

# EYFS (Reception), Term 1— Knowledge Organiser — DT — Me, Myself and I

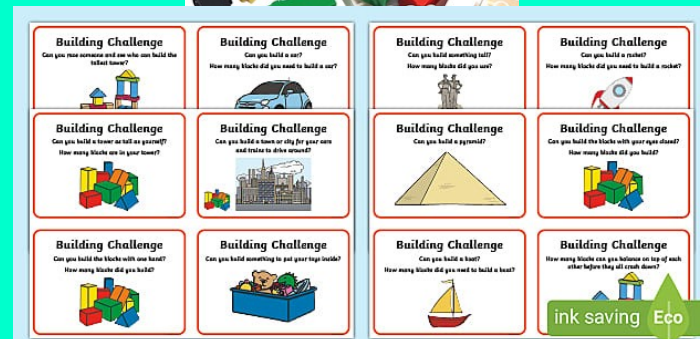
## Subject Specific Vocabulary

word	definition
<b>construction</b>	The act or process of building or construction
<b>materials</b>	Materials are the substance that objects are made from
<b>cut</b>	Use a knife or scissors to divide something into pieces.
<b>slot</b>	A long, narrow opening into which something may be put
<b>join</b>	To put or fasten together
<b>fix</b>	To make stable or steady; fasten firmly; attach

## Knowledge

- Explore, design, build using different construction kits
- Learn how to plan and select the correct resources needed to make a model.
- Verbally plan and create a model using different construction kit
- Share a finished model and talk about the processes in its creation.

## Inspiration



## Subject Specific Vocabulary

word

definition

**design**

To make, draw or write plans for something.

**template**

A pattern used as a guide for cutting or drawing .

**cut**

Use a knife or scissors to divide something into pieces.

**join**

To put or fasten together .

**stick**

To attach with tape, paste, glue, or similar.

**glue**

A sticky liquid that can join two things together.

**product**

The final completed design.

## Knowledge

Using a template to create a design for a mask

Cut card and other materials with scissors

Use simple joining methods to decorate a mask

Sequence steps for construction

Reflect on a finished product and compare to their design

Know that a design is a way of planning our idea before we start

## Inspiration



# EYFS (Reception), Term 3 — Knowledge Organiser — DT— Food glorious Food

## Subject Specific Vocabulary

word	definition
<b>Fruit</b>	the part of a plant that has seeds and flesh, such as apple or strawberry. Most fruits are sweet and can be eaten raw.
<b>Vegetables</b>	a plant or part of a plant, such as carrots, beans, or lettuce,
<b>Knife</b>	a tool with a handle and a thin, sharp blade, used for cutting
<b>Handle</b>	the part of an object made to be held in order to lift, move,
<b>Chop</b>	to cut by hitting many times with a very sharp tool
<b>Slice</b>	to use a knife or something like a knife to cut into or across
<b>Cut</b>	to pierce, slice, or open with a sharp tool such as a knife or scissors
<b>Saucepan</b>	a fairly deep cooking pan with a long handle
<b>Blender</b>	a machine used to prepare liquid foods by chopping and mixing at high speeds
<b>Chopping board</b>	a rectangular board, often made of wood, used for cutting vegetables or meats
<b>Boil</b>	to heat until bubbling
<b>Mix</b>	to put different things together so that the parts become one

## Knowledge

- Design a soup recipe as a class
- Design soup packaging
- Chop plasticine safely
- Chop vegetables with support
- Taste the soup and give opinions
- Describe some of the following when tasting food: look, feel, smell and taste
- Choose their favourite packaging design and explain why
- Know that soup is ingredients (usually vegetables and liquid) blended together
- Know that vegetables are grown
- Recognise and name some common vegetables
- Know that different vegetables taste different
- Know that eating vegetables is good for us
- Discuss why different packages might be used for different foods

## Inspiration



# EYFS (Reception), Term 4 — Knowledge Organiser — DT — People Who Help Us (Junk Modelling : Emergency Vehicles)

## Subject Specific Vocabulary

word	definition
<b>materials</b>	Materials are the substance that objects are made from .
<b>cut</b>	Use a knife or scissors to divide something into pieces.
<b>slot</b>	A long, narrow opening into which something may be put.
<b>join</b>	To put or fasten together .
<b>fix</b>	To make stable or steady; fasten firmly; attach
<b>stick</b>	To attach with tape, paste, or glue .
<b>bend</b>	To fold card or paper into a different shape.
<b>scissors</b>	A tool used for cutting. Scissors are made up of two blades that are joined so that their edges may be opened and closed.
<b>measure</b>	The exact size, weight, or amount of something that is found by using a ruler or something similar.

## Knowledge

Making verbal plans and material choices.

Developing a junk model.

Improving fine motor/scissor skills with a variety of materials.

Joining materials in a variety of ways (temporary and permanent).

Joining different materials together.

Describing their junk model, and how they intend to put it together

Giving a verbal evaluation of their own and others' junk models with adult support.

Checking to see if their model matches their plan.

Considering what they would do differently if they were to do it again.

Describing their favourite and least favourite part of their model.

To know there are a range to different materials that can be used to make a model and that they are all slightly different.

Making simple suggestions to fix their junk model.

## Inspiration



# EYFS (Reception), Term 5 — Knowledge Organiser — DT — Minibeasts

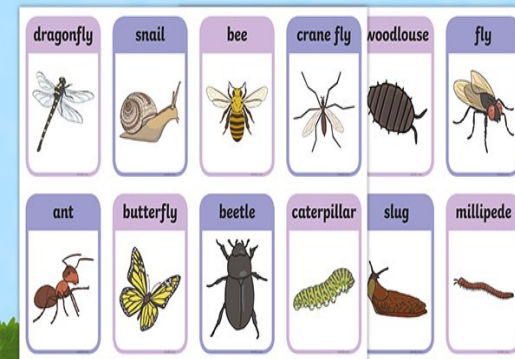
## Subject Specific Vocabulary

word	definition
<b>materials</b>	Materials are the substance that objects are made from
<b>stick</b>	To attach with tape, paste, glue, or similiar
<b>cut</b>	Use a knife or scissors to divide something into pieces.
<b>slot</b>	A long, narrow opening into which something may be put
<b>snip</b>	To cut or clip with short, quick strokes of scissors
<b>measure</b>	The exact size of something that is found by using a ruler
<b>join</b>	To put or fasten together
<b>fix</b>	To make stable or steady; fasten firmly; attach
<b>split-pin</b>	A thin metal rod divided into two parts that open out in order to fasten it in place

## Knowledge

- Explore, design, build and evaluate a minibeast with moving parts
- Develop scissor skills.
- Learn how to plan and select the correct resources needed to make a model.
- Verbally plan and create a mini beast model
- Share a finished model and talk about the processes in its creation.

## Inspiration



# EYFS (Reception), Term 6 — Knowledge Organiser — DT — **Wonderful Water**

## Subject Specific Vocabulary

word	definition
<b>Waterproof</b>	not letting water through
<b>Absorb</b>	to take in or soak up
<b>Prediction</b>	a statement that something might happen or is expected to happen
<b>Variable</b>	something that can change
<b>Experiment</b>	a carefully planned test used to discover something
<b>Investigation</b>	the act of investigating

## Knowledge

- Design a junk model boat.
- Use knowledge from exploration to inform design
- Explore, design, build and evaluate a model boat
- Make a boat that floats and is waterproof, considering material choices.
- Make predictions about, and evaluate different materials to see if they are waterproof.
- Make predictions about, and evaluate existing boats to see which floats best.
- Test the design and reflect on what could have been done differently.
- Investigate how the shapes and structure of a boat affect the way it moves
- Know that 'waterproof' materials are those which do not absorb water
- Know that some objects float and others sink.
- Know the different parts of a boat.

## Inspiration

