

Subject Coordinators – Key Knowledge grid

Tracking grid to show the Key knowledge which has been planned for each year group during 2020-2021

Subject area: DT				
Coordinator: S Cresswell				
Term:	Nursery	Reception	Year 1	Year 2 (Cycle A)
	Planned key knowledge:	Planned key knowledge:	Planned key knowledge:	Planned key knowledge:
Autumn Heroes and Villains	<u>Health and Self Care</u> - Knows why it is important to wash and dry hands. <u>Design</u> - Knows what they want to build and why. - Knows that they could draw first to show what they want to build. <u>Making</u> - Knows the name of different tools, knows their purpose and understands they need to be used safely. - Scissors – cutting - Card – making - Sellotape/masking tape/glue - sticking - Knows to use three fingers to hold writing and painting tools. (Tripod grip). - Knows how to hold scissors and use them to make snips in paper. - Knows how to make a hole using a hole punch. - Knows how to attach a handle (lolly stick) to card or paper using masking tape or sticky tape. - Knows that a split pin can be used to make something move. (E.g a limb on a puppet.) - Knows that different objects can be used to build and stack. - Building blocks - lego - Knows that different tools can be used to decorate a design	<u>Food and Nutrition</u> - Knows there is a sequence to follow when preparing food. - Use simple techniques and utensils to prepare food. - Knows that we use weighing scales to measure ingredients. - Knows that it is important to wash your hands before handling food. <u>Design</u> - Knows why they are making their product. - Knows that they need to plan their product by drawing and labelling. <u>Making</u> - Knows it is important to work in a sequence so you do not miss anything out. - Step 1, step 2 etc. - Knows that different tools have different jobs. - Card - Cellophane - Fabric - Glue - Scissors - tape - Stapler - Glue <u>Technical Knowledge - Textiles</u> - Know that fabrics can be used for certain products because of their properties.	<u>Design</u> - Know how to identify a target group for what they intend to design and make based on a design criteria. - Know how to develop their ideas through talk and drawings. <u>Making</u> - Knows it is important to work in a sequence so you do not miss anything out. - Step 1, step 2 etc. - Knows that different tools have different jobs. - Card - Cellophane - Fabric - Glue - Scissors - Stapler - Glue - Split pins - Hole punch - Treasury tags - fabric - Needle and thread - Know how to use a template to mark out and then cut materials. - Can make templates and mock ups of their ideas in card and paper or using ICT. - Knows how to explain 2D and 3D properties.	<u>Food and Nutrition</u> - Knows why it is important to follow a sequence when preparing food. - Knows which tools and utensils to use to create a desired outcome. - Can explain hygiene and knows why it is important to keep a hygienic kitchen/work station. - Knows technical vocabulary to talk about your senses. - Knows why it is important to have a balanced diet and can name and describe the different food groups. - Carbohydrates - Protein - Dairy - Meat - Fish - Fruit and veg - Sweets and treats <u>Design</u> - Knows how their products will work and how they are suitable for intended users. - Knows that they can use drawings to represent their own ideas following a criteria. <u>Making</u> - Knows to follow a sequence. - Knows that different tools and materials have different jobs. - Card

	- Felt tip pens - Crayons - Paint - Pencil crayons - Chalk <u>Evaluate</u> • Knows how to articulate if they like what they have made or not and give a reason.	<u>Evaluate</u> • Knows how to evaluate their product by saying what they like and what they think they could improve. • Knows how to identify similarities and differences between objects, materials and tools.	<u>Technical Knowledge - Mechanisms</u> • Knows the name the movement of simple mechanisms. - Levers and sliders. <u>Technical Knowledge - Textiles</u> • Know how to use sewing techniques to join fabric together. - Running stitch - Over stitch • Know how to use a template to mark out and then cut materials. <u>Evaluate</u> • Knows how to evaluate their product by saying what they like and what they think they could improve and explain why. • Knows how to identify similarities and differences between objects, materials and tools as well as their products and their peers. • Can use simple finishing techniques to improve the appearance of their product	- Cellophane - Fabric - Glue - Scissors - Stapler - Glue - Split pins - Hole punch. - Fabric - Needle and thread - Elastic bands - Wood - Dowel - saw • Knows that it is ok to change things once they have started in order to make something better. • Knows how to make and use a template to shape materials to represent their designs. • Knows how to explain and differentiate between 2D and 3D properties. <u>Technical Knowledge - Mechanisms</u> • Knows the names of different mechanisms. - Levers and sliders - wheels and axels. <u>Evaluate</u> • Knows how to evaluate their product by saying what they like and what they think they could improve and explain why. • Knows how to identify similarities and differences between objects, materials and tools as well as their products and their peers. • Can use simple finishing techniques to improve the appearance of their product
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				Knows how to evaluate their work against the original design criteria. Did it do its original intended job?
	<u>Knowledge Prompts</u>	<u>Knowledge Prompts</u>	<u>Knowledge Prompts</u>	<u>Knowledge Prompts</u>
	<u>Health and Self care</u> - Why it is important to wash and dry your hands properly? <u>Design</u> - Can you talk about what you want to make/build? - Why do you want to make/build this? <u>Make</u> - Can you show me how you should hold a paint brush? - What do scissors do? - What can you use to stick something together? - What could you use to make a hole? - What could you use to join something together so that it moves? - What can you use to build? - What can you use to decorate something? <u>Evaluating</u> - What do you like about the object you have made? Why? - What don't you like? Why?	<u>Food and Hygiene</u> - Why is it important to wash your hands? - What do you need to follow when you are baking? - What kind of utensils and tools could you use when baking? - What are your 5 senses? - Which senses do you use when you are baking? <u>Design (Technical knowledge – Textiles)</u> - Can you talk about what you needed to do at the start? (Design and make a finger puppet) - How could you show your design ideas? (Drawing/plan) - What could you use to make your product? - What properties does fabric have to make it good for a puppet? <u>Making</u> - How do you know what to do first? (Follow instructions) - What are the best materials to use to make a puppet? Why? - What is the best way to cut and join your finger puppet together? <u>Evaluating</u> - What do you like about your puppet? Why? - What do you not like about your finger puppet? Why?	<u>Design</u> - Can you talk about what you needed to design and what it was going to be used for? - How could you show your design ideas? (Drawing/plan) <u>Making (Technical Knowledge – Mechanisms)</u> - What is the best way to make a hinge? - What materials could you use? - What are some of the properties of the materials you used? Why are these important? <u>Making (Technical knowledge – Textiles)</u> - What techniques did you use to measure, cut and join your textiles together? - What are the names of the stitches you used? (Running stitch, over stitch) <u>Evaluating</u> - What techniques could you use to improve the appearance of your product. - What do you like about your house for the wolf? Why?	<u>Design</u> - Where did you get your ideas from? What is your inspiration? - How could you represent your design? IS drawing the best way? (Yes) - What do you have to think about to make sure your product is fit for purpose? <u>Making</u> - What could you do if something doesn't work the way you thought it was going to? - What would the best materials to use to make your product? Why? <u>Making (Technical Knowledge – Mechanisms)</u> - What do you use a lever for? - What do you use a slider for? - When might you need to use an axel and wheels? <u>Food and Nutrition.</u> - Why is it important to follow a sequence when preparing food? - How do you know which tools and utensils you need to use?

		- Could you change anything to make it better?	- What do you not like about your house for the wolf? Why? - Could you change anything to make it better?	- Why it is important to keep yourself and your work station clean? - What senses do you use when you are baking? - Can you talk about the different food groups? <u>Evaluating</u> - What do you need to look at to check your products works for the intended purpose? (your original design criteria) - DO you like what you have made? Explain why? - Could you change anything to make it better?
Spring Wonderful World	<u>Health and Self Care</u> • Knows why it is important to wash and dry hands. <u>Design</u> • Knows what they want to build and why. • Knows that they could draw first to show what they want to build. <u>Making</u> • Knows the name of different tools, knows their purpose and understands they need to be used safely. - Scissors – cutting - Card – making - Sellotape/masking tape/glue - sticking • Knows to use three fingers to hold writing and painting tools. (Tripod grip). • Knows how to hold scissors and use them to make snips in paper. • Knows how to make a hole using a hole punch.	<u>Food and Nutrition</u> • Knows there is a sequence to follow when preparing food. • Use simple techniques and utensils to prepare food. • Knows that we use weighing scales to measure ingredients. • Knows that it is important to wash your hands before handling food. <u>Design</u> • Knows why they are making their product. • Knows that they need to plan their product by drawing and labelling. <u>Making</u> • Knows it is important to work in a sequence so you do not miss anything out. - Step 1, step 2 etc. • Knows that different tools have different jobs. - Card	<u>Design</u> • Know how to identify a target group for what they intend to design and make based on a design criteria. • Know how to develop their ideas through talk and drawings. <u>Making</u> • Knows it is important to work in a sequence so you do not miss anything out. - Step 1, step 2 etc. • Knows that different tools have different jobs. - Card - Cellophane - Fabric - Glue - Scissors - Stapler - Glue - Split pins - Hole punch	<u>Design</u> • Knows how their products will work and how they are suitable for intended users. • Knows that they can use drawings to represent their own ideas following a criteria. <u>Making</u> • Knows to follow a sequence. • Knows that different tools and materials have different jobs. - Card - Cellophane - Fabric - Glue - Scissors - Stapler - Glue - Split pins - Hole punch. - Fabric - Needle and thread - Elastic bands - Wood

	• Knows how to attach a handle (lolly stick) to card or paper using masking tape or sticky tape. • Knows that a split pin can be used to make something move. (E.g a limb on a puppet.) • Knows how to thread using ribbon, elastic bands, string or laces. • Knows that different objects can be used to build and stack. - Building blocks - lego • Knows that different tools can be used to decorate a design - Felt tip pens - Crayons - Paint - Pencil crayons - Chalk <u>Evaluate</u> • Knows how to articulate if they like what they have made or not and give a reason.	- Cellophane - Fabric - Glue - Scissors - tape - Stapler - Glue - Hole punch - Treasury tags • Knows that different tools are used to join. - Sellotape - Masking tape - Glue - Treasury tags - Split pins • Knows that different tools can decorate objects to create different effects. - Pint - Collage materials - Felt tip pens - crayons <u>Evaluate</u> • Knows how to evaluate their product by saying what they like and what they think they could improve. • Knows how to identify similarities and differences between objects, materials and tools.	- Treasury tags - fabric - Needle and thread • Know how to use a template to mark out and then cut materials. • Can make templates and mock ups of their ideas in card and paper or using ICT. • Knows how to explain 2D and 3D properties. <u>Technical Knowledge - Textiles</u> • Know how to use sewing techniques to join fabric together. - Running stitch - Over stitch • Know how to use a template to mark out and then cut materials. <u>Evaluate</u> • Knows how to evaluate their product by saying what they like and what they think they could improve and explain why. • Knows how to identify similarities and differences between objects, materials and tools as well as their products and their peers. • Can use simple finishing techniques to improve the appearance of their product	- Dowel - saw • Knows that it is ok to change things once they have started in order to make something better. • Knows how to make and use a template to shape materials to represent their designs. • Knows how to explain and differentiate between 2D and 3D properties. <u>Technical Knowledge - Mechanisms</u> • Knows the names of different mechanisms. - Levers and sliders - wheels and axels. <u>Evaluate</u> • Knows how to evaluate their product by saying what they like and what they think they could improve and explain why. • Knows how to identify similarities and differences between objects, materials and tools as well as their products and their peers. • Can use simple finishing techniques to improve the appearance of their product • Knows how to evaluate their work against the original design criteria. Did it do its original intended job?
	Knowledge Prompts	Knowledge Prompts	Knowledge Prompts	Knowledge Prompts
	<u>Health and Self care</u> - Why it is important to wash and dry your hands properly?	<u>Food and Hygiene</u> - Why is it important to wash your hands?	<u>Design</u> - Can you talk about what you needed to design and	<u>Design</u>

	<u>Design</u> - Can you talk about what you make to make/build? - Why do you want to make/build this? <u>Make</u> - Can you show me how you should hold a paint brush? - What do scissors do? - What can you use to stick something together? - What could you use to make a hole? - What could you use to join something together so that it moves? - What can you use to build? - What can you use to decorate something? - What could you do with ribbon, string, elastic bands? <u>Evaluating</u> - What do you like about the object you have made? Why?	- What do you need to follow when you are baking? - What kind of utensils and tools could you use when baking? - What are your 5 senses? - Which senses do you use when you are baking? <u>Design</u> - Can you talk about what you needed to do at the start? - How could you show your design ideas? - What could you use to make your product? <u>Making</u> - How do you know what to do first? (Follow instructions) - What are the best materials to use to make your object/product? Why? - What is the best way to cut and join your product? - What kind of things could you use to create different effects/decorate your products? <u>Evaluating</u> - What do you like about your products? Why? - What do you not like about your products? Why? - Could you change anything to make it better?	what it was going to be used for? - How could you show your design ideas? (Drawing/plan) <u>Making (Technical knowledge – Textiles)</u> - What techniques did you use to measure, cut and join your textiles together? - What are the names of the stitches you used? (Running stitch, over stitch) <u>Making (Technical Knowledge – Mechanisms)</u> - What is the best way to make a hinge? - What materials could you use? - What are some of the properties of the materials you used? Why are these important? <u>Evaluating</u> - What techniques could you use to improve the appearance of your product. - What do you like about your product? Why? - What do you not like about your product? Why? - Could you change anything to make it better?	- Where did you get your ideas from? What is your inspiration? - How could you represent your design? Is drawing the best way? (Yes) - What do you have to think about to make sure your product is fit for purpose? <u>Making</u> - What could you do if something doesn't work the way you thought it was going to? - What would the best materials to use to make your product? Why? <u>Making (Technical Knowledge – Mechanisms)</u> - What do you use a winding mechanism for? - When might you need to use an axle and wheels? <u>Evaluating</u> - What do you need to look at to check your products works for the intended purpose? (your original design criteria) - DO you like what you have made? Explain why? - Could you change anything to make it better?
	Planned key knowledge:	Planned key knowledge:	Planned key knowledge:	Planned key knowledge:
Summer Amazing Adventures	<u>Health and Self Care</u> • Knows why it is important to wash and dry hands. <u>Design</u> • Knows what they want to build and why.	<u>Food and Nutrition</u> • Knows there is a sequence to follow when preparing food. • Use simple techniques and utensils to prepare food. • Knows that we use weighing scales to measure ingredients.	<u>Food and Nutrition</u> • Knows which tools and equipment to select to prepare food. • Knows that it is important and understands why it is important	<u>Design</u> • Knows how their products will work and how they are suitable for intended users. • Knows that they can use drawings to represent their own ideas following a criteria.

	- Knows that they could draw first to show what they want to build. <u>Making</u> - Knows the name of different tools, knows their purpose and understands they need to be used safely. - Scissors – cutting - Card – making - Sellotape/masking tape/glue - sticking - Knows to use three fingers to hold writing and painting tools. (Tripod grip). - Knows how to hold scissors and use them to make snips in paper. - Knows how to make a hole using a hole punch. - Knows how to attach a handle (lolly stick) to card or paper using masking tape or sticky tape. - Knows that a split pin can be used to make something move. (E.g a limb on a puppet.) - Knows that card can be bended and folded to create different effects. - Knows how to thread using ribbon, elastic bands, string or laces. - Knows that different objects can be used to build and stack. - Building blocks - lego - Knows that different tools can be used to decorate a design - Felt tip pens - Crayons - Paint - Pencil crayons - Chalk <u>Food and Hygiene</u> - Knows that different foods have different tastes. - Knows what textures are and can use them to describe different foods. - Soft	- Knows that it is important to wash your hands before handling food. <u>Design</u> - Knows why they are making their product. - Knows that they need to plan their product by drawing and labelling. <u>Making</u> - Knows it is important to work in a sequence so you do not miss anything out. - Step 1, step 2 etc. - Knows that different tools have different jobs. - Card - Cellophane - Fabric - Glue - Scissors - tape - Stapler - Glue - Hole punch - Treasury tags - Knows that different tools are used to join. - Sellotape - Masking tape - Glue - Treasury tags - Split pins - Knows that different tools can decorate objects to create different effects. - Pint - Collage materials - Felt tip pens - crayons <u>Evaluate</u> - Knows how to evaluate their product by saying what they like and what they think they could improve.	to wash your hands and clean surfaces before handling food. - Knows about the different food groups and what a healthy/balanced diet looks like. - Carbohydrates - Protein - Dairy - Meat - Fish - Fruit and veg - Sweets and treats <u>Design</u> - Know how to identify a target group for what they intend to design and make based on a design criteria. - Know how to develop their ideas through talk and drawings. <u>Making</u> - Knows it is important to work in a sequence so you do not miss anything out. - Step 1, step 2 etc. - Knows that different tools have different jobs. - Card - Cellophane - Fabric - Glue - Scissors - Stapler - Glue - Split pins - Hole punch - Treasury tags - fabric - Needle and thread - Know how to use a template to mark out and then cut materials. - Can make templates and mock ups of their ideas in card and paper or using ICT.	<u>Making</u> - Knows to follow a sequence. - Knows that different tools and materials have different jobs. - Card - Cellophane - Fabric - Glue - Scissors - Stapler - Glue - Split pins - Hole punch. - Fabric - Needle and thread - Elastic bands - Wood - Dowel - saw - Knows that it is ok to change things once they have started in order to make something better. - Knows how to make and use a template to shape materials to represent their designs. <u>Technical Knowledge - Mechanisms</u> - Knows the names of different mechanisms. - Levers and sliders - wheels and axels. - Winder mechanisms - Knows how to explain and differentiate between 2D and 3D properties. <u>Evaluate</u> - Knows how to evaluate their product by saying what they like and what they think they could improve and explain why. - Knows how to identify similarities and differences between objects, materials and
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	- Hard - Sweet - Sour - Crunchy - Smooth <u>Evaluate</u> • Knows how to articulate if they like what they have made or not and give a reason.	• Knows how to identify similarities and differences between objects, materials and tools.	• Knows how to explain 2D and 3D properties. <u>Evaluate</u> • Knows how to evaluate their product by saying what they like and what they think they could improve and explain why. • Knows how to identify similarities and differences between objects, materials and tools as well as their products and their peers. • Can use simple finishing techniques to improve the appearance of their product	tools as well as their products and their peers. • Can use simple finishing techniques to improve the appearance of their product • Knows how to evaluate their work against the original design criteria. Did it do its original intended job?
	<u>Knowledge Prompts</u>	<u>Knowledge Prompts</u>	<u>Knowledge Prompts</u>	<u>Knowledge Prompts</u>
	<u>Health and Self care</u> - Why it is important to wash and dry your hands properly? <u>Design</u> - Can you talk about what you make to make/build? - Why do you want to make/build this? <u>Make</u> - Can you show me how you should hold a paint brush? - What do scissors do? - What can you use to stick something together? - What could you use to make a hole? - What could you use to join something together so that it moves? - What can you use to build? - What can you use to decorate something? <u>Evaluating</u> - What do you like about the object you have made? Why? <u>Food and Hygiene</u>	<u>Food and Hygiene</u> - Why is it important to wash your hands? - What do you need to follow when you are baking? - What kind of utensils and tools could you use when baking? - What are your 5 senses? - Which senses do you use when you are baking? <u>Making</u> - How do you know what to do first? (Follow instructions) - What are the best materials to use to make your object/product? Why? - What is the best way to cut and join your product? - What kind of things could you use to create different effects/decorate your products? <u>Evaluating</u> - What do you like about your products? Why?	<u>Design</u> - Can you talk about what you needed to design and what it was going to be used for? - How could you show your design ideas? (Drawing/plan) <u>Making (Technical knowledge – Food and Nutrition)</u> - Why is so important to be safe by washing hands and cleaning surfaces? - What are the jobs of different utensils? - What are the differences between the different food groups? - Can you describe the senses you use when baking? <u>Evaluating</u> - What techniques could you use to improve the appearance of your product.	<u>Design</u> - Where did you get your ideas from? What is your inspiration? - How could you represent your design? Is drawing the best way? (Yes) - What do you have to think about to make sure your product is fit for purpose? <u>Making</u> - What could you do if something doesn't work the way you thought it was going to? - What would the best materials to use to make your product? Why? <u>Making (Technical Knowledge – Mechanisms)</u> - What do you use a lever for? - What do you use a slider for? - When might you need to use an axel and wheels?

	- What words could you use to describe the texture of something?	- What do you not like about your products? Why? - Could you change anything to make it better?	- What do you like about your product? - What do you not like about your product? Why? - Could you change anything to make it better?	- What might you use a winder mechanism for? <u>Evaluating</u> - What do you need to look at to check your products works for the intended purpose? (your original design criteria) - Do you like what you have made? Explain why? - Could you change anything to make it better?
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