

Design and Technology Progression - One Page Overview (Cornerstones Curriculum)

St Paul and St Timothy's Catholic Infant School

This table shows clear progression in Design and Technology knowledge, skills and vocabulary from EYFS to Year 2. It reflects the school's vision for DT, is aligned with the National Curriculum for Design and Technology (KS1), and is delivered through the Cornerstones Curriculum. DT is taught as a practical, creative subject that develops problem-solving, resilience and real-life skills.

Area of Progression	EYFS - Understanding the World / Expressive Arts	Year 1 (National Curriculum links)	Year 2 (National Curriculum links)
DT Focus / Projects	Children explore materials, tools and construction through play and creative activities.	Shade and Shelter Taxi! Chop, Slice and Mash	Push and Pull Cut, Stitch and Join Remarkable Recipes
Design (Investigate & Plan)	· Explore how things are made · Talk about their ideas and choices · Use drawings and models in play	· Investigate existing products · Generate ideas through talking and drawing · Use simple design criteria linked to purpose	· Research existing products and users' needs · Develop ideas using annotated sketches and models · Use design criteria to guide decisions
Make (Practical Skills & Techniques)	· Join, build and assemble using a range of materials · Use tools safely with support	· Select and use tools and materials safely · Cut, join and shape materials to make structures · Use simple mechanisms (wheels and axles)	· Select appropriate tools, materials and techniques · Join and combine materials accurately · Create products using sliders, levers and linkages · Use simple sewing techniques
Evaluate	· Talk about what they have made · Say what they like or would change	· Evaluate products against design criteria · Talk about what worked well	· Evaluate own and others' products · Suggest improvements based on purpose and user
Structures	· Build with blocks and construction toys · Explore balance and stability	· Understand how to make structures stronger, stiffer and more stable	· Apply knowledge of strength and stability to improve designs
Mechanisms	· Explore moving toys and objects	· Understand how wheels and axles help things move	· Understand how sliders, levers and linkages work
Textiles	· Explore fabrics and materials	· (Introduced through simple joining and decoration)	· Use simple sewing techniques · Join fabrics using running stitch · Add decoration
Cooking & Nutrition	· Explore food through play · Talk about healthy choices	· Use basic food preparation techniques (cutting, peeling) ·	· Prepare simple dishes · Understand where food comes from · Understand

		Understand simple hygiene rules	the importance of a healthy, balanced diet
Vocabulary	· Build, join, cut, make	· Design, structure, join, wheel, axle, healthy	· Mechanism, slider, lever, stitch, evaluate, nutrition
Cross-Curricular Links	· Construction play · Creative exploration	· Links to science (materials)· Geography (homes and places)	· Links to science (forces, materials)· Geography (food origins)· Art (textiles and decoration)
End of Phase Expectations	· Confident to explore and create · Willing to try new ideas	· Secure understanding of Year 1 DT objectives· Beginning to design with purpose	· Working at age-related expectations for KS1 DT· Confident, creative problem-solvers

This progression ensures children experience Design and Technology as a purposeful, creative and practical subject that develops imagination, resilience and problem-solving skills. Learning is carefully sequenced from EYFS to Year 2 so that children build confidence in generating ideas, selecting tools and materials, and applying practical skills to design and make functional products.

Design and Technology is delivered through the Cornerstones Curriculum and follows a clear **Design - Make - Evaluate** process. Each project focuses on key areas of structures, mechanisms, textiles or cooking and nutrition, allowing children to revisit and deepen their understanding over time. Focused tasks build specific skills, leading towards an independent final product where children innovate and apply what they have learned.

DT is closely linked with other curriculum areas, including mathematics, science, art and computing. These cross-curricular connections help children see how design and technology impacts the wider world, both past and present, and how it can be used to solve real-life problems.

Children are encouraged to test ideas, take risks, adapt their work and learn from mistakes, building resilience and confidence as designers. Technical vocabulary is explicitly taught and modelled so that children can explain their ideas, processes and evaluations clearly.

Assessment in DT is ongoing and formative, based on observation of practical work, discussion and evaluation. End-of-unit reflections, pupil voice and work scrutiny are used to ensure children make progress and that provision remains high quality and consistent.

By the end of Key Stage 1, pupils leave St Paul and St Timothy's as confident, reflective and imaginative designers who can design, make and evaluate purposeful products, make informed choices, and apply their creativity and problem-solving skills across the curriculum and into everyday life.