

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

SCIENCE: BIOLOGY			
PLANTS	ANIMALS, including HUMANS	ALL LIVING THINGS	EVOLUTION & INHERITENCE
<ul style="list-style-type: none"> Talk about the parts of a plant and tree (observational drawings) <p>Do Now - Name the parts of a tree. Do Now - Name the parts of a plant. Task- Observational drawing of growing plants</p>	<ul style="list-style-type: none"> Name parts of the human body that can be seen. <p>Do Now - Label the parts of the body that can be seen.</p>	<ul style="list-style-type: none"> Know and name a shark, frog, lizard, parrot and elephant (shark amphibian, reptile, bird and mammal) <p>Do Now - Name fish, frog, lizard, parrot and elephant from pictures in books. Record facts in floor books.</p>	<ul style="list-style-type: none"> Know how the Earth and living things have changed over time. <p>Name 3 ways the Earth has changed over time. Name 3 ways humans have changed over time.</p>
<ul style="list-style-type: none"> Know and name a variety of common wild and garden plants. <p>Name two common wild plants. Name two garden plants.</p>	<ul style="list-style-type: none"> Know the name of parts of the human body that can be seen. <p>Do Now - Label the parts of the body that can be seen.</p>	<ul style="list-style-type: none"> Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals. <p>Do Now - Match the animals to the correct terminology.</p>	<ul style="list-style-type: none"> Know how fossils can be used to find out about the past. <p>Why are fossils useful?</p>
<ul style="list-style-type: none"> Know and name the petals, stem, leaves and root of a plant. <p>Do Now - Label the petals, stem, leaves and roots on a plant.</p>	<ul style="list-style-type: none"> Know which sense is associated with which part of the body. <p>Do Now - Match the body part to the sense.</p>		<ul style="list-style-type: none"> Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) <p>What are offspring? What is variation?</p>
<ul style="list-style-type: none"> Know and name the roots, branches and leaves of a tree. <p>Do Now - Label the roots, branches and leaves on a tree.</p>	<ul style="list-style-type: none"> Know the basic stages in a life cycle for animals, (including humans) 	<ul style="list-style-type: none"> Know and classify animals by what they eat (carnivore, herbivore and omnivore) <p>Name 3 animals that are carnivores and explain what a carnivore is. Name 3 animals that are herbivores and explain what a herbivore is. Name 3 animals that are omnivores and explain what an omnivore is.</p>	<ul style="list-style-type: none"> Know how animals and plants are adapted to suit their environment. <p>Name 3 ways a polar bear is suited to its environment. Name 3 ways a cactus is suited to its environment.</p>
<ul style="list-style-type: none"> Know how trees grow from a seed. <p>Explain how a tree grows.</p>	<ul style="list-style-type: none"> Know why exercise and a balanced diet are important for humans. <p>Give 3 reasons why exercise and a balanced diet are important for humans.</p>	<ul style="list-style-type: none"> Know how to sort animals into categories. <p>Do Now - Sort animals into fish, amphibians, reptiles, birds and mammals. Do Now - Sort animals into carnivores, herbivores and omnivores.</p>	<ul style="list-style-type: none"> Link adaptation over time to evolution <p>What is the process of adaptation over a long period of time called?</p>
<ul style="list-style-type: none"> Identify and name trees that are around them. <p>Name 5 trees you would find in the local area.</p>	<ul style="list-style-type: none"> Know why good hygiene is important for humans. <p>Give 2 reasons why good hygiene is important for humans.</p>	<ul style="list-style-type: none"> Identify things that are living, dead and have never lived. <p>Give an example of something that is living, dead and has never lived.</p>	<ul style="list-style-type: none"> Know about evolution and can explain what it is. <p>What is evolution?</p>
<ul style="list-style-type: none"> Know what plants need in order to grow and stay healthy 	<ul style="list-style-type: none"> Know about the importance of a nutritious, balanced diet. 	<ul style="list-style-type: none"> Know how a specific habitat provides for the basic needs of things living there (plants and animals) 	

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p>(water, light & suitable temperature) Name 3 things plants need in order to grow and stay healthy.</p>	<p>Give 3 reasons why a balanced diet is important. Do Now – Design a balanced meal.</p>	<p>Do Now – Provide picture of habitat and ask why it is suitable.</p>
<ul style="list-style-type: none"> Know the function of different parts of flowering plants and trees. <p>Do Now - Label this diagram of a plant/tree with its functions</p>	<ul style="list-style-type: none"> know how nutrients are gained differently by plants and humans. <p>How is the way that humans get nutrients different to plants?</p>	<ul style="list-style-type: none"> Identify and name plants and animals in a range of habitats. <p>Do Now – Provide picture of habitat – can you name 5 animals that would live in this habitat?</p>
<ul style="list-style-type: none"> Know what different plants need to help them to survive. <p>Name 3 things that a plant needs to survive.</p>	<ul style="list-style-type: none"> Know about the skeletal and muscular system of a human. <p>Label 5 bones and 5 muscles in the body</p>	<ul style="list-style-type: none"> Match living things to their habitat <p>Do Now – Matching Task</p>
<ul style="list-style-type: none"> Know how water is transported within plants. <p>Explain how water is transported in plants.</p>	<ul style="list-style-type: none"> Identify and name the parts of the human digestive system. <p>Do now – label the parts of the digestive system.</p>	<ul style="list-style-type: none"> Know how animals find their food. <p>How does a X find its food? (Wait until planning is finished).</p>
<ul style="list-style-type: none"> Know the plant life cycle, especially the importance of flowers. <p>Do Now - Label the life cycle of a plant. Do Now - Sequence these events included in the life cycle of a plant.</p>	<ul style="list-style-type: none"> Know the functions of the organs in the human digestive system. <p>Do now- match the organ of the digestive system to its function.</p>	<ul style="list-style-type: none"> Name some different sources of food for animals. <p>What sources of food could a/an x eat? (Wait until planning is finished)</p>
	<ul style="list-style-type: none"> Identify and know the different types of human teeth. <p>Name the 4 different types of human teeth.</p>	<ul style="list-style-type: none"> Know about and explain a simple food chain. <p>What is a food chain and can you give an example?</p>
	<ul style="list-style-type: none"> Know the functions of different human teeth. <p>Do now - Match the function of the tooth to the name of the tooth.</p>	<ul style="list-style-type: none"> Group living things in different ways. <p>Name 3 different ways you could group living things.</p>
	<ul style="list-style-type: none"> Use food chains to identify producers, predators and prey. <p>Do now - Match a producer, predator and prey to pictures of each.</p>	<ul style="list-style-type: none"> Use classification keys to group, identify and name living things. <p>Match a criteria from a classification key to a living thing.</p>
	<ul style="list-style-type: none"> Construct food chains to identify producers, predators and prey. 	<ul style="list-style-type: none"> Create classification keys to group, name and identify living things.

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<p>Do now- create a food chain with a producer, predator and prey.</p>	<p>Give an example of how you could group different living things on a classification key</p>	
	<ul style="list-style-type: none"> Create a timeline to indicate stages of growth in humans. <p>Do Now- Order timeline of human development.</p>	<ul style="list-style-type: none"> Know how changes to an environment could endanger living things. <p>Give an example of how a change to the environment could affect a living thing in that environment.</p>	
	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system- <p>Do now - labelling.</p>	<ul style="list-style-type: none"> Know the life cycle of different living things e.g., mammal, amphibian, insect and bird. <p>Do Now- place correct pictures on life cycle template. One of a human (timeline) one of a butterfly, one of a frog, one of a bird.</p>	
	<ul style="list-style-type: none"> Know the function of the heart, blood vessels and blood- <p>What do the heart, blood vessels and blood do?</p>	<ul style="list-style-type: none"> Know the differences between different life cycles. <p>See above. Name 2 differences between the life cycle of a butterfly and a human.</p>	
	<ul style="list-style-type: none"> Know the impact of diet, exercise, drugs and lifestyle on health. <p>Give an example of how poor diet/exercise/drugs/lifestyle can impact health.</p>	<ul style="list-style-type: none"> Know the process of reproduction in plants and animals. <p>Describe the process of reproduction in a human. Describe the process of reproduction in a plant.</p>	
	<ul style="list-style-type: none"> Know the ways in which nutrients and water are transported in animals, including humans. <p>How are water and nutrients transported in humans?</p>	<ul style="list-style-type: none"> Classify living things into broad groups according to observable characteristics and based on similarities and differences. <p>Do now - Grouping pictures of animals based on things you can observe about them.</p>	
		<ul style="list-style-type: none"> Know how living things have been classified. <p>Do now – how have these creatures been classified? Label the groups.</p> <ul style="list-style-type: none"> Give reasons for classifying plants and animals in a specific way. <p>Do now - See first activity.</p>	

SCIENCE: CHEMISTRY	
EVERYDAY MATERIALS	ROCKS
<ul style="list-style-type: none"> Know that when water freezes – ice is made. What happens when water freezes?	<ul style="list-style-type: none"> Compare and group rocks based on their appearance and physical properties, giving reasons. Do Now - sort pictures of different types into their appropriate groups (metamorphic, sedimentary, igneous)
<ul style="list-style-type: none"> Know that when ice gets warm – it melts. What happens when ice gets warm?	<ul style="list-style-type: none"> Know how fossils are formed. Describe how fossils are formed.
<ul style="list-style-type: none"> Know the name of the materials an object is made from. Do Now - Match the objects to the materials - metal, plastic, glass, wood.	<ul style="list-style-type: none"> Know how soil is made. Describe how soil is made.
<ul style="list-style-type: none"> Know about the properties of everyday materials. Name two properties of metal. Name two properties of glass. Name two properties of wood. Name two properties of plastic.	<ul style="list-style-type: none"> Know about and explain the difference between sedimentary, metamorphic and igneous rock. What is sedimentary rock? What is metamorphic rock? What is igneous rock? Do Now – sorting activity.
<ul style="list-style-type: none"> Know the difference between wood, plastic, glass, metal, water and rock. Do Now – Sorting Activity	
<ul style="list-style-type: none"> Compare and group materials. What is the difference between metal and glass? What is the difference between plastic and wood?	
<ul style="list-style-type: none"> Identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Do Now – Matching activity	
<ul style="list-style-type: none"> Know how materials can be changed by squashing, bending, twisting and stretching. Can you name a material you can change by squashing? Can you name a material you can change by bending? Can you name a material you can change by twisting? Can you name a material you can change by stretching?	
<ul style="list-style-type: none"> Know why a material might or might not be used for a specific job. Do Now – Would this material be suited for x? Why/Why not?	
<ul style="list-style-type: none"> Know how the same materials can change state. What does changing state mean?	
<ul style="list-style-type: none"> Know the temperature water boils and freezes. What temperature does water boil at? What temperature does water freeze at?	
<ul style="list-style-type: none"> Know which materials, other than water, change state. 	

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Name 3 examples of materials that can change state.	
<ul style="list-style-type: none">Know the difference between solids, liquid and gas.	
What is the difference between a solid, liquid and gas?	
<ul style="list-style-type: none">Compare and group materials based on their properties (e.g., hardness, solubility, transparency, conductivity, electrical & thermal and response to magnets)	
Do now- Matching definitions.	
<ul style="list-style-type: none">Know and explain how a material dissolves to form a solution.	
Explain what happens when you mix salt and water.	
<ul style="list-style-type: none">Know and show how to recover a substance from a solution.	
<ul style="list-style-type: none">Know and demonstrate how some materials can be separated (e.g., through filtering, sieving and evaporating)	
Name 3 ways you can separate materials from a solution.	
<ul style="list-style-type: none">Know and demonstrate that some changes are reversible, and some are not.	
What is a reversible change, and can you give an example?	
<ul style="list-style-type: none">Know how some changes result in the formation of a new material and that this is usually irreversible.	
What is an irreversible change, and can you give an example?	

SCIENCE: PHYSICS					
SEASONAL CHANGE	FORCES	LIGHT	ELECTRICITY	SOUND	EARTH AND SPACE
<p>Name the seasons and know about the type of weather in each season.</p> <p>What are the four seasons? What is the weather like in Spring/Summer/Autumn/Winter?</p>	<p>Know about and describe how objects move on different surfaces. How would an object move differently on a smooth surface compared to a rough surface?</p>	<p>Know that dark is the absence of light. What is darkness?</p> <p>Know that light is needed in order to see. Do Now - Draw a diagram to explain how we see.</p>	<p>Identify and name appliances that require electricity to function Name 5 appliances that require electricity to function.</p>	<p>Know how sound travels from a source to our ears. How does sound travel?</p>	<p>Know about and explain the movement of the Earth and other planets relative to the Sun.</p> <p>Name the 8 planets. How does the Earth move around the Sun?</p>
<p>Observe and know about the changes in the seasons.</p> <p>Name 5 things that happen when the seasons change.</p>	<p>Know how some forces require contact and some do not, giving examples. Name 4 different forces and how they act.</p>	<p>Know that light is reflected from a surface. Do Now - Draw a diagram to show the journey of light to the eye.</p> <p>Know and demonstrate how a shadow is formed. Do Now - complete a diagram to show where a shadow is formed (label)</p>	<p>Construct a series circuit. Draw an example of a series circuit</p>	<p>Know how sound is made, associating some of them with vibrating How is a sound made?</p>	<p>Know about and explain the movement of the Moon relative to the Earth.</p> <p>How long does it take for the Moon to orbit the Earth?</p>
<p>Know which months of the year the four seasons occur. What months are in Spring/Summer/Autumn/Winter?</p>	<p>Know about and explain how magnets attract and repel. Describe how a magnet attracts/repels.</p>	<p>Explore shadow size and explain the changes. Do Now - complete a diagram to show which shadow is formed bigger/smaller (label)</p>	<p>Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Do Now - Label the parts of the circuit.</p>	<p>Know the correlation between pitch and the object producing a sound. Why do different objects have different pitches?</p>	<p>Know and demonstrate how night and day are created.</p> <p>Do Now- draw a diagram to show how night and day are formed.</p>
	<p>Predict whether magnets will attract or repel and give a reason. Do Now - Identify which combination of poles would attract/repel.</p>	<p>Know about the danger of direct sunlight and describe how to keep protected Explain 2 dangers of direct light and how to protect yourself from these.</p>	<p>Predict and test whether a lamp will light within a circuit. Do Now - Show a picture of a complete/incomplete circuit and make a prediction.</p>	<p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it. What is the link between the volume of a sound and vibrations?</p>	<p>Describe the Sun, Earth and Moon (using the term spherical)</p> <p>What does spherical mean?</p>
	<p>Know what gravity is and its impact on our lives. What is gravity and how does it impact on our lives?</p>	<p>Know how light travels. How does light travel?</p>	<p>Know the function of a switch. What does a switch do?</p>	<p>Know what happens to a sound as it travels away from its source. What happens to a sound as it travels away from its source?</p>	
	<p>Identify and know the effect of air resistance.</p>	<p>Know and demonstrate how we see objects. How do we see objects?</p>	<p>Know the difference between a conductor and an insulator; giving examples</p>		

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	What is air resistance?		of each What is a conductor, and can you give an example? What is an insulator, and can you give an example?		
	Identify and know the effect of water resistance. What is water resistance?	Know why shadows have the same shape as the object that casts them. Why do shadows have the same shape as the object that casts them?	Compare and give reasons for why components work and do not work in a circuit. What happens when you remove/add a switch/bulb/battery to a circuit.		
	Identify and know the effect of friction. How does friction slow things down?	Know how simple optical instruments work e.g., periscope, telescope, binoculars, mirror, magnifying glass etc. How does a x work (wait til planning finished)?	Draw circuit diagrams using correct symbols. Do now - Symbol activity.		
	Explain how levers, pulleys and gears allow a smaller force to have a greater effect. What is a lever? What is a pulley? What are gears?		Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. What is the effect of voltage on a circuit?		

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

GEOGRAPHY – Y1 focus topic 1 (weather) topic 2 (equator and north/south pole)			
LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN & PHYSICAL GEOGRAPHY	SKILLS & FIELDWORK
<ul style="list-style-type: none"> Know that England is a country and is part of the UK. <p>What country do we live in?</p> <p>Do Now - Point to England on a map</p>	<ul style="list-style-type: none"> Know five main differences between a place in England and that of a small place in a non-European country. <p>Name 5 differences between x and x (wait until planning here)</p>	<ul style="list-style-type: none"> Name the seasons and know about the type of weather in each season. <p>What are the four seasons? What is the weather like in Spring/Summer/Autumn/Winter?</p>	<ul style="list-style-type: none"> Know which is North, East, South and West on a compass <p>Label N, E, S and W on a compass in the correct place.</p>
<ul style="list-style-type: none"> To know the name of the town where they live. <p>What town do we live in?</p>	<ul style="list-style-type: none"> Know five key geographical similarities and differences between living in a region of the UK and a European country <p>Name 5 differences between x and x (wait until planning here)</p>	<ul style="list-style-type: none"> Know and recognise main weather symbols. <p>Do Now - Identify the weather symbols.</p>	<ul style="list-style-type: none"> Use world maps and globes to identify the United Kingdom and its countries. <p>On a world map, label the United Kingdom.</p>
<ul style="list-style-type: none"> Name and locate the four countries of the United Kingdom. <p>Do Now - Label the four countries in the United Kingdom.</p>	<ul style="list-style-type: none"> Know five key geographical similarities and differences between living in a region in the UK and a region of a country within either North or South America <p>Name 5 differences between x and x (wait until planning here)</p>	<ul style="list-style-type: none"> Know where the Equator is and point to it on a globe. <p>Do Now - Label the equator on a world map.</p>	<ul style="list-style-type: none"> Use aerial photographs to construct a simple map and use basic symbols in a key.
<ul style="list-style-type: none"> Name the three main seas that surround the UK. <p>What are the three seas that surround the UK?</p>		<ul style="list-style-type: none"> Know which areas are hot or cold in relation to the Equator. <p>Name two hot countries and two cold countries.</p>	<ul style="list-style-type: none"> Know and use the terminologies: below, next to, near, far and use these to describe the location of features on a map.
<ul style="list-style-type: none"> Know the name of the nearest city. <p>Name the nearest city to Buxton.</p>		<ul style="list-style-type: none"> Know where the North and South Poles are and point to them on a globe. <p>Do Now - Label the North Pole and South Pole on a world map.</p>	<ul style="list-style-type: none"> Know and use the terminologies: left and right; and use these to describe the location of features on a map.
<ul style="list-style-type: none"> Know the names of and locate the seven continents of the world <p>Do Now - Label the seven continents of the world</p> <p>What are the seven continents?</p>		<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK. <p>Name the hottest season in the UK. Name the coldest season in the UK.</p>	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans.
<ul style="list-style-type: none"> Know the names of and locate the five oceans of the world <p>Do Now - Label the five oceans of the world</p>		<ul style="list-style-type: none"> Know how temperature is measured. <p>What do we use to measure the temperature?</p>	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p>What are the five oceans?</p>			
<ul style="list-style-type: none"> Know the names of and locate the capital cities of the United Kingdom <p>Do Now - Label the capital cities of the United Kingdom What are the capital cities of the United Kingdom?</p>		<ul style="list-style-type: none"> Know how rainfall is measured. What do we use to measure rainfall? 	<ul style="list-style-type: none"> Devise a simple map; and use and construct basic symbols in a key.
<ul style="list-style-type: none"> Identify characteristics of the four countries in the United Kingdom <p>Name three characteristics of countries in the UK.</p>		<ul style="list-style-type: none"> Identify the following human features: city, town, village, factory, farm, house, office, port, harbour and shop. <p>Do Now - Match a picture to the correct feature.</p>	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.
<ul style="list-style-type: none"> Know the names of and locate eight counties and six cities in England <p>Do Now - Label a map with the 8 counties and 6 cities.</p>		<ul style="list-style-type: none"> Identify the following physical features: sea, ocean, beach, cliff, coast, forest, hill, mountain, river, soil and valley. <p>Do Now - Match a picture to the correct feature.</p>	<ul style="list-style-type: none"> Plan a journey within the UK, using a road map.
<ul style="list-style-type: none"> Know, name and locate the main rivers in the UK. <p>Do Now - Label the major rivers</p>		<ul style="list-style-type: none"> Know and label the main features of a river <p>Do Now - Label the features of a river.</p>	<ul style="list-style-type: none"> Use graphs to record features such as temperature and rainfall across the world.
<ul style="list-style-type: none"> Know the names of and locate eight European countries. <p>Do Now - Label Name 8 European countries.</p>		<ul style="list-style-type: none"> Know the name of and locate five of the world's longest rivers. <p>Do Now - Label the 5 major rivers on a map Name 5 of the world's longest rivers.</p>	<ul style="list-style-type: none"> Use atlases, globes and digital/computer mapping to locate countries and describe features studied.
<ul style="list-style-type: none"> Know the names of eight European capitals. <p>Do Now - Label Name 8 European capitals.</p>		<ul style="list-style-type: none"> Know why most cities are located by a river. <p>Give 3 reasons why most cities are located by a river.</p>	<ul style="list-style-type: none"> Know and name the eight points of a compass. <p>Do now- label the 8 points of a compass.</p>
<ul style="list-style-type: none"> Know where the main mountain regions are in the UK <p>Name the 4 main mountains regions in the UK.</p>		<ul style="list-style-type: none"> Explain the features of a water cycle. <p>Do Now - ordering activity.</p>	<ul style="list-style-type: none"> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian <p>Do Now - Labelling</p>
<ul style="list-style-type: none"> Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map 		<ul style="list-style-type: none"> Know the terms condensation and evaporation and know what they mean. 	<ul style="list-style-type: none"> Use maps to locate European countries and capitals

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p>Do now- label each of these on a world map</p>		<p>What does condensation mean? What does evaporation mean?</p>	<p>Do now -Locate 5 European countries on a map of Europe</p>
<ul style="list-style-type: none"> Know the names of, and locate, 8 South American countries <p>Do Now – Label Name 8 South American countries.</p>		<ul style="list-style-type: none"> Know how a mountain was formed. <p>Explain the process of how a mountain is formed.</p>	<ul style="list-style-type: none"> Use Google Earth to locate a country / place of interest and to follow the journey of rivers, etc
<ul style="list-style-type: none"> Know where many of the world's rainforest are situated <p>Do now- label world map and highlight 4 rainforests</p>		<ul style="list-style-type: none"> Know the names of five of the world's highest mountains. <p>Name the 5 highest mountains in the world.</p>	<ul style="list-style-type: none"> Use four-figure grid references (Volcanoes) <p>Do now – provide with a grid and ask to find x.</p>
<ul style="list-style-type: none"> Know about time zones and work out differences <p>What are time zones?</p>		<ul style="list-style-type: none"> Know five causes of flooding. <p>Name 5 causes of flooding.</p>	<ul style="list-style-type: none"> Use a Digi-map
<ul style="list-style-type: none"> Know what is meant by the term 'tropics' <p>What are tropics?</p>		<ul style="list-style-type: none"> Know five ways to prevent flooding. <p>Name 5 ways to prevent flooding.</p>	<ul style="list-style-type: none"> Familiar with topographical maps and know about contours <p>If contour lines are wide apart, what does this show about the area?</p>
<ul style="list-style-type: none"> Know the names of four countries from the southern hemisphere and four from the northern hemisphere <p>Name four countries from the Southern hemisphere. Name four countries from the Northern hemisphere.</p>		<ul style="list-style-type: none"> Know how a volcano becomes active. <p>How does a volcano become active?</p>	<ul style="list-style-type: none"> Know what most of the ordinance survey symbols stand for <p>Do now - labelling or matching activity.</p>
<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Arctic and Antarctic Circle (MAPS) <p>-Do now – label a map</p>		<ul style="list-style-type: none"> Label the different parts of a volcano. <p>Do Now – Labelling Activity</p>	<ul style="list-style-type: none"> Know how to use six-figure grid references. <p>Do now – provide with a grid – where is the X</p>
		<ul style="list-style-type: none"> Know about the main features of a rainforest. <p>Name the four layers of the rainforest.</p>	
		<ul style="list-style-type: none"> Know what a biome is. <p>What is a biome? Name 3.</p>	
		<ul style="list-style-type: none"> Use the terms: biome, emergent layer, canopy, understory and forest floor <p>Do Now – Match terms and definitions.</p>	

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

		<ul style="list-style-type: none"> • Know main human and physical differences between developed and third world countries. Give two differences between daily life in the UK in comparison to Brazil. • Know what a tectonic plate is. What is a tectonic plate? • Know what causes an earthquake. Explain 3 ways an earthquake is caused. • Know why industrial areas and ports are important. Why are industrial areas and ports important? • Know and name five trade links with the UK. Name five trade links with the UK • Know about the distribution of natural resources including energy, food, minerals and water. Name one country where we get our food minerals water energy from 	
--	--	--	--

HISTORY		
CHRONOLOGICAL UNDERSTANDING	HISTORICAL KNOWLEDGE	HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> Use words: old, new, past, present. (Communication and language - Use past, present and future tenses) <p>Do Now - Sort old and new vehicles What is "old?" What is "new?"</p>	<ul style="list-style-type: none"> Name a famous person from the past (Queen Elizabeth) <p>Who is Queen Elizabeth? What is her role?</p>	<ul style="list-style-type: none"> Respond to simple questions about the past. <p>Do Now - Make a timeline of their own life - show and tell.</p> <ul style="list-style-type: none"> Begins to identify and recount historic details from the past using pictures and stories. <p>Do Now - Baby photo discussion. I could do this... I can now... When I grow up I will...</p>
<ul style="list-style-type: none"> Use words: earliest, latest, newest, oldest, before, after Organise artefacts by age. <p>Do Now – cut and order 5 toys from oldest to newest. I Pad, Lego, chatter telephone, marbles, Jacks.</p>	<ul style="list-style-type: none"> Know what older objects were used for. <p>What was a cane used for? What were chalk and chalk boards used for? What were marbles used for?</p> <ul style="list-style-type: none"> Know what we use today instead of older artefacts. <p>Name 3 toys children like to play with now instead of marbles, jacks and hopscotch.</p> <ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own. <p>Name three differences between the toys you play with and the toys your grandparents would have played with.</p> <ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago. <p>Name two differences between hospital now and the hospital Florence Nightingale worked in.</p> <ul style="list-style-type: none"> Recall a famous event from the past and explain why it is significant (The Great Fire of London) <p>Name a famous event that took place in London 1666. Why was the Great Fire of London important?</p>	<ul style="list-style-type: none"> Find answers and respond to simple questions about the past. Observe and handle evidence to ask simple questions about the past. Identify similarities and differences between periods. <p>Name 3 things that are the same about yours and your grandparents' school.</p> <p>Name 3 things that are different between your school and your grandparents' school.</p> <ul style="list-style-type: none"> Remember parts of stories and memories about the past. Identify and recount historic details from the past from sources (pictures/stories).

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous (Florence Nightingale & David Attenborough) <p>Name a famous person from the past and explain why they are famous.</p> <ul style="list-style-type: none"> Know the name of a famous person close to where they live – change to Elen MacArthur <p>Name a famous person from Derbyshire and explain why they are famous.</p>	
<ul style="list-style-type: none"> Order dates from earliest to latest on simple timelines <p>Do Now – Put dates in order.</p> <ul style="list-style-type: none"> Sequence pictures from different periods <p>Do Now – Put pictures in order.</p> <ul style="list-style-type: none"> Use words: future, century, modern <p>What does future mean? What does century mean? What does modern mean?</p>	<ul style="list-style-type: none"> Know about events that happened long ago, even before their grandparents were born. <p>Recall five facts about Queen Victoria.</p> <ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago. <p>Recall five facts about Victorian children at work.</p> <ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts. <p>Recall five facts about how Victorian children played and explain how this is different from how children play today.</p> <ul style="list-style-type: none"> Recall a famous event from the past and explain why it is significant (space travel) <p>When did the first manned spacecraft land on the moon? Who were the three astronauts in the spacecraft? What was the name of the spacecraft?</p> <ul style="list-style-type: none"> Name a famous person from the past, from outside the UK, and explain why they are famous (Rosa Parks, Nelson Mandela, Neil Armstrong, Christopher Columbus, Mother Teresa, Malala Yousafzai) <p>Name a famous person from the past from outside the UK and explain why they are famous.</p>	<ul style="list-style-type: none"> Look carefully at pictures and objects to find information. <p>What is a: gramophone wireless penny farthing farthing washing dolly charabanc</p> <ul style="list-style-type: none"> Chooses and selects evidence and says how it can be used to find out about the past. Describe memories and changes that have happened in their own lives. Recount historic details from eye-witness accounts, photos and artefacts

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time. <p>Do Now - Provide children with a set of events/artefacts/historical figures and ask to put in chronological order on a timeline.</p> <ul style="list-style-type: none"> Neolithic, Mesolithic and Palaeolithic Age, Bronze Age, Iron Age, Ancient Greeks, The Plague Different Stone Age Tools/Weapons, Bronze and Iron Age tools/weapons, Clothing/Jewellery (Greek), Plague Doctor Mask Hunter-Gatherers, Ancient Greek Gods, Athenians/Spartans, Plague Doctors <ul style="list-style-type: none"> Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) <p>What does BC mean? What does AD mean?</p>	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age <p>Name 3 ways that Britain changed between the Stone Age and the Iron Age.</p> <ul style="list-style-type: none"> Know the main differences between the Stone, Bronze and Iron ages <p>Name 2 differences between the Stone Age, Iron Age and the Bronze Age</p> <ul style="list-style-type: none"> Know what is meant by 'hunter-gatherers' <p>What is a hunter gatherer?</p> <ul style="list-style-type: none"> Know the main characteristics of the Athenians and the Spartans. <p>Name 2 characteristics of an Athenian and 2 characteristics of a Spartan.</p> <ul style="list-style-type: none"> Know about and talk about the struggle between the Athenians and the Spartans <p>Why was there a struggle between the Athenians and the Spartans?</p> <ul style="list-style-type: none"> Know about the influence the gods had on Ancient Greece. <p>Name and describe 3 Greek gods.</p> <ul style="list-style-type: none"> Know about the link between the Ancient Greeks and the modern Olympics. <p>Name the link between the Ancient Greeks and the modern Olympics.</p> <ul style="list-style-type: none"> Know five sports from the Ancient Greek Olympics <p>Name 5 sports from the Ancient Greek Olympics.</p>	<ul style="list-style-type: none"> Use sources of evidence to answer questions about the past. Compare two versions of a past event. <p>How was the view of the Peloponnesian War different between Athenians/Spartans?</p> <ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time.
<ul style="list-style-type: none"> Know how to use the timeline in relation to the unit being studied. 	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation. <p>Name three characteristics of Celtic life.</p>	<ul style="list-style-type: none"> Know the difference between primary and secondary sources of evidence. <p>What is a primary source of evidence? What is a secondary source of evidence?</p>

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<ul style="list-style-type: none"> • Know how the Roman occupation of Britain helped to advance British society. <p>Name five things that the Romans left for us.</p> <ul style="list-style-type: none"> • Know how there was resistance to the Roman occupation and know about Boudicca. <p>Who was Boudicca? What did she do?</p> <ul style="list-style-type: none"> • Know about a famous Roman emperor. <p>Name two Roman Emperors.</p> <ul style="list-style-type: none"> • Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. <p>Britain wasn't an advanced civilisation 3000 years ago.</p> <p>Name three advanced civilisations at this time?</p> <ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago. <p>Name three advances that made Ancient Egypt an advanced civilisation.</p> <ul style="list-style-type: none"> • Know about the key features of Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty. <p>Recall five facts about life in Ancient Egyptian times.</p>	<ul style="list-style-type: none"> • Investigate different accounts of historical events and explain why the accounts may be different. • Identify differences between two versions of the same event/story. • Research to find answers to specific historical questions about their locality. • Know how their locality has been shaped by what happened in the past. <p>How has our local area been shaped by what has happened in the past?</p>
<ul style="list-style-type: none"> • Use a timeline to show when the Anglo-Saxons were in England. <p>Do Now – Mark on a timeline.</p>	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066. <p>Name the 3 groups that the Anglo-Saxons were split into. Where did the Anglo-Saxons come from?</p> <ul style="list-style-type: none"> • Know about how the Anglo-Saxons attempted to bring about law and order into the country. 	<ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past. • Use a range of evidence to offer some clear reasons for different interpretations of events.

Name the 5 tier/groups in the Saxon hierarchy.
 Name 3 punishments you may receive for committing a crime in Saxon Britain.

- Know that during the Anglo-Saxon period Britain was divided into many kingdoms.

Name the 5 Saxon kingdoms.

- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.

Do Now - Label the 5 kingdoms on a map and state which counties still exist.

- Know where the Vikings originated from and show this on a map.

Which three countries did the Vikings come from?
 Do Now- label Wessex and the Danelaw on a map

- Know that the Vikings and Anglo-Saxons were often in conflict.

Give two reasons why the Vikings and Saxons fought.

- Know why the Vikings frequently won battles with the Anglo-Saxons.

Give two reasons why the Vikings were successful warriors.

- Know about the impact that the Mayan civilization had on the world.

Name 3 Mayan foods we still eat today.
 Give examples of 3 types of Mayan art you may see replicated today.

- Know why the Mayans were considered an advanced society in relation to that period of time in Europe.

Name 2 subjects the Mayans were experts at.
 What did Mayans make to how show they were skilful craftsmen?

linking this to factual understanding about the past

- Consider different ways of checking the accuracy of interpretations of the past
- Begin to evaluate the usefulness of different sources
- Form own opinions about historical events from a range of sources

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> Know how to place historical events, people, periods and cultural movements from around the world in a chronological framework. <p>When did the Tudor period start and end? When did WW1 start and end? When did WW2 start and end? 1495-1603 (Tudor) 1914-1918 (WW1) 1939-1945 (WW2)</p> <ul style="list-style-type: none"> Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. <p>Name one social impact of WW2/WW1 Name one religious impact of WW2/WW1 Name one technological impact of WW2/WW1 Name one cultural impact of WW2/WW1</p>	<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. <p>How was Henry VIII important in relation to Britain? What would have happened if the allied forces were defeated in WW2?</p> <ul style="list-style-type: none"> Know how Britain has had a major influence on the world. <p>What was Britain's impact on the world during WW2?</p> <ul style="list-style-type: none"> Know about the main events from a period of history, explaining the order of events and what happened. <p>Explain the main events that occurred in WW1/WW2. Explain what happened to Henry VIII's wives (in order).</p>	<ul style="list-style-type: none"> Research in order to find similarities and differences between two or more periods of history. <p>Name 2 similarities between the Tudor times and WW1/WW2. Name 2 differences between the Tudor times and WW1/WW2.</p> <ul style="list-style-type: none"> Show an awareness of the concept of propaganda. <p>What is propaganda?</p>
--	--	--

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

ART		
DRAWING, PAINTING & SCULPTURE	COLOUR, PATTERN, TEXTURE, LINE, FORM, SPACE & SHAPE	RANGE OF ARTISTS
<ul style="list-style-type: none"> know how to cut with scissors know how to use a pencil to draw a person know how to hold a paintbrush use natural materials to create a collage 	<ul style="list-style-type: none"> know the names of the primary colours 	<ul style="list-style-type: none"> describe what can be seen in the work of an artist
<ul style="list-style-type: none"> know how to use pencils to create lines of different thickness in drawings. 	<ul style="list-style-type: none"> use a colour wheel to identify warm and cold colours 	<ul style="list-style-type: none"> describe what can be seen and give an opinion about the work of an artist
<ul style="list-style-type: none"> know how to make a clay pot 	<ul style="list-style-type: none"> know the names of the primary and secondary colours. 	<ul style="list-style-type: none"> identify colours used in artist's work
<ul style="list-style-type: none"> know how to cut, roll and coil materials 	<ul style="list-style-type: none"> know how to mix paint to create all of the secondary colours 	
<ul style="list-style-type: none"> know how to use pastel to create art apply colours carefully with a paintbrush 	<ul style="list-style-type: none"> know how to create a repeating pattern in print 	
<ul style="list-style-type: none"> use two different grades of pencil when drawing 	<ul style="list-style-type: none"> use pattern, lines and shape to create a piece of art 	<ul style="list-style-type: none"> suggest how artists have used colour, pattern, lines and shape
<ul style="list-style-type: none"> know which graded pencils to use to create effects in art 	<ul style="list-style-type: none"> know how to create brown with paint 	<ul style="list-style-type: none"> know how to create a piece of art in response to the work of LS Lowry
<ul style="list-style-type: none"> know how to use charcoal to create work in the style of Martin Bulinya 	<ul style="list-style-type: none"> know how to create tones with paint by adding black 	<ul style="list-style-type: none"> recognise when art is from different cultures
<ul style="list-style-type: none"> weave materials into a loom, alternating between over and under 	<ul style="list-style-type: none"> know how to create tints with paint by adding white 	
<ul style="list-style-type: none"> use wax to transfer a design to fabric explain the process of batik in simple terms 		
<ul style="list-style-type: none"> use sketchbooks to experiment with different paintbrushes 	<ul style="list-style-type: none"> know how to use marks and lines to show texture in art 	<ul style="list-style-type: none"> experiment with the styles used by other artists
<ul style="list-style-type: none"> use sketchbooks to experiment with different textures 	<ul style="list-style-type: none"> know how to show reflections using watercolour paint 	<ul style="list-style-type: none"> recognise when art is from different historical periods
<ul style="list-style-type: none"> know how to use watercolour paint 	<ul style="list-style-type: none"> know how to use line, tone, shape and colour to represent movement 	<ul style="list-style-type: none"> know how different artists developed their specific techniques (Monet & Renoir) recall two facts about Carl Warner's work
<ul style="list-style-type: none"> know how to use oil pastels design a mosaic use clay tools to make marks make an observational sculpture in clay produce an observational drawing 	<ul style="list-style-type: none"> show colours using oil pastels use photographs to help create reflections 	
<ul style="list-style-type: none"> draw details using pen make a 3D model using papier-mâché make a maquette 	<ul style="list-style-type: none"> show tone and texture through shading 	<ul style="list-style-type: none"> recall two facts about Man Ray's photographs recall two facts about Giacometti's artwork create a piece of art in response to the work of the designer Vivienne Westwood

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> make a 3D model using clay 		<ul style="list-style-type: none"> know how to identify the techniques used by different artists
<ul style="list-style-type: none"> know how to use sketches to produce a final piece of art 		<ul style="list-style-type: none"> compare the work of Paul Cezanne with the work of Man Ray
<ul style="list-style-type: none"> know how to use a range of brushes to create different effects in painting 		<ul style="list-style-type: none"> explain some of the features of art from historical periods
<ul style="list-style-type: none"> draw a portrait 	<ul style="list-style-type: none"> use a rubber softly and heavily to make light and dark tones 	<ul style="list-style-type: none"> experiment with the style used by Fernand Leger
	<ul style="list-style-type: none"> experiment with shading to create mood and feeling 	<ul style="list-style-type: none"> recall three facts about Rembrandt's artwork
<ul style="list-style-type: none"> ink a collagraph evenly 	<ul style="list-style-type: none"> experiment by using marks and lines to produce texture 	<ul style="list-style-type: none"> research the work of Henri Rousseaux and use his work to replicate a style
	<ul style="list-style-type: none"> experiment with media to create emotion 	
<ul style="list-style-type: none"> print a collagraph onto collage 	<ul style="list-style-type: none"> know how to organise line, tone, shape and colour to represent figures and forms in movement 	<ul style="list-style-type: none"> create a piece of art in response to the work of Beatriz Milhazes
	<ul style="list-style-type: none"> know how to express emotion in art 	
	<ul style="list-style-type: none"> know how to use shading to create mood and feeling 	
	<ul style="list-style-type: none"> know how to create an accurate print design following given criteria 	
<ul style="list-style-type: none"> make an abstract composition using relevant colours 	<ul style="list-style-type: none"> know which media to use to create maximum impact 	<ul style="list-style-type: none"> compare the work of Howard Hodgkin with the work of Andy Warhol
<ul style="list-style-type: none"> use a full range of pencils, charcoal and pastels when creating a piece of abstract art 	<ul style="list-style-type: none"> explain why chosen specific techniques have been used 	<ul style="list-style-type: none"> create a piece of art in response to the work of India Flint
<ul style="list-style-type: none"> print by arranging patterns 	<ul style="list-style-type: none"> explain why different tools have been used to create art 	<ul style="list-style-type: none"> compare the work of Alexander Calder with the work of David Oliveira
<ul style="list-style-type: none"> create printing effects by choice of tools 		<ul style="list-style-type: none"> explain the style of art used and how it has been influenced by a famous artist
<ul style="list-style-type: none"> know how to use feedback to make amendments and improvement to art 		<ul style="list-style-type: none"> know how different artists developed their specific techniques
		<ul style="list-style-type: none"> understand why art can be very abstract and what message the artist is trying to convey

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

DT				
DESIGNING	MAKING	EVALUATING	TECHNICAL KNOWLEDGE	FOOD TECHNOLOGY
<ul style="list-style-type: none"> design a product 	<ul style="list-style-type: none"> use own ideas to make a product 	<ul style="list-style-type: none"> talk about how something works adapt a product to make improvements 	<ul style="list-style-type: none"> make a stable model 	<ul style="list-style-type: none"> use a knife and fork
<ul style="list-style-type: none"> use own ideas to design something and describe how their own idea works 	<ul style="list-style-type: none"> make a product which moves 	<ul style="list-style-type: none"> describe how something works 	<ul style="list-style-type: none"> explore and use mechanisms 	
<ul style="list-style-type: none"> design a product which moves 	<ul style="list-style-type: none"> choose appropriate resources and tools 	<ul style="list-style-type: none"> explain what works well and not so well in the model they have made 		
<ul style="list-style-type: none"> explain to someone else how they want to make their product and make a simple plan before making 	<ul style="list-style-type: none"> make a product which is based on another but unique to you 			
<ul style="list-style-type: none"> design a product which follows a set criteria 	<ul style="list-style-type: none"> select the most appropriate tool for a given task 	<ul style="list-style-type: none"> explore and evaluate a range of existing products 	<ul style="list-style-type: none"> make a model stronger and more stable 	<ul style="list-style-type: none"> understand basic principles of a healthy and varied diet to prepare dishes
<ul style="list-style-type: none"> design a product and make sure that it looks attractive 	<ul style="list-style-type: none"> join materials in different ways 	<ul style="list-style-type: none"> explain what went well with their work against the design criteria 	<ul style="list-style-type: none"> add details and special features to their designs and be able to say why they have included them 	<ul style="list-style-type: none"> understand where food comes from
<ul style="list-style-type: none"> use information and communication technology for research of the design 	<ul style="list-style-type: none"> use a template 			
<ul style="list-style-type: none"> draw a design and describe it 	<ul style="list-style-type: none"> cut on a line 			
<ul style="list-style-type: none"> choose materials and textiles and explain why they have chosen them 	<ul style="list-style-type: none"> build a strong structure 			
<ul style="list-style-type: none"> use research to create ideas and refine them to develop a design criteria 	<ul style="list-style-type: none"> follow a step-by-step plan, choosing the right equipment and materials 	<ul style="list-style-type: none"> explain how to improve a finished model 	<ul style="list-style-type: none"> know how to strengthen a product by stiffening a given part or reinforce a part of the structure 	<ul style="list-style-type: none"> talk about which food is healthy and which food is not
<ul style="list-style-type: none"> prove that a design meets a set criteria 	<ul style="list-style-type: none"> work accurately to measure, join, make cuts and make holes 	<ul style="list-style-type: none"> know why a model has, or has not, been successful 		<ul style="list-style-type: none"> understand the correct proportions of a balanced meal
<ul style="list-style-type: none"> choose a materials and components for both 	<ul style="list-style-type: none"> build and join strong frame structures and stiffen materials 	<ul style="list-style-type: none"> explore and evaluate a range of existing products 		<ul style="list-style-type: none"> know when food is ready for harvesting,

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> suitability and appearance 				<ul style="list-style-type: none"> understanding seasonality
<ul style="list-style-type: none"> explain how different events (involving kites) in design and technology have helped shape the world 	<ul style="list-style-type: none"> make a pattern piece before making a final version select the most appropriate tools and techniques for a given task 			<ul style="list-style-type: none"> prepare ingredients safely and hygienically
<ul style="list-style-type: none"> name some key events and individuals that have helped shape the world of lighting. 	<ul style="list-style-type: none"> know which tools to use for a particular task and show knowledge of handling the tool 	<ul style="list-style-type: none"> evaluate and suggest improvements for their own design 	<ul style="list-style-type: none"> make a series and parallel circuit (diagnosing faults when necessary) 	
<ul style="list-style-type: none"> develop design criteria considering the purpose and target group 	<ul style="list-style-type: none"> create a well finished product, considering the aesthetic and functional qualities. 	<ul style="list-style-type: none"> explain how the original design has been improved 	<ul style="list-style-type: none"> make a selection of different switches. 	
<ul style="list-style-type: none"> produce a step-by-step plan and explain it 	<ul style="list-style-type: none"> measure accurately 	<ul style="list-style-type: none"> evaluate products for both their purpose and appearance adapt work when original ideas do not work 		
<ul style="list-style-type: none"> communicate ideas by sketches which are annotated 				
<ul style="list-style-type: none"> design a product that requires bulbs and switches 				
<ul style="list-style-type: none"> use ICT to add to the quality of the product 				
<ul style="list-style-type: none"> present a product in an interesting way 				
<ul style="list-style-type: none"> produce a range of ideas after collecting information from different sources 	<ul style="list-style-type: none"> make a prototype before making a final version 	<ul style="list-style-type: none"> suggest alternative plans; outlining the positive features and draw backs 	<ul style="list-style-type: none"> explain how simple cam mechanisms work 	

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> use ideas from other people when designing 	<ul style="list-style-type: none"> make a product that requires pulleys 	<ul style="list-style-type: none"> evaluate appearance and function against original criteria 	<ul style="list-style-type: none"> use electrical systems correctly and accurately to enhance a given product 	
<ul style="list-style-type: none"> produce a detailed, step-by-step plan and explain it 	<ul style="list-style-type: none"> assemble a simple cam mechanism as part of the design. 			
<ul style="list-style-type: none"> explain how a product will appeal to a specific audience 	<ul style="list-style-type: none"> use a range of tools and equipment competently 			
<ul style="list-style-type: none"> design a product with at least two moving parts. 	<ul style="list-style-type: none"> know which material is likely to give the best outcome 			
<ul style="list-style-type: none"> design a product that requires pulleys 				
<ul style="list-style-type: none"> communicate ideas by cross-sectional diagrams 				
<ul style="list-style-type: none"> use market research to inform plans and ideas. 	<ul style="list-style-type: none"> know which tool to use for a specific practical task 	<ul style="list-style-type: none"> know how to test and evaluate designed products 	<ul style="list-style-type: none"> use knowledge to improve a made product by strengthening, stiffening or reinforcing 	<ul style="list-style-type: none"> know where and how a variety of ingredients are grown, reared caught and processed
<ul style="list-style-type: none"> communicate ideas by exploded diagrams 	<ul style="list-style-type: none"> know what each tool is used for 	<ul style="list-style-type: none"> explain how products should be stored and give reasons 	<ul style="list-style-type: none"> programme, monitor and control a floor robot 	<ul style="list-style-type: none"> prepare and cook a savoury dish using a range of cooking techniques
<ul style="list-style-type: none"> follow and refine original plans 	<ul style="list-style-type: none"> know how to use tools correctly and safely 	<ul style="list-style-type: none"> evaluate product against clear criteria 		<ul style="list-style-type: none"> explain nutritional similarities between different types of food eaten around the world and say why this is important
<ul style="list-style-type: none"> justify planning in a convincing way 	<ul style="list-style-type: none"> explain why a specific tool is best for a specific action 	<ul style="list-style-type: none"> consider view of others to improve their work 		<ul style="list-style-type: none"> accurately follow a recipe
<ul style="list-style-type: none"> show that culture and society is considered in plans and designs 		<ul style="list-style-type: none"> evaluate the effectiveness of different materials - suggest improvements based on observations 		
<ul style="list-style-type: none"> use ICT to help enhance the quality of the product produced 				

MUSIC					
LISTEN & APPRAISE	SINGING	PLAYING	IMPROVISATION	COMPOSITION	PERFORMANCE
Listen to music and make comments about what they have heard including retelling the story of a chosen nursery rhyme.	Sing 6 well-known nursery rhymes and songs from memory.	Perform in time with music		Make a sequence of sounds Clap and repeat short rhythmic patterns	Move to the music by dancing, marching or acting out a character.
know 3 songs off by heart and say whether they like them or not.	Sing/rap the chorus of 3 songs from memory	learn the names of the notes in their instrumental part when written down- C, D G	know that improvisation is about making up their own tune	know that composing is like writing a story with music	know that a performance is sharing music with other people (audience)
know and recognise the sound and names of 3 of the instruments they use	sing notes of different pitches (high and low)	learn the names of the instruments they play	listening and clap own rhythm of words	create a simple melody using 2 notes	perform a song they have learned
know that music has a steady pulse	start/stop singing when following a leader	listen to and follow musical instructions from a leader	listen and play own answer using 1 note	learn how notes can be written down	record a performance and say how they were feeling about it
Know the names of 5 songs off by heart know what they are about	confidently sing the chorus and response for 5 songs from memory	learn the names of the notes in their instrumental part from memory- C and D	listen and play own answer using 2 notes- C and D	create three simple melodies using three different notes- C, D and E.	add ideas to a performance to improve it
know some songs have a chorus and a response part	know that unison is everyone singing at the same time	know the names of the untuned percussion instruments they play	improvise using 2 notes	learn how notes can be written down and changed if necessary, know the language surrounding this	
know that songs have a musical style	know why we need to warm up our voices	play the part in time with the steady pulse			
know that rhythms are different from the steady pulse	know songs include other ways of using				

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

say how a piece of music makes me feel	the voice (rapping/spoken word)				
know how to find and demonstrate the pulse	know singing in a group can be called choir	play one part on a tuned instrument from memory/using notation- Notes a, B, C, D, E, F and G	use riffs in improvisations	know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	know that a performance involves communicating ideas, thoughts and feelings about the song/music
know the difference between pulse and rhythm	know a leader or conductor is a person who the choir or group follow	rehearse and perform their part follow a leader when playing your part	know three well known improvising musicians	recognise the connection between the sound and symbol/notation used	know that everything that will be performed must be planned and learned
know how pulse, rhythm and pitch work together to create a song	sing in unison and in simple two-parts	know and talk about instruments played in class and treat them with respect		create a simple melody using 5 different notes and simple rhythms that work musically with the style of the song	choose what to perform and create a programme
know the difference between a musical question and an answer	have an awareness of the pulse internally when singing	play all four parts on a tuned instrument from memory/using notation		explain the keynote/starting note and the structure of the melody	communicate the meaning of the words and clearly articulate them
know the name of 5 songs from memory and who sang them or wrote them	know texture is how a solo singer makes a thinner texture than a larger group	lead the playing in a section of the song		listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the class song	talk about the venue and how to use it to best effect
know the style of 5 songs	sing with awareness of being in tune	know different ways of writing music down-		record the composition in a way that recognises	record a performance and compare it to a

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

		notation and symbols		the connection between sound and symbol- in both notes and images.	previous performance
talk about the lyrics and some of the instruments in songs	re-join the song if lost	know the notes C D E F G A B C on the treble stave			
know how pulse, rhythm and pitch work together	listen to the group when singing	play a musical instrument with the correct technique within the context of the song			
know 5 songs from memory and who sang them or wrote them	know and confidently sing parts of 5 songs from memory and sing them with a strong internal pulse	lead an instrumental part from memory/using notation			
talk about the style, lyrics, sections and instruments in songs	choose a song and talk about singing in unison, the solo, lead vocal, backing vocals or rapping	rehearse and perform their part of the song			
talk about the style indicators and musical dimensions in songs	sing backing vocals	lead a rehearsal session			
know 5 songs from memory, who sang or wrote them and when they were written	experience solo singing				
know the style of five songs and name two other songs in those styles	know about the style of songs - to represent the feeling and context to the audience				
choose two songs and talk about the style indicators, the lyrics, the musical dimensions, the sections, the instruments and the historical context of the song					
talk about the message of songs					
compare 2 songs in the same style talking about what stands out musically in each of them					
listen carefully and respectfully to other people's thoughts about the music					
know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together					

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

create musical ideas for the group to copy					
know 5 songs from memory, who sang or wrote them, when they were written and why					
know the style of five songs and name three other songs in those styles					
choose five songs and talk about the style indicators, the lyrics, the musical dimensions, the sections, the instruments and the historical context of the song					
know that we each have a musical identity					
compare 2 songs in the same style talking about what stands out musically in each of them and similarities and differences					
create musical ideas for the group to respond to					

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

ICT				
ALGORITHMS	CREATE/USE PROGRAMMES	REASONING	USING TECHNOLOGY	SAFE USE
Understand that an algorithm is a set of instructions and when written for a computer, it is called a program.	Work out what is wrong when the steps are out of order in instructions. Try and fix a code if it isn't working properly.	Can make good guesses of what is going to happen in a program	Sort, collate, edit and store simple digital content. Sort sound, pictures and text. Add sound, pictures and text to a program. Change content on a file such as text, sound and images. Can name, save and find work.	Understand the importance of keeping their usernames and passwords private.
Explain what an algorithm is and explain the need to be precise.	Create a simple program and identify/correct some errors.	Identify cause/effect within a program.	Organise and retrieve specific data for conducting simple searches. Use a range of media in their digital content.	Know the implications of inappropriate online searches Know to report inappropriate content to an adult. Share work and communicate electronically. Retrieve relevant, purposeful information using a search engine. Apply their learning of effective searching beyond the classroom and can share this knowledge.
Turn a real-life situation into an algorithm, identifying and fixing errors	Design and code a program that follows a simple sequence, beginning to use timers.	Programs show logical steps. Predict the outcome of programs with several steps.	Carry out simple searches to retrieve digital content, knowing that to do this, they are connecting to the internet and using a search engine.	Know the importance of having a secure password and can explain the negative implications of not doing. Know the importance of staying safe and multiple ways to report unacceptable content.

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p>Turn a real-life situation into an algorithm, showing use of selection and repetition.</p> <p>Make intuitive attempts to debug their own programs.</p>	<p>Design and code a program, using and manipulating the value of variables and making use of user inputs and outputs.</p> <p>Use timers within my program designs more accurately to create repetition effects.</p>	<p>I can read programs that contain several steps and predict the outcomes with increasing accuracy.</p>	<p>Understand the purpose of a search engine and the main features within it.</p> <p>Assess webpages for credibility and information at a basic level.</p>	<p>Explore key concepts relating to online safety and explain these to others.</p> <p>Know a range of ways of reporting inappropriate content and contact.</p>
<p>Attempt to turn more complex real-life situations into algorithms.</p> <p>Test and debug their programs as they go.</p>	<p>Convert algorithms that include sequence/selection/repetition into code and combine these in their own design.</p>	<p>Begin to think about their code structure in terms of the ability to debug and interpret the code later.</p>	<p>Search with greater complexity for digital content.</p> <p>Explain how credible a webpage is and the information it contains.</p>	<p>Have a secure knowledge of online safety rules</p> <p>Demonstrate the safe, respectful use of a few different technologies and online services.</p> <p>Relate appropriate online behaviour to my right to have personal privacy.</p>
<p>Turn a complex programming task into an algorithm. Systematically test and debug their program as they go.</p>	<p>Translate algorithms that include sequence/selection/ repetition into code and have understanding of outputs (e.g. sound) and inputs (e.g. button clicks).</p>	<p>Interpret a program in parts and attempt to put the parts of a complex algorithm together to explain the program as a whole.</p>	<p>Apply filters when searching for digital content.</p> <p>Explain in detail how accurate and reliable a webpage and its content is.</p>	<p>Demonstrate the safe use of a range of different technologies and online services.</p> <p>Recognise the value in preserving their privacy when online for their own and other people's safety.</p> <p>Identify more discrete inappropriate behaviours online.</p>

KS1 Only
USES BEYOND SCHOOL (DL)
Understand what is meant by technology and can identify a variety of examples both in and out of school.

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Make a distinction between objects that use modern technology and those that do not.

Make links between technology they see around them in school.

KS2 Only	
UNDERSTAND COMPUTER NETWORKS (CS)	USE A VARIETY OF SOFTWARE TO DESIGN PROGRAMS THAT ACCOMPLISH GIVEN GOALS (IT)
List a range of ways that the internet can be used to provide different methods of communication and use some of these methods. Use email to respond to others.	Collect, analyse, evaluate and present data and information. Consider what software is most appropriate for a given task. Create purposeful content to attach to emails.
Recognise the main parts of hardware which allow computers to join and form a network.	Make improvements to digital solutions based on feedback. Make informed software choices when presenting information and data. Share digital content. Work collaboratively to create content and solutions.
Understand the value of computer networks but are also aware of the main dangers. Recognise what personal information is and can explain how this can be kept safe. Select the most appropriate form of online communications.	Make appropriate improvements to digital solutions based on feedback received and can confidently comment on its success. Review solutions from others. Collaboratively create content. Use several ways of sharing digital content.
Understand and can explain the difference between the internet and the World Wide Web. Know what a WAN and LAN are and can describe how they access the internet in school.	Consider the audience carefully when creating digital content. Design their own blogs to become a content creator on the internet. Use criteria to evaluate the quality of digital solutions.

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

ATHLETICS	GYMNASTICS	DANCE	OUTDOOR & ADVENTUROUS ACTIVITY	EVALUATE
<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Move energetically, such as running</p>	<p>Demonstrate strength, balance and coordination</p> <p>Move energetically, such as jumping, hopping, and climbing</p>	<p>Move energetically, such as dancing and skipping</p>		
<p>(Through ball skills)</p> <ul style="list-style-type: none"> Running pumping arms at various speeds Throw a variety of objects with some accuracy Jumping bending knees and pushing off – being competitive to improve distance as a pair Co-operate and compete in a team in various running games 	<ul style="list-style-type: none"> Can perform shapes Perform basic space jump (rocket jump) Perform a moon rock and a moon roll Perform a rocket roll with pointed toes Perform a bunny hop- hands first then feet Perform a basic sequence (roll and a jump) 	<ul style="list-style-type: none"> Listen to the music and begin to move in time to it Perform basic dance movements Perform dance movements showing some levels Perform basic dance travelling movements e.g. stepping, skipping, jumping Perform simple dance moves with some control 		
<p>(Through ball skills)</p> <ul style="list-style-type: none"> Using arms and keeping head still when exploring running patterns Throw in correct stance 'Usain Bolt position' Use arms to improve jumping technique – beating their own score Compete in a team in various running/obstacle games and working together to improve team performance 	<ul style="list-style-type: none"> Can perform shapes with a strong body and control Perform jumps (rocket, star, moon jump) with control and a strong body Perform a moon rock, moon roll and forward roll Perform a rocket roll and extend to a dish/saucer roll Perform a bunny hop – hands flat with straight arms Perform a sequence – (roll, jump and balance) 	<ul style="list-style-type: none"> Move in time to the music showing some expression Perform dance movements with control Perform dance movements showing a variety of levels Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing Remember simple dance steps perform with control in time to the music 		

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> • Begin to perform 'FAST' technique • Throw a javelin/vortex using correct stance rotating hips forward • Perform a hop, step and jump (standing triple jump) in isolation and in combination • In warm ups develop running for distance • Develop relay change over techniques • Run and take off over obstacles at some speed 	<ul style="list-style-type: none"> • Collaborate to make a dance warm up • Use a stimulus to create a dance • Dance in unison with a partner • Perform canon with a group • Use some different levels and pathways 	<ul style="list-style-type: none"> • Move in time to the music showing some expression • Perform dance movements with control • Perform dance movements showing a variety of levels • Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing • Remember simple dance steps perform with control in time to the music 	<ul style="list-style-type: none"> • follow a map in a familiar context • use clues to follow a route • follow a route safely 	<ul style="list-style-type: none"> • compare and contrast gymnastic sequences • recognise own improvement in ball games
<ul style="list-style-type: none"> • Perform 'FAST' technique confidently when sprinting • Throw a javelin/vortex with height and distance • Perform a hop, step and jump (standing triple jump) • In warm ups develop running for distance increasing each lesson • Pass a relay baton with control with a partner in adapted games • Run and jump over hurdles with some speed and control 	<ul style="list-style-type: none"> • Can perform a variety of shapes with good control when performing various skills • Perform a rocket jump with a ¾ and full turn with pointed toes • Teddy bear roll with a partner/group in sequence with pointed toes Perform matching and mirroring balance routines on apparatus • Perform a bunny hop onto variety of apparatus with control • Hopscotch across the floor to develop hurdle step • Perform a short sequence on mats showing levels, control and pointed toes 	<ul style="list-style-type: none"> • Cooperate to make a dance warm up and take on a leadership role • Respond imaginatively to a stimulus • Dance in unison with a partner/group Performing a range of movement patterns • Perform canon showing a range of movement patterns • Perform a variety of levels and pathways in a dance 	<ul style="list-style-type: none"> • follow a map in a (more demanding) familiar context • follow a route within a time limit 	<ul style="list-style-type: none"> • provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others
<ul style="list-style-type: none"> • React quickly and accelerate over short distances • Throw a javelin/vortex/ tennis ball using correct stance rotating hips 	<ul style="list-style-type: none"> • Can perform complex shapes with control and some flexibility • Perform more complex jumps, tuck, pike and begin leaps 	<ul style="list-style-type: none"> • Co-operate and collaborate to create a warm up displaying a variety of movement patterns 	<ul style="list-style-type: none"> • follow a map into an unknown location • use clues and a compass to navigate a route • change route to overcome a problem 	<ul style="list-style-type: none"> • pick up on something a partner does well and also on something that can be improved

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p>forward with good height and distance</p> <ul style="list-style-type: none"> • Perform a variety of jumps (Long jump and triple jump) and measure for distance • Develop pace when running longer distance • Pass a relay baton with control and timing in a pairs change over 	<ul style="list-style-type: none"> • Side star roll and T-roll • Perform point and patch balances • Perform a 'squat on and squat off' on various apparatus • To perform a hurdle step on the floor/springboard • Link and sequence actions • Co-operate, communicate and collaborate with others. 	<ul style="list-style-type: none"> • I can translate ideas from a stimulus showing control and fluency • Dance in unison in a group keeping in time with each other • Dance in canon showing good timing • Perform using a variety of levels and using the space 	<ul style="list-style-type: none"> • use new information to change route 	<ul style="list-style-type: none"> • know why own performance was better or not as good as their last
<ul style="list-style-type: none"> • Accelerate quickly with speed and control in movement – timed/competitive races • Throw a javelin/vortex /shot put safely with accuracy and power. • Perform a jump for distance varying techniques to improve performance • In a competitive game and begin to hit/place a ball into a space • Develop long distance running- learning to pace and show good technique • Pass a relay baton in competitive situations (timed) 	<ul style="list-style-type: none"> • Can perform complex shapes when performing Sequences and skills with flexibility • Perform more complex jumps, tuck, pike and leaps scissor kick and cat leap • Side star roll, T-roll (with pointed toes), backwards roll • Perform more complex point and patches balances in a sequence on apparatus • Perform a 'squat on and squat off' apparatus with a run up (with or without a spring board) • Perform a hurdle step on the floor/springboard and onto low apparatus • Compete in teams to win points with sequences and a vault competitions 	<ul style="list-style-type: none"> • Co-operate, communicate and collaborate with group to make up a warm up with good rhythm and timing • I can translate ideas from a stimulus into movement showing expression, precision, control and fluency • Dance in unison in a group showing good timing, energy and strength • Dance in canon in a group showing good timing, energy and strength • Use levels, travelling and space with timing and musicality 	<ul style="list-style-type: none"> • plan a route and a series of clues for someone else • plan with others, taking account of safety and danger 	<ul style="list-style-type: none"> • know which sports they are good at and find out how to improve further

Competitive Games

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Football Yr 1, 3 (ball skills) 4, 5, 6	Netball Yr 1, 2, 5, 6	Kwik Cricket Yr 2, 4, 6	Rugby Yr 2, 3, 4	Tennis Yr 1, 3, 5
<ul style="list-style-type: none"> Stopping a ball with the inside of feet Pass the ball beginning to use inside of feet "toe, toe, toe, no, no, no!" Dribble the ball with the inside of feet Follow my leader – trying to stay near their partner Scoring point in a variety of ways in adapted games 	<ul style="list-style-type: none"> Catch a soft ball safely Pass the soft ball from chest – 'W' shape when passing and receiving. Small sided games (super hero ball) 3v3 introducing passing and receiving a ball Play an adapted superhero game and introduces rules Scoring in a variety of ways 			<ul style="list-style-type: none"> Throwing and catching a small ball with control and bounce catch to self and partner Balance a ball on racket Racket familiarisation- moving ball with racket in forehand position Racket Familiarisation – moving a ball in backhand position Tap up tennis to self keeping control
	<ul style="list-style-type: none"> Catch a ball in an adapted game Bounce pass from a short distance to a partner. Small sided games (super hero ball) Small sided games 3v3 encouraging chest passes in game Play an adapted super hero netball game. One team is to attack and attempt to score, the opposing team is to stop (defending) them from scoring. Scoring in a variety of ways and begin to use in a game situation 	<ul style="list-style-type: none"> Roll and stop a ball with control/accuracy Throw underarm with some accuracy and catch a ball Bowl underarm towards a target with control and accuracy Begin to hold the bat in correct position and hit a ball off a tee Play a modified game encouraging teamwork when fielding 	<ul style="list-style-type: none"> Play a tag game whilst moving at speed Move with the ball holding it with hands - in 'W' shape at chest height Pass the ball sideways- with smile technique Dodge around a defender in small area Scoring a try in a 2v2 game in the end zone 	
<ul style="list-style-type: none"> Control a ball using inside, outside and sole of feet Pass the ball with inside of feet with accuracy 			<ul style="list-style-type: none"> Tag a player in isolation using the tag belts Move with a ball in their hand using correct 	<ul style="list-style-type: none"> Move to catch a ball Control a ball on racket when moving Hit ball across the floor with forehand position

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> • Dribble the ball beginning to turn with some control (inside and outside hook) • Begin to defend making a standing tackle in a 1v1 • Kick a ball stationary past a goal keeper • Embracing rules and playing fairly 			<p>position 'dirty fingers clean palms'</p> <ul style="list-style-type: none"> • Pass the ball backwards and sideways in isolation • Move into a space to avoid a defender through dodging techniques • Beat a defender to score a try 	<ul style="list-style-type: none"> • Hit the ball across the floor using back hand position • Hit a ball into a target (with one bounce)
<ul style="list-style-type: none"> • Move body to correct position to stop and control a ball • Pass the ball with inside of feet whilst on the move • Dribble the ball using inside, outside hook and drag back beginning to accelerate Begin to defend making a standing tackle or intercept a pass • Kick a ball whilst moving past a goal keeper with some accuracy • Inspire others with fair play and being gracious in victory and defeat 		<ul style="list-style-type: none"> • Roll the ball with one hand and stop the ball from different directions using Long barrier method • Throw and catch under pressure in modified games • Bowl at a wicket underarm/overarm with accuracy and control • Hit a drop fed ball and/or moving ball with a bat • Play a game communicating as a team 	<ul style="list-style-type: none"> • Tag a player whilst moving using tag belts • Move with control in a variety of directions holding the ball in the correct position. • Pass the ball backwards/ sideways with control whilst moving • Use speed and space to avoid a passive defender Beat a defender at speed to score a try 	
<ul style="list-style-type: none"> • Control the ball using either foot when moving • Pass the ball with inside, front or laces on the foot • Dribble the ball using various turns beginning 	<ul style="list-style-type: none"> • Pass and move (chest, shoulder and bounce) • Receive the ball on the move and perform the correct footwork (stride stop,) 			<ul style="list-style-type: none"> • Move to hit a ball with some control • Hit/ bounce a ball with control when moving • Moving into position to hit a ball with forehand

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> to accelerate past an opponent Show good body position to defend and press in a 2v2 game Scoring using top of foot (laces)- aiming for corners of the goal Begin to communicate with team to develop tactics for attacking and defending 	<ul style="list-style-type: none"> Receive the ball on the move and perform the correct footwork (jump stop) Perform three different dodges (Drive dodge and double dodge) and receive a ball To defend a player and attempt to intercept a pass Flick my wrist to shoot into a goal Know where the positions are on a netball court 			<p>in skills practice and game</p> <ul style="list-style-type: none"> Moving into position to hit a ball with backhand in skill practice and game Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target.
<ul style="list-style-type: none"> Move into space to receive the ball and control with either foot in a game Select the correct pass for various distances in a game situation Dribble the ball in a game situation around a defender Communicate with team when defending in a game -making interceptions, cover space To work as a team to score, shooting from various angles Communicate with team evaluate and recognise success to help improve individual and team performance 	<ul style="list-style-type: none"> Perform a variety of passes within a game with precision and control Perform correct footwork in a game (stride stop with a pivot) Perform correct footwork in a game (jump stop with a pivot) Perform a variety of dodges to move into a space and receive a ball in a practice and in a game situation To defend a player during a game to intercept the ball Shoot into a goal and attempt to get the rebound if missed. Rotate into different positions on the court. 	<ul style="list-style-type: none"> Positioning in a modified game to field a ball (both throwing and stopping it) Making correct decisions with the type of throw to use in modified game. Move body into a position to catch the ball Bowl (over/underarm) at a wicket in a game against a batter with some speed and control to hit the wicket In a competitive game begin to tactically hit/place a ball into a space Use a variety of tactics to attack and defend in a game of quick cricket 		

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

MFL KEY SKILLS				
SPEAKING	LISTENING	READING	WRITING	GRAMMAR
<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling 	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). • Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> • Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied
<ul style="list-style-type: none"> • Communicate by asking and answering a wider range of questions, using longer phrases and sentences. • Present short pieces of information to another person. • Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> • Listen for and identify specific words and phrases in instructions, stories and songs. • Follow a text accurately whilst listening to it being read 	<ul style="list-style-type: none"> • Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. • Introduce and use the negative form. • Begin to look at what a fully conjugated verb looks like
<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to another person or group of 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. 	<ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p>people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <ul style="list-style-type: none"> Understand and express simple opinions using familiar topics and vocabulary. 	<p>instructions given, stories, fairy tales, songs and extended listening exercises).</p> <ul style="list-style-type: none"> Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<p>with set questions, emails or letters from a partner school).</p>	<ul style="list-style-type: none"> Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary. 	<p>correctly with different nouns.</p> <ul style="list-style-type: none"> Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
<ul style="list-style-type: none"> Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency. 	<ul style="list-style-type: none"> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear 	<ul style="list-style-type: none"> Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)). 	<ul style="list-style-type: none"> Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant). 	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

MFL STICKY KNOWLEDGE

Key Spanish words

Numbers 1 to 10

Names of colours

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<u>Yo Aprendo Español (I'm Learning Spanish)</u>	<u>Los Animales (Animals)</u>	<u>La Fruta (Fruits)</u>	<u>Los Instrumentos (Musical Instruments)</u>	<u>Caperucita Roja (Little Red Riding Hood) *</u>	<u>Puedo (I can...)</u>
<p>Ask how someone is ¿Cómo estás?</p> <p>Answer the question ¿Cómo estás? saying how I feel.</p> <p>Ask somebody their name ¿Cómo te llamas'?</p> <p>Tell someone my name. Me llamo...</p> <p>Count to 20</p>	<p>Name animals.</p> <p>Build a simple sentence using the verb soy (I am) + animal. Follow the sentence with Me llamo + name</p> <p><u>Grammar</u> Know that nouns can be masculine or feminine</p>	<p>Name fruits.</p> <p>Ask somebody if they like a particular fruit. "¿Te gustan...?"</p> <p>Say what fruits I like and dislike. Me gustan...(I like...) No me gustan...(I do not like...)</p> <p><u>Grammar</u> Categorise nouns by gender (un or una).</p>	<p>Name musical instruments.</p> <p>Say toco (I play) a particular instrument in Spanish.</p> <p>Say that he/she plays a particular instrument él toca.../ella toca...</p> <p><u>Grammar</u> Explore the use of articles - la, el and los.</p>	<p>Name different body parts.</p>	<p>Name some verbs/activities.</p> <p>Use verbs with puedo...</p> <p><u>Grammar</u> Explore the three main groups of verbs in Spanish with endings er, ir and ar.</p>

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p><u>Me Presento (Presenting myself)</u></p> <p>Ask somebody their age ¿Cuántos años tienes?</p> <p>Tell someone my age. Tengo ____ años.</p> <p>Tell someone my nationality.</p> <p>Count to 100 in multiples of 10</p> <p><u>Grammar</u> Begin to understand gender agreement (soy inglés/inglesa and soy español/español)</p>	<p><u>La Familia (The Family)</u></p> <p>Names for family members</p> <p>Ask/answer the question ¿Cómo se llama? telling somebody the name of family members él/ella se llama...</p> <p>Tell somebody a family members age (numbers to 100)</p> <p>Ask/answer the questions ¿Tienes un hermano? / ¿Tienes una hermana? telling somebody if I have a brother/sister.</p> <p><u>Grammar</u> Know matching gender articles for member of their family la/el.</p> <p>To understand gender agreement él/ella se llama</p>	<p><u>Mi casa (My Home)</u></p> <p>Names of common locations of homes.</p> <p>Names of common rooms in a house.</p> <p>Answer the question ¿Dónde vives? saying whether I live in a house or apartment and say where it's located. Vivo en.... en....</p> <p>Tell somebody what rooms I have or do not have in my home. En mi casa hay.../En mi casa no hay...</p> <p>Ask somebody what rooms they have or do not have in their home ¿cómo es tu casa?</p> <p><u>Grammar</u> To pluralise nouns i.e. vowel ending add s/consonant ending add es</p>	<p><u>Hábitats (Habitats) *</u></p> <p>Name the key elements animals and plants need to survive in their habitat</p> <p><u>Grammar</u> Explore regular present tense verbs -er and -ir</p> <p>Explore the 3rd person conjugation of the verbs crecer and vivir.</p>	<p><u>Mi Clase (My Classroom)</u></p> <p>Name classroom objects.</p> <p>Say what I have and do not have in my pencil case. En mi estuche tengo.../En mi estuche no tengo...</p> <p>Ask somebody what they have in their pencil case ¿Qué tienes en tu estuche?</p> <p>Recognise and respond to classroom commands and praise.</p> <p><u>Grammar</u> Use the correct article un/una/unas</p>	<p><u>Ricitos De Oro y Los Tres Osos (Goldilocks and the Three Bears) *</u></p>
--	---	--	--	--	--

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p><u>¿Tienes una mascota? (Do you have a pet?)</u></p> <p>Name pets.</p> <p>Tell somebody if I have or do not have a pet. <i>Tengo.../no tengo...</i></p> <p>Tell somebody my pet's name <i>que se llama...</i></p> <p><u>Grammar</u> Create a longer phrase using the connectives Y ("and") or PERO ("but").</p>	<p><u>¿Qué Fecha Es Hoy? (What is the date?)</u></p> <p>Name the days of the week.</p> <p>Name the months of the year.</p> <p>Say the date in Spanish <i>Hoy es (number) de (month).</i></p> <p>Ask somebody when it's their birthday <i>¿Cuándo es tu cumpleaños?</i> and say when I have my birthday. <i>Mi cumpleaños es el...</i></p> <p><u>Grammar</u> Know that months and dates do not have a capital letter unless they are found at the start of a sentence.</p> <p>Recognise that the 2nd, 3rd, 4th etc is not used in the Spanish date.</p> <p>Know that 1st is use only and that <i>el uno</i> or <i>el primero</i> is used.</p>	<p><u>¿Qué Tiempo Hace? (The Weather)</u></p> <p>Name different types of weather.</p> <p>Ask and say what the weather is like today.</p> <p>Describe the weather in different regions of Spain.</p>	<p><u>La ropa (The Clothes)</u></p> <p>Name a variety of clothes.</p> <p>Say what I wear in different weather/situations. <i>Quando hace buen tiempo llevo...</i></p> <p>Describe clothes in terms of their colour</p> <p><u>Grammar</u> Know that the adjective comes after the noun.</p> <p>Know that my has two forms – <i>mi</i>(singular) and <i>mis</i> (plural)</p>	<p><u>Los Romanos (The Romans)</u></p> <p>* -</p>	<p><u>Las Olimpiadas (The Olympics)</u> *</p> <p>Name key sports in the current Olympic games.</p> <p>Say what sports I play and what sports I do not play. <i>(Practico... No practico...)</i></p> <p><u>Grammar</u> Understand the concept of gender, using <i>el</i> and <i>la</i> when I say I play a sport in Spanish.</p>
--	---	---	--	---	---

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<p><u>En El Colegio (At School)</u></p> <p>Name school subjects</p> <p>Ask and say what subjects I like and dislike at school ¿ Te gusta... ?/ ¿ Te gustan... ?</p> <p>Give opinions about school subjects with justifications i.e. I love Mathematics because it's useful.</p> <p>Tell the time (o'clock)</p> <p>Say what time I have a particular subject at school.</p> <p><u>Grammar</u> Use the correct article (la, el. Los, las)</p>	<p><u>Los Verbos Regulares (Regular Verbs)</u></p> <p><u>Grammar</u> Name different personal pronouns</p> <p>Identify the stem and the ending in regular verbs</p> <p>Conjugate regular ER, IR and AR verbs.</p>	<p><u>El Fin De Semana (The Weekend)</u></p> <p>Ask what the time is in Spanish ¿Qué hora es? and tell someone the time to the nearest 5minutes.</p> <p>Ask someone what they do at the weekend ¿Qué haces los fines de semana? and tell someone the activities that I do at the weekend.</p> <p>I can give an opinion about activities.</p> <p><u>Grammar</u> I can use extended sentences by using connectives such as y and pero.</p>	<p><u>La Segunda Guerra Mundial (World War 2)</u></p> <p>Name the countries involved in WW2</p> <p>Name languages involved in WW2</p>	<p><u>Los Planetas (The Planets)</u></p> <p>Use colour and size adjectives.</p> <p><u>Grammar</u> Know that adjectives agree with the subject they're describing (and that there are 4 possible forms).</p>	<p><u>Yo En El Mundo (Me in the World)</u></p> <p>Name countries in the world that speak Spanish.</p> <p>Name some festivals from around the world.</p>
--	---	---	--	--	--

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

PSHE						
Keeping/staying safe	Keeping/staying healthy	Relationships/ Growing and changing	Being responsible	Our world	Feelings & Emotions	A world without judgement
<p>Explain the reasons for rules and know right from wrong</p>	<p>Manage their own basic hygiene and personal needs, including dressing and going to the toilet</p> <p>Understand the importance of healthy food choices</p>	<ul style="list-style-type: none"> Have a positive sense of self and show resilience and perseverance in the face of challenge Pay attention to their teacher and follow multi-step instructions. Work and play cooperatively and take turns with others Form positive attachments and friendships Show sensitivities to others' needs 	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly 			
<ul style="list-style-type: none"> Name a range of safe places to cross the road 	<ul style="list-style-type: none"> List different types of healthy food Understand why we need to wash our hands Know how germs are spread and how they can 	<ul style="list-style-type: none"> Know how to be a good friend 	<ul style="list-style-type: none"> Know how you can help people around you Know and understand the importance of preventing accidents. Be able to recognise the 	<ul style="list-style-type: none"> Understand the needs of a baby Recognise what you can do for yourself now you are older 	<ul style="list-style-type: none"> Recognise and name emotions and their physical effects Know the difference between pleasant and unpleasant emotions 	

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	affect our health		differences between being responsible and being irresponsible			
<ul style="list-style-type: none"> Tie shoe laces properly 	<ul style="list-style-type: none"> Understand why we need to brush our teeth 	<ul style="list-style-type: none"> Recognise and name a range of feelings Be able to see and understand bullying behaviours 	<ul style="list-style-type: none"> Name ways you can improve in an activity or sport Understand the importance of trying hard and not giving up Set goals and work to reach them 	<ul style="list-style-type: none"> Understand why we should look after living things Recognise why it is important to keep our communities and countryside clean 	<ul style="list-style-type: none"> Understand that feelings can be communicated with and without words 	
<ul style="list-style-type: none"> Recognise medicine warning signs 	<ul style="list-style-type: none"> Know, understand and be able to practise simple safety rules about medicine Know who we can accept medicine from 	<ul style="list-style-type: none"> Understand the difference between appropriate and inappropriate touch Understand personal boundaries 	<ul style="list-style-type: none"> Understand the differences between borrowing and stealing Know why it is wrong to steal 	<ul style="list-style-type: none"> Understand different ways we can receive money Know how to keep money safe Describe the skills you may need in a future job or career 	<ul style="list-style-type: none"> Know, understand and be able to practise skills for coping with unpleasant/uncomfortable emotions 	
Cycle safety	<ul style="list-style-type: none"> Explain what is meant by a 	<ul style="list-style-type: none"> Identify the different types 	<ul style="list-style-type: none"> Recognise the importance of 	<ul style="list-style-type: none"> Identify ways in which we 	<ul style="list-style-type: none"> Recognise our thoughts, 	<ul style="list-style-type: none"> Recognise positive

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

<ul style="list-style-type: none"> Identify strategies we can use to keep ourselves and others safe Recognise the impact and possible consequences of an accident or incident Identify what is a risky choice 	<ul style="list-style-type: none"> Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older Understand nutritional information on packaged food and explain what it means Describe different ways to maintain a healthy lifestyle 	<p>of relationships we can have and describe how these can change as we grow</p> <ul style="list-style-type: none"> Identify how relationships can be healthy or unhealthy Identify who can help us if a relationship makes us feel uncomfortable 	<p>behaving in a responsible manner in a range of situations</p> <ul style="list-style-type: none"> Describe a range of situations where being on time is important Explain the importance of having rules in the home 	<p>can help those who look after us</p> <ul style="list-style-type: none"> Describe the ways in which we can contribute to our home, school, and community Identify the skills we may need in our future job roles 	<p>feelings, and emotions, and identify the differences between those that feel good and those that feel not so good</p> <ul style="list-style-type: none"> Describe how we can support others who feel lonely, jealous, or upset 	<p>attributes in others</p> <ul style="list-style-type: none"> Explain why being different is okay Recognise your own strengths and goals, and understand that these may be different from those around you Identify some of the ways we can overcome barriers and promote equality
<ul style="list-style-type: none"> Recognise ways to manage peer pressure Explain the potential outcomes that may happen when we take risks 	<ul style="list-style-type: none"> Explain some of the risks associated with smoking (physical, social, and legal) Name the addictive ingredient found in cigarettes/e-cigs Describe how smoking can affect your 	<ul style="list-style-type: none"> Explain what puberty means Describe the changes that boys and girls may go through during puberty Identify why our bodies go through puberty 	<ul style="list-style-type: none"> Recognise why we should take action when someone is being unkind Describe caring and considerate behaviour, including the importance of looking out for others Identify how making some 	<ul style="list-style-type: none"> Understand and explain why people might want to save money Identify ways in which you can help out at home 	<ul style="list-style-type: none"> Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant Explain how feelings can be communicated with or without words 	<ul style="list-style-type: none"> Identify some of the ways in which we are different and unique Explain The elements which help us to have a diverse community Describe strategies to overcome barriers and promote

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<p>immediate and future health and wellbeing</p> <ul style="list-style-type: none"> • Give reasons why someone might start and continue to smoke • Identify strategies to resist pressure to smoke 		<p>choices can impact others' lives in a negative way</p>			<p>diversity and inclusion</p>
<p>Water safety</p> <ul style="list-style-type: none"> • Identify a range of danger signs • Name strategies that can help keep ourselves and others safe 	<ul style="list-style-type: none"> • Identify the risks associated with alcohol • Describe how alcohol can affect your immediate and future health • Understand the difference between 'legal' and 'illegal' drugs 	<ul style="list-style-type: none"> • Explain the term reproduction • Describe the function of the female and male reproductive systems • Explain different stages of pregnancy • Identify the laws around consent 	<ul style="list-style-type: none"> • Explain what consent means • Recognise the importance of being honest and not stealing • Explain why it is important to have a trusting relationship between friends and family 	<ul style="list-style-type: none"> • Know and understand money-related terms • Recognise ways in which we can spend money via technology • Describe the potential impact of spending money without permission • Identify strategies to save money 	<ul style="list-style-type: none"> • identify how we can reduce our feeling of worry • explain how we can support others who feel worried 	<ul style="list-style-type: none"> • Understand that there are a wide range of religions and beliefs in the UK • Explain each of the British values • Create a range of values for St Anne's CVA • Explain how all religions can live in cohesion

Computer Safety

Identify the positives and negatives of using technology
 Know who and how to ask for help

Name the positive and negative ways you can use technology
 Know the risks of sharing images without permission
 Understand the types of images that you should and should not post online

Identify possible dangers and consequences of talking to strangers online
 Know how to keep safe in online chatrooms

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Understand the difference between safe and risky choices online
Recognise the key values that are important in positive online relationships Identify the feelings and emotions that may arise from online bullying Identify how and who to ask for help
List reasons for sharing images online Identify rules to follow when sharing images online Describe the positive and negative consequences of sharing images online Recognise possible influences and pressures to share images online
List the key applications that we may use now and in the future Know and understand why some applications have age restrictions Identify ways to keep yourself and others safe in a range of situations online and offline Recognise that people may not always be who they say they are online

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Relationship Education	God loves each of us in our uniqueness. I know What I like and dislike. Name similarities and differences between myself and others. Say how I feel at different times. I know that I belong to a family and can name my family members. I can identify special people (family, carers,	I give thanks for the good things in my life. I know that I am part of a family. I know that we all have different likes and dislikes. I can name happy and sad times in my life. I can talk about my mood and know that how I am feeling is a normal part of daily life. Be friendly and can make friends.	I know that healthy families love, care and protect one another and that there are different family structures and these should be respected. I know how my behaviour affects other people and that there are appropriate and inappropriate behaviours. I know that there are different types of teasing and	I can confidently say what I like and dislike. I can be honest, able to be truthful in my relationships with others. I know that some behaviour is unacceptable. I can cope with natural negative emotions and show resilience following setbacks. I know that I can go to a	I know that life is precious and given by God. I know that God wants me to use my individual gifts, talents and abilities. I can describe the wider range of my feelings. I can identify different types of relationships. I can distinguish between healthy and unhealthy relationships.	I know that we are all children of God and made in God's image and likeness. I know that prayer and worship nourish my relationship with God and support my relationships with others. I can be compassionate , able to empathise with the suffering of others and displaying the generosity to help.	I can show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges I know how to make informed choices in relationships I know that there are some cultural practices which are against British law and

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<p>friends) in my life. Show friendly behaviour and care towards others. I know what makes a friend.</p>	<p>Be forgiving, able to say sorry to mend relationships.</p>	<p>bullying which are wrong and unacceptable and how to respond. I can recognise the characteristics of positive and negative relationships. I know the importance of seeking and giving permission in relationships. I know that I belong to a community</p>	<p>number of different people for help in different situations. I know that there are different types of relationships including those between acquaintances, friends, relatives and family. I can recognise emotions through a person's body language I understand the difference between appropriate and inappropriate touch. I understand personal boundaries.</p>	<p>I understand the difference between appropriate and inappropriate touch. I know who I can talk to if I feel uncomfortable. I recognise that marriage represents a formal and legally recognised commitment and has a special significance as one of the sacraments.</p>	<p>I know about changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</p>	<p>universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) I know that actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers. I can explain some of the responsibilities of parenthood.</p>
Health Education	<p>I know that a baby grows inside its mother's womb/tummy before birth</p>	<p>I know that babies change and grow and that there are life stages from conception to death.</p>	<p>I can describe how to keep safe in the sun. I know how to keep clean-basic hygiene.</p>	<p>I know that my body is changing as I grow and some of the changes that</p>	<p>I can describe the similarities and differences between girls and boys (specific) and</p>	<p>I know the changes that occur at each stage of a human being's life (including childhood,</p>	<p>I can explain the week-by-week development of the baby in its mother's womb and the</p>

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

		I can name basic body parts and know which parts are private.	I can name some similarities and differences between boys and girls.	occur throughout life. I know how to keep clean- with mention of some hygiene products. Name basic body parts and know which parts are private. Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene.	correctly name the main external parts of the male and female body and their functions. I can name some physical changes throughout puberty- changes to body parts and introduction of hormones- why this happens? Who to communicate with about changes in our body?	adolescence, adulthood, old age) and specifically the changes which occur during puberty. I can explain the nature and role of menstruation in the fertility cycle and how to manage periods. I can highlight the differences between boys and girls with regard to puberty. I can describe how my emotions may change and intensify as I grow and move through puberty.	stages of pregnancy. I can describe the differences between boys and girls with regard to puberty and reproduction. I can explain different ways a baby can be born.
Sex Education	N/A	N/A	N/A	N/A	N/A	I can explain how human life is conceived in the womb, including the language of sperm and ova. (Describe	I can explain how human life is conceived in the womb, including the language of sperm and ova

						how a sperm fertilizes an egg at conception but don't explain intercourse in detail with consent etc).	through sexual intercourse. I can explain sexual attraction. I can discuss the issues and the laws surrounding consent. I can give some examples of other ways families are formed.
--	--	--	--	--	--	--	---

EYFS Topic	EYFS Sticky Knowledge <i>Beginning to...</i>
Myself	recognise phrases from the Psalms which tell about God's love for them. Retell Psalm 131 and know that God loves them
Welcome	recognise religious signs and symbols used in Baptism. use religious words and phrases from the Rite of Baptism. -Know and use the phrase; 'I baptise you in the name of the Father and of the Son and of the Holy Spirit Amen.' -Identify the religious symbols family, Baptism, water, candle, Sign of the Cross, priest, godparents, font, and white garment
Birthday	recognise the Christmas story. -Retell the Christmas story by ordering the pictures recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas. -Name the religious symbols for the time of Advent.
Celebrating	recognise the story of Mary and Joseph taking Jesus to the Temple. -Retell the story of Jesus being welcomed at the Temple. recognise the elements and words used in church celebrations. -Identify religious symbols, words and actions used in church celebrations.

	<p>recognise that the church/parish family celebrate in particular ways. -Name the special times of year when the parish celebrate</p>
Gathering	<p>recognise the story of Jesus with the children as a religious story. -Where would I find the story about Jesus talking to the children? recognise the phrases "The Lord be with you." "And with your spirit." -Say the phrases together recognise the Lectern and know how it is used. -What is this called? What is it used for? recognise how people gather together to share the stories of God's love at Mass. -What happens at Mass?</p>
Growing	<p>recognise the stories of Good Friday and Easter Sunday as religious stories. -Retell the Easter story. recognise the Cross, the words of the Sign of the Cross and the Easter Garden. -Recognise the Cross, say the words to the Sign of the Cross and talk about the Easter Garden recognise that Christians try to 'grow more like Jesus' particularly during Lent. -Know the phrase 'grow more like Jesus' especially during the time of Lent and talk about ways we should be.</p>
Good News	<p>recognise the Pentecost story as a religious story. -Talk about the Pentecost story is a religious story from the Bible use religious words - Pentecost, Good News, alleluia, Easter, Holy Spirit. -Recall the Pentecost story and use the key vocabulary recognise that Christians are happy at Pentecost and go to church to celebrate the Good News. -List times when Christians go to church to celebrate</p>
Friends	<p>recognise that Christians show love for one another because Jesus asked them to do so. -Talk about how Jesus wants Christians to show love for one another. recognise Jesus' rule for friends and his words 'love one another'. - Explain Jesus' rule to love one another</p>

Y1 Topic	Y1 Sticky Knowledge <i>Recognise...</i>
Families	retell psalm 63. retell something about Jesus' childhood. - Tell me 3 things about Jesus' childhood.
Belonging	use religious words and phrases to describe actions and symbols used in a Baptism ritual. - Label 4 actions and symbols used in a baptism.
Waiting	retell the story of the birth of Jesus. - Order pictures to tell the story of the birth of Jesus. describe religious traditions and symbols of Advent. - What religious traditions do we have during Advent? describe religious traditions and symbols of Christmas. - What are the religion traditions and symbols we have at Christmas?
Special People	retell a story about Jesus' life. - Retell a story about Jesus' life in 20 words.
Meals	retell the story of Jesus' special meal (The Last Supper). - What was The Last Supper? - How do we still celebrate it now? use religious words to say what happens at Holy Communion during Mass. - What happens at Holy Communion during Mass?
Change	retell the story of Palm Sunday - What happened on Palm Sunday? retell the story of Good Friday. - What happened to Jesus on Good Friday? retell the story of Easter Sunday. - What happened to Jesus on Easter Sunday describe the religious actions and symbols of Ash Wednesday. - Name 2 actions and symbols of Ash Wednesday.

	<p>describe the religious actions and symbols of Lent.</p> <ul style="list-style-type: none"> - Name 2 actions and symbols of Lent. <p>describe the religious actions and symbols of Easter Sunday.</p> <ul style="list-style-type: none"> - Name 2 actions and symbols of Easter Sunday. <p>describe how Christians choose to use the opportunity of Lent to change.</p> <ul style="list-style-type: none"> - What might Christians do to change during Lent?
Holidays and Holydays	<p>retell the story of the coming of the Holy Spirit at Pentecost.</p> <ul style="list-style-type: none"> - How did the Holy Spirit come at Pentecost? <p>describe the ways in which the Holy Spirit is a helper and guide.</p> <ul style="list-style-type: none"> - How does the Holy Spirit help and guide us?
Being sorry	<p>retell the story of the call of Levi.</p> <ul style="list-style-type: none"> - How did Jesus help Levi? <p>retell the story of the encounter of Jesus with Zacchaeus.</p> <ul style="list-style-type: none"> - How did Jesus help Zacchaeus? <p>retell the story of the advice of Isaiah.</p> <ul style="list-style-type: none"> - How did Isaiah's advice help the King? <p>use religious words ('forgiveness' and 'be sorry') to describe when they or others have made wrong choices.</p> <ul style="list-style-type: none"> - Name a time when you have made the wrong choice. <p>describe ways in which people say sorry and forgive each other because they follow Jesus.</p> <ul style="list-style-type: none"> - Name 2 ways you could say sorry and forgive someone.

Y2 Topic	Y2 Sticky Knowledge
Beginnings	<p>retell the story of Creation.</p> <ul style="list-style-type: none"> - Describe what happens on each day in the creation story. <p>describe and use religious words and phrases about types of prayer.</p> <p>describe that people are kind and loving because God made them.</p> <ul style="list-style-type: none"> - Give two things that God has made people.

	ask questions about what they wonder about the beauty around them and God creating the world. <ul style="list-style-type: none"> - In your wonder bubble stating what you wonder about the creation of the world
Signs & Symbols	describe the signs and symbols used in baptism. <ul style="list-style-type: none"> - Using these pictures, describe the symbol use religious words and phrases used in the Sacrament of Baptism. <ul style="list-style-type: none"> - Head moment- give as many religious words used in the Sacrament of Baptism as you can describe ways in which Christians live as followers of the Light of Christ. <ul style="list-style-type: none"> - How can a Christian live in Jesus' footsteps?
Preparations	retell the story of the Annunciation, <ul style="list-style-type: none"> - Visio Devina- what religious story is represented here? retell the story of the Visitation <ul style="list-style-type: none"> - In the Visitation, who was visited and why were they visited? retell the story of the Nativity <ul style="list-style-type: none"> - What is happening in these pictures of the Nativity story? use religious words and phrases to describe religious actions and symbols connected with the liturgical season of Advent. <ul style="list-style-type: none"> - Describe these symbols of Advent describe how Christians follow Jesus as the Light of the World. <ul style="list-style-type: none"> - Jesu is the Light of World. How can a Christian follow this?
Books	retell the story of Jesus' Baptism <ul style="list-style-type: none"> - Who Baptised Jesus and where did it take place? describe how the Gospels are used by the parish family. describe the actions and symbols related to proclaiming the Gospel. <ul style="list-style-type: none"> - Give 2 examples of symbols or actions linked with proclaiming the Gospel
Thanksgiving	retell the story of the Last Supper. <ul style="list-style-type: none"> - What is the Last Supper? describe the steps involved in the Eucharist (Mass). <ul style="list-style-type: none"> - Describe what is happening in these pictures of Eucharist
Opportunities	retell the events of Palm Sunday. <ul style="list-style-type: none"> - What important event happened on Palm Sunday? retell the events of Maundy Thursday. <ul style="list-style-type: none"> - What happened on Maundy Thursday? retell the events of Good Friday?

	<ul style="list-style-type: none"> - What do we remember on Good Friday? retell the events of Easter Sunday. - Why is Easter Sunday an important celebration for Christians? describe the religious actions and symbols of Lent. - Give 2 actions of symbols that link with Lent describe the religious actions and symbols of Holy Week. - Give 2 actions or symbols of Holy Week
Spread the word	<p>retell the story of the Resurrection of Jesus and the coming of the Holy Spirit.</p> <ul style="list-style-type: none"> - What is the Resurrection of Jesus? describe ways in which Christians spread the word of the Good News of Jesus - Give 2 ways that Christians spread Good News of Jesus
Rules	<p>describe the examination of conscience.</p> <ul style="list-style-type: none"> - Head moment- what do you know about the examination of conscience describe aspects of the Sacrament of Reconciliation. - Tell me 2 things that happen during the Sacrament of Reconciliation describe how Christians try to practise Jesus' commandment of love, peace and reconciliation. - How could a Christian put into practise the commandment of love, peace and reconciliation?

Y3 Topic	Y3 Sticky Knowledge Begin links (1) Give reasons (2)
Homes	<p>retell the advice offered by Paul in his letters about living together as a family and the life of the Holy Family.</p> <ul style="list-style-type: none"> - name 3 pieces of advice that Paul gave about how to live as a family <p>make links between scripture studied and the belief that God can make a difference in everyday life through God's unchanging love.</p> <ul style="list-style-type: none"> - What do the 10 commandments teach us? <p>compare their own and others' ideas about what they and others wonder about how God is always with us.</p>
Promises	give reasons for the actions and symbols used at Baptism.

	<ul style="list-style-type: none"> - Why does the priest (light the Easter candle? (greet everyone to church?) (ask the parents if they wish to baptise them?) (ask the godparents if they will help?) (make the sign of the cross?) (use the oil of Chrism?) <p>give reasons for the promises made at Baptism.</p> <ul style="list-style-type: none"> - Why do parents agree to bring up their child in God's Way? - Why are the godparents asked to help the parents? <p>give reasons how and why Christians live as followers of the Light of Christ.</p> <ul style="list-style-type: none"> - What ways do we show we are following the Light of Christ? - Why do we do this?
Visitors	<p>make links between scripture studied and Advent as a season of getting ready for the coming of Jesus.</p> <ul style="list-style-type: none"> - How does Romans 13 9b-13a describe how to prepare for Jesus? <p>give reasons for the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus.</p> <ul style="list-style-type: none"> - Why do Christians put up Christmas trees? - What is significant about a wreath? - Why do Christians light specific candles?
Journeys	<p>retell the events of the Mysteries of the Rosary</p> <ul style="list-style-type: none"> - The Resurrection. Fruit of the Mystery: Faith. - The Ascension. Fruit of the Mystery: Hope, Desire to Ascend to Heaven. - The Descent of the Holy Spirit. ... - The Assumption of Mary. ... - The Coronation of the Virgin. <p>describe the liturgical year and how it is composed of seasons and feasts days.</p> <ul style="list-style-type: none"> - Draw the liturgical calendar - Name the religious festivals which fall in each part of the liturgical year
Listening & Sharing	<p>describe the actions and symbols used during the celebration of the Eucharist.</p> <ul style="list-style-type: none"> - Welcoming of all - Priests wear vestments - Sing the Gathering Song - Kiss the altar

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<ul style="list-style-type: none"> - "In the name of the father, the son and the holy spirit" <p>give reasons for specific actions and words used during the celebration of the Eucharist.</p> <ul style="list-style-type: none"> - Why does the priest... <ul style="list-style-type: none"> (welcome all ages and races?) (why does the priest wear vestments?) (sing the gathering song?) (kiss the altar?) (say "In the name of the Father, the Son and the Holy Spirit?") <p>give reasons why Christians want to share the Good News of Jesus.</p> <ul style="list-style-type: none"> - Significance of the bread and wine
Giving All	<p>make links between scripture studied and what Christians believe about how they should act.</p> <ul style="list-style-type: none"> - Ten Commandments <p>give reasons given by Christians for being kind and generous, especially during Lent.</p>
Energy	<p>make links between the Pentecost story and Christian belief in the power of the Holy Spirit.</p> <p>give reasons for the love Christians show because they are inspired by the Holy Spirit.</p>
Choices	<p>make links between scripture studied and the belief in a loving and forgiving God.</p> <p>give reasons for what happens in the Sacrament of Reconciliation.</p> <p>give reasons why particular Christians make good choices and follow Jesus.</p>

Y4 Topic	<p>Y4 Sticky Knowledge</p> <p>Many links (3)</p>
----------	---

<p>People</p>	<p>make links between scripture studied and what people believe about God and Jesus. Describe how Abraham and Sarah lived out their lives and said yes to God? give reasons for certain actions by believers. Explain why Ruth stayed with Naomi? describe and show understanding of the roots of Jesus' human family. Who can we trace Jesus' family tree back to? describe and show understanding of what Christians believe about how God leads and guides people. How does God lead and guide people to do the right thing?</p>
<p>Called</p>	<p>give reasons for the actions and symbols used at Confirmation. Why is the oil of chrism used during confirmation? What is the significance of the anointing? give reasons why and how Christians respond to God 's call. What is meant by living in the light of Jesus- give some examples</p>
<p>Gift</p>	<p>make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah. Name 2 pieces of scripture which discuss God sending Jesus the Messiah to be with us give reasons for the symbols connected with the liturgical season of Advent and Christmas. What is the significance of the advent calendar? What do the 4 candles of Advent represent? Why do we use an evergreen wreath at Christmas? What do gold, frankincense and myrrh represent?</p>
<p>Community</p>	<p>retell the story of the call of the apostles. Retell the story of the call of the apostles give reasons for the actions and symbols used within a funeral Mass. Why is the Easter candle placed near the coffin? Why does the priest splash the coffin with Holy water? Why might the priest use incense during a funeral? give reasons why people give service to the parish community. Why do people give service to the parish community?</p>
<p>Giving & Receiving</p>	<p>make links between scripture and an understanding of the Eucharist. What is the significance of the sharing of the bread and wine during the Eucharist? give reasons why Christians attend the celebration of the Eucharist. Give 3 reasons why people attend the celebration of the Eucharist</p>

Self-Discipline	<p>give reasons for religious actions and symbols connected to Lent and Holy Week. What three things does the Church recommend to Christians to practise during Lent? give reasons why Christians try to be self-disciplined in Lent. Explain why Christians try to be self-disciplined during Lent?</p>
New Life	<p>give reasons why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul. Why did Paul want to go all over the world to spread the Good News of Jesus? make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit. Explain how you think we might live if we allow the Holy Spirit to guide us?</p>
Building Bridges	<p>make links to show how feelings and beliefs about reconciliation affect their behaviour and that of others. Why is contrition important in the sacrament of reconciliation? give reasons why believers ask forgiveness of others and forgive those who have hurt them. Why do believers ask for forgiveness during the sacrament of Reconciliation?</p>

Y5 Topic	Y5 Sticky Knowledge <i>Most...</i>
Ourselves	<p>describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God.</p> <ul style="list-style-type: none"> - What does Colossians 3:10 say about how we are made in the image of God? - What responsibilities do humans have following being made like God? <p>show understanding of how the call to be holy shapes life.</p> <ul style="list-style-type: none"> - What are the gifts of the Holy Spirit? - Give an example of how I could live out each gift of the Holy Spirit

<p>Life Choices</p>	<p>describe and show understanding of religious sources, beliefs, ideas, feelings and experiences making links between them; concerning the mission of a Christian and married people.</p> <p>-What do Ephesians 4 and John Henry Newman say about how Christians should live out their mission?</p> <p>-What is the role of an apostle?</p> <p>-How can volunteers live out their mission?</p> <p>use religious terms to show an understanding of the marriage liturgy and the Promises made.</p> <p>show understanding of how religious belief shapes the lives of married people.</p> <p>-What promises are made during marriage, how do these shape the lives of the couple?</p> <p>-What are the rings a sign of during the marriage ceremony?</p>
<p>Hope</p>	<p>describe, show understanding and make links between scripture texts and belief in the coming of Jesus at Christmas and at the end of time.</p> <ul style="list-style-type: none"> - Name 2 scriptures that discuss the coming of Jesus at Christmas and why this was significant to people at the time. <p>show understanding of how belief in the coming of Christ shapes the lives of Christians.</p> <ul style="list-style-type: none"> - Describe 3 ways in which Christians prepare for the coming of Christ during Advent. <p>make a response to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching</p>
<p>Mission</p>	<p>show understanding of why Christians, because of what they believe, want to share the mission of Jesus and do so in different ways.</p> <ul style="list-style-type: none"> - Why do Christians want to share in Jesus' mission? - How do different Christian denominations live out this mission? Give an example of at least 1 other Christian church.
<p>Memorial Sacrifice</p>	<p>show understanding of scripture, symbols, beliefs, ideas, feelings and experiences about the Jewish Passover, the Last Supper and the celebration of Eucharist, making links between them.</p> <p>-Name 4 items on the Sedar plate at Passover and explain their meaning.</p> <p>-Retell the story of Passover when the Jews fled Egypt.</p> <p>-Make a link between the Jewish Passover and the Last Supper.</p> <p>-In what way is the Eucharist a memorial of the Last Supper making reference to key symbols and beliefs?</p> <p>-Name 2 hymns which link to the Eucharist.</p> <p>show understanding of how belief in the sacrifice of Jesus shapes the lives of Christians.</p> <ul style="list-style-type: none"> - Why did Jesus sacrifice his life for Christians?

<p>Sacrifice</p>	<p>show understanding of a range of scripture stories, beliefs, ideas and feelings about the sacrifice of Jesus and his resurrection and make links between them.</p> <ul style="list-style-type: none"> - Retell the story of Jesus in the desert and what sacrifices he made. - What sacrifices do Christians make during Lent? - Retell the story of Judas betraying Jesus and make links to how Christians learn from this? <p>show an understanding of the different liturgies of Holy Week and the Easter vigil.</p> <ul style="list-style-type: none"> - Explain each decade of the rosary. - What happens at and Easter Vigil? - Explain what happens in the church during Holy Week. <p>show understanding of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives</p> <ul style="list-style-type: none"> - Why is Jesus' sacrifice on the cross and resurrection important to Christians? How does it shape how they behave?
<p>Transformation</p>	<p>describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversion of Paul, making links between them.</p> <ul style="list-style-type: none"> - Retell the story of Paul's conversion on the road to Damascus (Acts 22) and how he was transformed by the Holy Spirit. Make links to the gifts of the Holy Spirit. - Explain how Paul tells Christians to live in his letter to the Romans following his transformation. <p>show understanding of the transforming power of the Holy Spirit and how it shapes the lives of Christians.</p> <ul style="list-style-type: none"> - Name 5 fruits of the Holy Spirit and how Christians can live these out.
<p>Freedom & Responsibility</p>	<p>describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others.</p> <p>Name the 10 commandments and explain how we can live these out.</p> <p>show understanding of how religious belief in the freedom and responsibility of living by God's law shapes our lives.</p> <p>Name 5 of the beatitudes and how these can be lived out.</p> <p>Explain how Martin Luther King's belief in the commandments shaped his life.</p> <p>Explain the significance of the Sacrament of Reconciliation.</p>

<p>Y6 Topic</p>	<p>Y6 Sticky Knowledge Many...</p>
-----------------	--

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Loving	<p>show understanding of how religious belief in God's unconditional love shapes life. What does it mean for God to love us unconditionally?</p>
Vocation & Commitment	<p>use religious terms to show an understanding of prayers of consecration and vows made at ordination and profession. Name and explain 3 prayers or vows made at ordination. show understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation. How can a person's religious beliefs impact upon their choice of vocation?</p>
Expectations	<p>describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas making links between them. What do Christians view Advent as? Can you make a link to a religious source? show understanding of how religious belief in Advent as a time of joyful expectation shapes lives. How might Christians live out the belief that Advent is a time of joyful expectation?</p>
Sources	<p>describe and show an understanding of the Bible, the beliefs, ideas, feelings and experiences of the Christian and make links between them. Name 3 ways that the Bible shapes the life of Christians. show understanding of how the Bible shapes the lives of Christians. Name 3 ways that the Bible shapes the life of Christians (same for both).</p>
Unity	<p>show understanding of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings. Make 2 links between scripture and the parts of the Mass which express communion with Jesus. use religious terms to show an understanding of different aspects of the Eucharist. Name and explain three different things that happen during the Eucharist. show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians. How does the belief in the unity of Holy Communion shape the lives of Christians?</p>
Death & New Life	<p>describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them. Make a link between one religious source, belief or idea and Lent. Make a link between one religious source, belief or idea and Good Friday of the Passion of the Lord. Make a link between one religious source, belief or idea and the Easter Vigil in the Holy Night. use religious terms to show an understanding of the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the Lord.</p>

St Anne's CVA Sticky Knowledge Map

EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	<p>Name 2 things that might take place on Ash Wednesday. Name 2 things that might take place during Lent. Name 2 things that might take place on Good Friday of the Passion of the Lord. show understanding of how religious belief in death and new life shapes life. Name 2 ways how what Christians believe about death and new life can shape their life.</p>
Witnesses	<p>describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them. What do Christians believe about the power of the Holy Spirit in witnessing to the Good News of Jesus Christ?</p>
Healing	<p>describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick and make links between them. Name and explain 3 things that happen during the Anointing of the Sick. use religious terms to show an understanding of the different liturgies connected to the sacraments offered to the sick and dying. Name and explain 3 things that happen during the Anointing of the Sick. show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility. What do Christians believe about caring for others?</p>