

## DT Knowledge Organiser – Shelters and cooking

This term Swans will be learning how to create a shelter for a Stone Age family (history link) to help keep them safe and dry. This will build on knowledge learnt in Year 1 about how to strengthen, stiffen and reinforce a structure. In cooking, children will be learning how to make Scotch eggs (this will be linked to science) and Lincolnshire day soup.

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| Cooking                                                                           |  |
| Scotch eggs                                                                       | Lincolnshire soup                                                                 |
| Coating with egg and breadcrumbs                                                  | Claw knife technique for harder foods e.g. carrots                                |
| Shelling a hard-boiled egg                                                        | Peeling soft vegetables e.g. courgettes                                           |
|  | Snipping herbs with scissors                                                      |
|                                                                                   | Using a jug to measure liquid                                                     |
|                                                                                   | Use digital scales                                                                |

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| Knowledge                                                                                                      |
| Plan order of work before beginning project and understand the importance of being flexible in their approach. |
| Explore, develop and communicate design ideas through annotated drawings.                                      |
| Select and use a range of tools, equipment and materials to create a functional shelter.                       |
| Work safely and accurately with a selection of tools; considering their environment and others around them.    |
| Evaluate the product against prototype and state how well it meets the objective.                              |

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| Key vocabulary |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Prototype      | A model which is made to test whether a design will work before beginning the final task.                               |                                                                                                                                                                                                                                                                                                                                        |
| Construct      | To make or create something by organising ideas which serves a given purpose.                                           |                                                                                                                                                                                                                                                                                                                                        |
| Engineering    | Process of applying scientific principles to designing and making a product (properties of materials).                  | <div>rigid </div> <div>flexible </div> <div>fragile </div> <div>strong </div> |
| Strengthen     | To make stronger.                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |
| Reinforce      | To strengthen by adding materials for support.                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Appearance     | The way something looks. Children will be encouraged to create a shelter that looks like it was built in the Stone age. |                                                                                                                                                                                                                                                                                                                                      |
| Function       | The intended use of a product.                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                           |