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| Design and Technology Knowledge Organiser | Year 1  |

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| Range of Tools  | Main Processes  | Food Technology Assessment of skills By the end of the year children will be able to:  |
| Scissors  |  | 1.Investigate, observe and record Discuss familiar products and recognise some of their features.Discuss and evaluate what the product is used for.Explore what they are made with.Begin to form an opinion about the product.  | 2. Generate IdeasThink about and discuss what we see and use.Decide who the product is forWhat materials will we useThink about how it will workSketch what you think it might look like | Understand all food comes from plants or animals (link to science) and that that food has to be caught, farmed, grown or fished.Start to understand the 5 a day for fruit and vegetables (Link to science) Be able to start to cut cucumber and tomato and grate some soft food. Recognise a range of fruit, vegetables and ingredients such as cheese, flour, bread, butter/spread, milk, yoghurt, bananas, apples, peaches, lettuce, mushrooms, potatoes onion and tomato. |
| Glue |  |
| Fabric / Boxes |  | 3. DesignSay what you are making Create a template/mockupDecide on your next steps Think about the tools you might need | 4. Make Select from a range of tools/materialsFollow rules for health, safety and hygieneStart to measure, mark out and cut out materials Assemble, join and combine parts of the end product | Technical Knowledge Assessment – **by the end of the year children will be able to :**  |
| Talk about the parts that make up the productDiscuss if the product moves – mechanism, wheels, sliders Talk about how product might become more stable/strong.Use the correct vocabulary for example: buttonCentimetre, fabric, needle, ribbon, sewtape measure. thread, woolSellotape, glue Stick,paper clip, plasticine, ruler, straws, 2D, clay, cut, materials, metal, plastic and wood |
| Basic foods |  | 5. Evaluate Discuss your own design Decide if product is suitable and if it matches plan |  |
| Cardboard sliders  |  |
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