

St Saviour's C of E Primary School DT Curriculum Map 2025-26

	Autumn	Spring	Summer	Famous Designers/Engineers/Architects/Makers
EYFS	Build It! Child led Junk Modelling Salt Dough modelling & Tools / printing in to dough Lego / large bricks/crates	Move it! Puppets Vehicles Things that float – boat investigation	Sense it! Taste & Smell activities – blindfold game Cooking Texture matching Mud kitchen with tools / slime Colour Mixing	Isambard Kingdom Brunel Carl Benz
1	POAP – Preparing Fruit & Vegetables -know where fruit & veg is from/how it is grown -know & use basics of 'Eatwell Plate' to prepare a dish -tools to: peel, cut, slice, squeeze, chop, grate	POAP – Sliders and Levers -explore & use sliders & levers -different mechanisms make different movements - cutting, shaping, joining.	POAP -axles and wheels -explore & use axels, wheels and axle holders -Distinguish between fixed & free moving axles -range of tools & materials for cutting & joining	Summer: Henry Ford, Henry Royce
2	POAP - Joining & Templates -Use a template to make two identical pieces -Joining fabric: running stitch, over stitch, glue, stapling. -Finishing techniques: fabric paint, crayons, stitching, buttons, sequins, ribbon	POAP – Preparing Veg / Balanced Dish -know about seasonal veg and where/how veg is grown -plan and prepare a balanced savoury wrap/sandwich -use tools to: cut, chop, grate, spread	POAP - Freestanding Structures -How to make a structure stronger, stiffer, more stable -Select new and reclaimed materials to create model -Consider the user/purpose	Food: Jamie Oliver Summer: Gustave Eiffel, Norman Foster
3	POAP – Healthy & Varied Diet -follow a recipe -use to tools to prepare and combine food -select ingredients to make own recipe -know whether fresh ingredients is grown, reared or caught	POAP - Pneumatics -to know about and able to use pneumatic mechanisms -Order the stages of making -Be able to join materials with accuracy including: tubing, syringes, balloons	POAP – 2D shape to 3D product -know how to strengthen, stiffen, reinforce existing fabrics -Securely join two pieces of fabric -know about and use patterns and seam allowances -select fastenings and fabrics according to functionality	Pneumatics: Robert William Thomson Food: Mary Berry
4	POAP - Celebrating Culture and Seasonality 1 -know how to follow a recipe and make suggestions to adapt -know how to use utensils and equipment to prepare ingredients	POAP – Shell Structures -Know how to create a strong, stiff shell structure -develop knowledge of and use of variety of nets: cubes/cuboids & more complex 3D shapes.	POAP – Levers & Linkages -Understand and use lever and link mechanisms -Distinguish between fixed and loose pivots -select and use finishing techniques	Autumn: Nigella Lawson, Paul Hollywood

	-to understand that some dishes are suited to a particular season or cultural event	-Use tools to measure, mark, cut, score, assemble accurately		
5	<p>POAP – 2D shapes to 3D Product 2</p> <p>-Securely join two pieces of fabric</p> <p>-know about and use patterns and seam allowances</p> <p>-select fastenings and fabrics according to functionality</p> <p>-select appropriate finishing techniques / materials: sequins, buttons, ribbon, applique pieces</p>	<p>POAP – Sliders, Levers, Linkages & Pop-Up</p> <p>-revise the mechanisms of sliders, levers & linkages</p> <p>-to know and use a variety of pop-up techniques</p> <p>-select appropriate mechanisms for effect</p> <p>-to mark out, measure, cut and assemble with accuracy</p>	<p>POAP – Shell Structures with Computer Aided Design</p> <p>-Develop knowledge and use of 3D nets: cubes/cuboids and when appropriate more complex shapes</p> <p>-Develop knowledge and skill of how to strengthen a product</p> <p>-Use computer aided design to create finishing touches to complete product (labels/cases/packaging)</p>	<p>Autumn – Jan Pienkowski</p> <p>Summer: Phillipe Starck</p>
6	<p>POAP – Cams</p> <p>-Understand that mechanisms have an input, process and output</p> <p>-Understand that CAMs can have different types of movement and can change direction</p> <p>-Compare final design with original plan</p> <p>-Consider views of others to develop work</p>	<p>POAP – Celebrating Culture and Seasonality 2</p> <p>-know how to use utensils and equipment including heat sources to prepare food</p> <p>-understand seasonality in foods and sources of food when planning a dish</p> <p>-understand how key chefs have had an impact on recipes for healthy eating</p>	<p>POAP – Programming & Control</p> <p>-to know how to use simple circuits in own product design including: switches, bulbs & buzzers</p> <p>-understand dangers of electricity</p> <p>-use of computing to programme the product (Crumbles)</p>	<p>Spring: Jamie Oliver, Nadiya Hussain</p>

structures, mechanisms, electrical systems cooking and nutrition textiles

Each project involves elements of: Designing, Making, Evaluating and developing Technical Knowledge.

EYFS – How DT fits in to the EYFS Curriculum

	Nursery	Reception	ELG
Personal, Social and emotional development	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. 		
Physical Development	Use large-muscle movements • Choose the right resources to carry out their own plan. • Use one- handed tools and equipment, for example, making snips in paper with scissors.	Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Use a range of small tools, including scissors, paintbrushes and cutlery (fine motor)
Understanding the World	Explore How things Work		
Expressive Arts and Design	Make imaginative and complex 'small worlds' with blocks and construction kits, • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used (creating with materials)