Bread.*

Ingredients and equipment are set out on a table in the kitchen area. A variety of additional resources such as rolling pins, baking trays and name labels are accessible nearby for children to collect as needed. The children share the bread they make at snack time. The extract below involves a child Amelie and Lara the Deputy Head.

**Dialogue sustains interest and engagement**

At the start of the bread making Amelie began measuring out the flour, spooning it into the balance tray and watching its changing position.

**Amelie:** Do I need all of this?

**Lara:** Think we might do - Keep an eye on it – see if it balances.

**Amelie:** If does not balance will we have to pour it into the bowl?

**Lara:** What do you think – maybe we might wait?

[...]

**Lara:** Let's have a look - are they balanced yet?

**Amelie:** No – I think we should put some more.

Once balanced Amelie poured the flour into the mixing bowl. A similar process followed in weighing the margarine:

**Lara:** What's the next bit? *[Referring to the recipe]*

**Amelie:** *[Turning over the page]* Points.

**Lara:** Now need 25g margarine [turning over the page] – So we don't need all of these weights – we just need a 20 and a 5 – that's a 20 and there's a 5. You watch out for the balancing.

**Amelie:** Balance! [She pours the margarine into the mixture.]



Amelie adding the flour



Amelie adding the yeast

This was followed by mixing together the flour and the margarine and adding the yeast.

**Lara:** What's the picture telling us here?

**Amelie:** Mix with your hands. [She starts putting in some of the extra flour that has spilled out.]

**Lara:** If you add all the extra flour what will it do to the recipe? We can use this later when we are kneading. What does our book show us?

[...]

**Amelie:** I am going to do that I can do both of them. [She cuts the top off the yeast packet.] Then I just mix it with my hands. I'm going to mix it. I think it will turn into bread. If we pour the water in we have to put our hands in after and into the oven.

Then finally the water was added:

**Lara:** What's our next part? – Check [pointing to the recipe booklet].

**Amelie:** We put the water in, now you mix it - put a wee bit in then a wee bit in and then you put more water in. [She puts more in mixing with a spoon.] Put all the water in.

Amelie fetched a rolling pin to roll out her dough and placed it on a baking tray ready to go into the oven.



### Amelie's developing an understanding of the importance of measuring

Amelie chose to engage in baking bread or cakes on each day we visited. In an interview with her about her baking experiences she highlighted her growing understanding of the processes of measuring and their importance.

**Amelie:** I'm putting in the flour - The scales weigh the flour – When you need how much - Then you put in the bowl. It balances when it goes like that (*demonstrating with her arms and hands, showing them at the same level*). You know it's enough. Then it goes in the bowl. Then you have a big jar full hot water - tells you how much – pour it all in the big bowl. It matters how much, it tells you how much."



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