Knowledge map for Design & Technology Key Stage1

		Year 1	Year 2
Resource Projects on a Page		**Food** **Preparing fruit and vegetables** **Designing, making and evaluating a fruit snack for a class picnic**	**Mechanisms** Wheels and axles **Designing, making and evaluating a small wheeled car that will carry a toy teddy**
AUTUMN TERM	KEY KNOWLEDGE	basic food hygiene practices when handling food including the importance of following instructions to control use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, , slicing, squeezing	Explore and evaluate a range of wheeled products such as toys and everyday objects Using construction kits with wheels and axles make a product that moves. mark out, hold, cut and join materials and components correctly assemble some examples of wheel, axle, axle holder combinations Make a wheel and axle product using their design ideas and criteria as an ongoing guide.
	KEY VOCAB	fruit and vegetable names, names of equipment and utensils	vehicle, wheel, axle, axle holder, chassis, body, cab • assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism • names of tools, equipment and materials used • design, make, evaluate, purpose, user, criteria, functional
	IMPACT QUESTIONS	What sort of fruit product shall I make What tools and food processing skills will I use?	How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round?

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	Thread	**FOOD**	**FOOD**
		Year 1	Year 2
		Mechanisms Sliders and levers	**Food** **Preparing fruit and vegetables**
		Designing, making and evaluating a moving storyboard to retell a fairy tale to the class	**Designing, making and evaluating a healthy salad**
SPRING TERM	KEY KNOWLEDGE	Children explore and evaluate a collection of books and everyday products that have moving parts, including those with levers and sliders. Generate simple design criteria through talking, drawing and making mock-ups of their ideas with paper and card. How to use finishing techniques e.g. using digital text and graphics, paint, felt tipped pens or collage to improve product.	basic food hygiene practices when handling food including the importance of following instructions to control use simple utensils and provide opportunities for the children to practise food-processing skills such as washing, grating, peeling, slicing, squeezing
	KEY VOCAB	slider, lever, pivot, slot, bridge/guide • card, masking tape, paper fastener, join • pull, push, up, down, straight, curve, forwards, backwards • design, make, evaluate, user, purpose, ideas, design criteria, product, function	flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria **Nutrients** – all **Sensory evaluation**
	IMPACT QUESTIONS	How does the slider move? How does the lever move? Which part of the mechanism is the pivot?	What tools and food processing skills will I use? What order will I work in? How will I present my vegetable salad

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	Thread	**MECHANISMS**	**MECHANISMS**
		Year 1	**Year 2**
		Textiles Templates and joining	**Structures** **Freestanding structures**
		Designing, making and evaluating a puppet to perform a play	**Designing, making and evaluating playground equipment**
SUMMER TERM	KEY KNOWLEDGE	Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used. Children could make their own templates or paper patterns. Use joining techniques e.g. running stitch including threading own needle, stapling, lacing and gluing.	draw or photograph the structures they have been exploring and label with the correct technical vocabulary in relation to the structure, materials used and shapes e.g. wall, tower, framework, base, joint, metal, wood, plastic, brick, triangle, square, rectangle, cuboid, cube. build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins
	KEY VOCAB	names of existing products, joining and finishing techniques, tools, fabrics and components • template, pattern pieces, mark out, join, decorate, finish • features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function	cut, fold, join, fix • structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved

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	IMPACT QUESTIONS	Which joining technique will work best for my puppet? What tools and techniques will I use? What fabrics shall I use?	How can I make sure the structure is strong, stiff and stable? Which joining techniques will work best for the chair? What media, materials and kits will I use?
	Thread	**Textiles**	**Structures**