



Whole School Curriculum Map 2025-26

		Aut 1	Aut2	Sp1	Sp2	Su1	Su2	Diversity and Cultural Capital	Links to subjects
DT	N	<p>To carry, handle and use tools safely – scissors</p> <p>Begin to use tools independently – knowing tools can be used for a purpose</p> <p>To play imaginatively with different small world toys and in the home corner role play area</p>	<p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To play imaginatively with different small world toys and in the home corner role play area</p>	<p>To play imaginatively with different small world toys and in the home corner role play area.</p>	<p>To explore materials freely to develop their ideas about how to use them</p>		<p>To develop own ideas and use tools independently – knowing tools can be used for</p> <p>To describe what they are making, how they constructed and how they might make it even better (evaluation)</p>	<p>Share picture books showing children around the world making things (e.g., weaving in Ghana, kite-making in China).</p> <p>Include culturally diverse home-corner items: chopsticks, tagines, African baskets, sari fabrics, Caribbean cooking utensils, etc.</p>	<p>Understanding of the world (Geography, science)</p>
	R	<p>. To carry and handle tools, such as scissors safely.</p> <p>To construct with a purpose, using a variety of resources/ selects what resources are needed.</p> <p>To use simple tools and techniques competently and appropriately.</p>	<p>To carry and handle tools, such as scissors safely.</p> <p>To construct with a purpose, using a variety of resources/ selects what resources are needed.</p> <p>To use simple tools and techniques</p>	<p>To know how to hold and use tools.</p> <p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know what they are making, how they constructed and how they might</p>	<p>To know how to hold and use tools.</p> <p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p>	<p>To know how to hold and use tools.</p> <p>To gesture, talk and/or arrange materials to show design.</p> <p>To know and select tools and techniques needed to shape,</p>	<p>To know how to hold and use tools.</p> <p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know what they are making, how they constructed and how they might make it even better (evaluation).</p>	<p>Show children photos of makers and craftspeople across the world to broaden understanding of global tool use.</p>	<p>Understanding of the world (geography)</p> <p>Expressive art and design (art)</p>




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			<p>competently and appropriately.</p> <p>To know and select tools and techniques needed to shape, assemble and/or join materials.</p> <p>To know how to make an activity safe and hygienic.</p>	<p>make it even better (evaluation).</p> <p>To know how to make an activity safe and hygienic.</p> <p>To explore creative areas inside and out choosing resources independently.</p> <p>To reflect upon learning and suggests improvements.</p>	<p>To know what they are making, how they constructed and how they might make it even better (evaluation).</p> <p>To know how to make an activity safe and hygienic.</p> <p>To explore creative areas inside and out choosing resources independently .</p> <p>To reflect upon learning and suggests improvements .</p> <p>To gesture, talk and/or arrange materials to show design.</p>	<p>assemble and/or join materials.</p> <p>To know what they are making, how they constructed and how they might make it even better (evaluation).</p> <p>To use language of design and making (join, build, shape, longer, shorter, heavier, etc) to describe their creation.</p> <p>To reflect upon learning and suggest improvements.</p> <p>To create different textures.</p> <p>To record experiences by drawing, writing, voice recording.</p> <p>To reflect upon learning and suggests improvements.</p>	<p>To use language of design and making (join, build, shape, longer, shorter, heavier, etc) to describe their creation.</p> <p>To reflect upon learning and suggest improvements.</p> <p>To create different textures.</p> <p>To record experiences by drawing, writing, voice recording.</p>	<p>Introduce craft techniques from different cultures—</p> <p>e.g.,</p> <ul style="list-style-type: none"> – weaving (Mexico) – tying/knotting (China) – collage using African prints – tin embossing (South America) 	
Y1	<p>To design purposeful, functional and appealing products for themselves (knuffle bunny)</p> <p>select from and use a range of tools and equipment to perform practical tasks (joining, cutting, etc)</p>	<p>Design, make and evaluate a fruit salad.</p> <p>Understand how to eat healthily and what a balanced diet is. Begin to understand the</p>	<p>Design a puppet using the design criteria.</p> <p>Select tools/ equipment to shape, join, finish and explain choices.</p>				<p>Design a wind up toy. Select tools and equipment needed. Measure material, draw and create background attach to the box. Create the mechanism using materials such as dowels and cotton reels. With support use tools</p>	<p>Give children the opportunity to try the fruits.</p> <p>Explore soft toys from around the world. E.g- African cloth dolls, Japanese Kokeshi dolls.</p>	<p>English – Beegu – making a friend for her.</p> <p>Science – where food comes from.</p>



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			different food categories. Select the ingredients, cut and slice fruits to add into the salad, using the suitable tools. Evaluate the fruit salad reflecting on what went well and even better if.	Begin to measure and join materials using sewing and gluing, with some support. Evaluate work, linking it to design.			such as a glue gun. Evaluate the final product.	Look at inventors and engineers from diverse backgrounds (e.g., Elijah McCoy, Granville Woods, Raye Montague) to inspire aspirations.	Art – designing product.
Y2	<p>Sculpture – link with Art To create a papier mache mask of a traditional tale character</p> <p>Top 5 sculptures: https://www.tate.org.uk/kids/exploration/top-5/top-5-sculptures</p>	<p>Textiles To make a bag for a gift – using felt Switched-on-D-T-sample_1.pdf (risingstars-uk.com)</p> 	<p>Food and nutrition: Design, make and evaluate a healthy pizza.</p>	<p>Mechanism: Design, make and evaluate a propelled plane.</p>	<p>Materials and structures: Design, make and evaluate a Tudor house</p>			<p>Explore masks from different cultures before designing:</p> <ul style="list-style-type: none"> – African tribal masks – Japanese Noh masks – Venetian carnival masks – Mexican Día de los Muertos masks – Indigenous Australian ceremonial masks <p>Compare how masks are used across the world: storytelling, dance, celebration, protection.</p>	<p>Science – where food comes from.</p> <p>PSHE – how to stay healthy.</p> <p>History – links to history of transport and the Tudors/ The Great Fire of London.</p> <p>English – Traditional tales.</p>



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