

## **IVIS DT progression**

	<b>Milestone 1 (EYFS)</b>			<b>Milestone 2 (YR 1)</b>	<b>Milestone 3 (YR 2)</b>
	<b>By 3 years old</b>	<b>End of nursery</b>	<b>End of Reception</b>		
<b>Food</b>	Practice stirring, mixing and pouring.	Practice stirring, mixing and pouring with increased control. Explore a variety of food through tasting opportunities. Wash hands with soap and water with supervision. Talk about what they can see, smell and taste.	Begin to understand some food preparation tools, techniques and processes Practice stirring, mixing, pouring, blending with control. Discuss how to make an activity safe and hygienic Discuss use of senses in cooking. Understand need for variety in food Begin to understand that eating well contributes to good health	<ul style="list-style-type: none"> <li>• describe textures</li> <li>• wash hands &amp; clean surfaces</li> <li>• think of interesting ways to decorate food</li> <li>• say where some foods come from, (i.e. plant or animal)</li> <li>• describe differences between some food groups (i.e. sweet, vegetable etc.)</li> <li>• discuss how fruit and vegetables are healthy</li> <li>• cut, peel and grate safely, with support</li> </ul>	<ul style="list-style-type: none"> <li>• Measure or weigh using measuring cups or electronic scales</li> <li>• Assemble or cook ingredients</li> <li>• explain hygiene and keep a hygienic kitchen</li> <li>• describe properties of ingredients and importance of varied diet</li> <li>• say where food comes from (animal, underground etc.)</li> <li>• describe how food is farmed, home-grown, caught</li> <li>• Use the eat well plate to explain there are groups of food</li> <li>• describe "five a day"</li> <li>• cut, peel and grate with increasing confidence</li> </ul>
<b>Materials</b>	Know how to open and close scissors. Begin to make snips on paper. Explore the texture a variety of materials.	Make snips on paper. Begin to cut out shapes on paper. Experiment with a variety of materials such as junk modeling and collage.	Cut paper, thin material and thin card with increasing control. Begin to join materials using tape, staples and glue.	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided</li> <li>• begin to measure and join materials, with some support</li> <li>• describe differences in materials</li> <li>• suggest ways to make material/product stronger</li> </ul>	<ul style="list-style-type: none"> <li>• Cut materials safely using tools provided</li> <li>• Measure and mark out to the nearest centimeter</li> <li>• Demonstrate a range of cutting and shaping techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>

					<ul style="list-style-type: none"> <li>• describe some different characteristics of materials</li> <li>• join materials in different ways</li> <li>• use joining, rolling or folding to make it stronger</li> </ul>
<b>Textiles</b>	Explore different materials on everyday items e.g. in the home corner.	Explore different materials on everyday items e.g. in the home corner.	Use simple weaving techniques. Join materials using glue or string.	<ul style="list-style-type: none"> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> <li>• choose suitable textiles</li> <li>• Shape textiles using templates</li> </ul>	<ul style="list-style-type: none"> <li>• Join textile using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)</li> <li>• measure, cut and join textiles to make a product, with some support</li> </ul>
<b>Construction</b>	Begin to make simple models which express their ideas.	Make simple models which express their ideas.	Manipulate materials such as clay and playdough by squeezing, rolling, molding and carving. Create simple structures with construction materials and toys.	<ul style="list-style-type: none"> <li>• Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products</li> </ul>
<b>Mechanics</b>	Explore toys or everyday objects with sliders or levers	Explore toys or everyday objects with sliders or levers	Explore everyday objects and junk modelling such as boxes with sliders or levers	<ul style="list-style-type: none"> <li>• Create products using levers or slides</li> </ul>	<ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms</li> </ul>

<b>Design, make and improve</b>			<p>Select appropriate resources  Use gestures, talking and arrangements of materials and components to show design  Use contexts set by the teacher and myself  Use language of designing and making (join, build, shape, longer, shorter, heavier etc.)</p>	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user</li> <li>• Make products, refining the design as work progresses</li> <li>• have own ideas</li> <li>• explain what I want to do</li> <li>• explain what my product is for, and how it will work</li> <li>• use pictures and words to plan, begin to use models</li> </ul> <p>design a product for myself following design criteria</p>	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user</li> <li>• Make products, refining the design as work progresses</li> </ul>
<b>Take inspiration from design throughout history</b>				<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the design</li> <li>• research similar existing products</li> <li>•</li> <li>• Explore how products have been created</li> </ul>	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the design</li> <li>• Suggest improvements to existing designs</li> <li>• Explore how products have been created</li> </ul>