



Art Sticky Knowledge

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Sticky Knowledge in EYFS		Sticky knowledge in Key Stage 1			Sticky knowledge in Key Stage 2				
Early Years Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Expressive Arts and Design:</p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. 	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with a variety of tools (pencils, charcoal, crayons, pastels, felt pens, ballpoint pens) using a tripod grip to draw patterns, objects and people. Use lines of different thickness? <p>Painting</p> <ul style="list-style-type: none"> Explore mixing primary colours to make a secondary colour. Use paintbrushes of different length and thickness using a tripod grip. Explore a variety of media (e.g. powder paints, water colours, poster paint). <p>Joining/Collage</p> <ul style="list-style-type: none"> Use scissors to cut. Experiment combining materials using glue, tape, split pins and folds. <p>Material/texture:</p> <ul style="list-style-type: none"> Experiment with texture (smooth, rough, bumpy, hard, soft) Use a needle and thread to join 2 pieces of binka <p>Artists and designers:</p> <ul style="list-style-type: none"> Kandinsky Jackson Pollock 	<p>Art & Design</p> <p>Become proficient in:</p> <ul style="list-style-type: none"> Drawing Painting Sculpture Other: <i>textiles</i> About great artists and designers, comparing their work with their own. 	<p>Drawing</p> <ul style="list-style-type: none"> Use a variety of drawing tools (pencils, crayons, charcoal, pens, chalk pastels) in different ways to draw recognisable objects and people. Show how people feel in drawings. <p>Painting</p> <ul style="list-style-type: none"> Can identify the primary colours (red, yellow and blue). Can identify and mix secondary colours (orange, purple and green). <p>Sculpture and 3D:</p> <ul style="list-style-type: none"> Can manipulate (roll, fold, cut, glue and scrunch) paper to make 3D structures. <p>Textiles</p> <ul style="list-style-type: none"> Use a template to accurately cut out a shape Thread a needle <p>Artists and designers</p> <ul style="list-style-type: none"> Jasper Johns Henri Matisse 	<p>Drawing</p> <ul style="list-style-type: none"> Identify and use some drawing techniques such as: cross hatching, hatching, scribbling and stippling. Use a viewfinder to focus on a specific part of an artefact before drawing it. Explore how to visually represent a variety of feelings. <p>Painting</p> <ul style="list-style-type: none"> Make different hues of secondary colours by adding different amounts of paint and water. <p>Sculpture and 3D:</p> <ul style="list-style-type: none"> Use tools to manipulate clay and join/combine parts. <p>Textiles</p> <p>Create a material collage using a running stitch, adding shapes of different material (simple applique).</p> <p>Artists and designers</p> <ul style="list-style-type: none"> Quentin Blake Romare Bearden 	<p>Art & Design</p> <p>Taught to develop techniques, including their control:</p> <ul style="list-style-type: none"> Drawing Painting Sculpture Other Review and revisit ideas About great artists, <i>architects and designers</i> 	<p>Drawing:</p> <ul style="list-style-type: none"> Create accurate drawings of people with detailed faces using techniques learned. <p>Painting</p> <ul style="list-style-type: none"> Create a colour wheel including tertiary colours. Create a wash. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Know how shapes can be represented by three dimensional forms. <p>Textiles</p> <ul style="list-style-type: none"> Use cross stitch to join fabric. <p>Artists, architects and designers</p> <ul style="list-style-type: none"> Ruth Asawa Georgia O'Keeffe 	<p>Drawing</p> <ul style="list-style-type: none"> Use charcoal and pencils of different grades to shade and add tone. <p>Painting</p> <ul style="list-style-type: none"> Using shades and tints to show form, adding white creates tints and black creates tone. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Use a range of tools to manipulate materials (clay, wire, paper, soap) to create different sculptural effects. <p>Textiles</p> <ul style="list-style-type: none"> Select a stitch style to join fabric. Sew neatly using small regular stitches. <p>Artists, architects and designers</p> <ul style="list-style-type: none"> Alberto Giacometti (sculpture) William Morris 	<p>Drawing</p> <ul style="list-style-type: none"> Apply the effect of light on objects and people from different directions using pencil and charcoal. <p>Painting</p> <ul style="list-style-type: none"> Express feelings by using tone, hue, tint, shades and mood. <p>Sculpture and 3D</p> <ul style="list-style-type: none"> Create a piece of sculpture from a design brief developing ideas in sketchbooks, showing knowledge of scale. <p>Textiles</p> <ul style="list-style-type: none"> Sew blanket stitch to join fabric, leaving the spaces between the stiches regular and even. <p>Artists, architects and designers</p> <ul style="list-style-type: none"> Cia Guo- Qiang Chila Kumari Singh Burman 	<p>Drawing:</p> <ul style="list-style-type: none"> Accurately convey tonal qualities and show an understanding of light/dark. <p>Painting:</p> <ul style="list-style-type: none"> Identify and understand which technique to use for which purpose. <p>Sculpture and 3D:</p> <ul style="list-style-type: none"> Know how to create a piece combining found objects and hand-sculptured forms in clay, mod-roc. <p>Textiles</p> <ul style="list-style-type: none"> Know how to embellish different texture through applique, drawing, sticking, cutting, paint, weaving and layering. <p>Artists, architects and designers</p> <ul style="list-style-type: none"> Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces <ul style="list-style-type: none"> Pablo Picasso Hannah Hoch





Computing Sticky Knowledge

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Sticky Knowledge in EYFS		Sticky knowledge in Key Stage 1			Sticky knowledge in Key Stage 2				
Early Years Statutory Framework	Early Years	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>No discrete computing curriculum within the Early Years Framework</p>	<ul style="list-style-type: none"> Take a photograph with a tablet With adult support, search for information on the internet Play a game on the IWB Listen to music Use a Beebot to move forwards and backwards Explore a range of mechanical toys, such as... 	<p>Computing</p> <ul style="list-style-type: none"> Use technology safely and respectfully; Understand what algorithms are; Create and debug simple programs; Create, organise store, manipulate and retrieve digital content Recognise IT beyond school; 	<ul style="list-style-type: none"> Use a mouse and a keyboard to access a word processing software to add and remove text. Use the tux paint app to paint. Plan a route, using forwards, backwards, left and right, using directions with a Beebot. Classify, label and using groups. Use the Beebot app to instruct a sprite. 	<ul style="list-style-type: none"> Know what the benefits and the risks of IT are. Capture, edit and improve photographs. Sequence a programme using scratch. Collect data using a tally chart and compare it. Create a sequence of demands which have an outcome. 	<p>Computing</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; Design, write and debug programs...; use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	<ul style="list-style-type: none"> Create a stop-frame animation using a tablet. Order a sequence of commands to achieve a goal. Create questions that enable objects to be uniquely identified. Choose appropriate page settings and layout on a publishing software. 	<ul style="list-style-type: none"> Explain how they know that websites (and their content) are created by people and might not always be true. work with sound digitally using the input (microphone) and output devices (speakers and headphones). Design a programme using scratch that includes count-controlled loops. Collect data using a data logger. use 'pic collage' to crop, rotate and edit an image 	<ul style="list-style-type: none"> Use an iPad to record a video shot with different camera angles. Use Scratch to programme using 'if', 'then', 'else' conditions Create lines and shapes and layer objects to build a vector drawing. Know what a field and a record is and how they are used in flat file databases. 	<ul style="list-style-type: none"> Understand that data is transferred in an agreed method to each device which has an address. evaluate the common features of a webpage. Understand what a variable is and have programmed using one in a game. use a formula to add data in a spreadsheet. use software to create and duplicate a 3D object. combine sensing and variables in a programming project.





Design & Technology Sticky Knowledge

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Early Years Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Expressive Arts and Design:</p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Design</p> <ul style="list-style-type: none"> • Generate and begin to talk about ideas. <p>Make</p> <ul style="list-style-type: none"> • Show some planning skills by suggesting what they will do next • Make a selection from a range of products and components <p>Evaluate</p> <ul style="list-style-type: none"> • Begin to talk about their creation • Make a suggestion about how they can make their product better <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Select and sue technology for a purpose • Begin to understand the movement of a simple mechanism (levers and wheels) <p>Cooking & Nutrition</p> <ul style="list-style-type: none"> • Peel and chop fruit and vegetables to make a fruit kebab • Use a knife and fork correctly to cut dough • Follow a recipe card to make a sandwich for a class picnic 	<p>Design & Technology</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technical knowledge • Cooking and nutrition (cooking techniques) 	<p>Design</p> <ul style="list-style-type: none"> • Communicate a design through talking and basic drawings. <p>Make</p> <ul style="list-style-type: none"> • Make by following their design independently. <p>Make</p> <ul style="list-style-type: none"> • Choose and use tools and materials from a given selection. <p>Evaluate</p> <ul style="list-style-type: none"> • Answer simple questions about how an existing product works. <p>Evaluate</p> <ul style="list-style-type: none"> • Say what they like/dislike and how they can improve a product. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Explore methods of making a structure stronger e.g. shape of structure, materials • Make a simple moving mechanism. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Name and sort healthy/unhealthy foods. • Cut food safely. 	<p>Design</p> <ul style="list-style-type: none"> • Design a product using provided simple design criteria. <p>Make</p> <ul style="list-style-type: none"> • Select and use a range of tools and equipment to: cut, shape, join and finish. • Measure materials to use in a structure. <p>Evaluate</p> <ul style="list-style-type: none"> • Explain what went well when making their model. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Make a model stronger and more stable. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Name the different food groups. • Explain what forms a balanced diet. • Weigh ingredients to follow a recipe. 	<p>Design & Technology</p> <ul style="list-style-type: none"> • Design • Make • Evaluate • Technical knowledge • Cooking and nutrition 	<p>Design</p> <ul style="list-style-type: none"> • Design, decorate and assemble a product with appliqué. <p>Make</p> <ul style="list-style-type: none"> • Follow a step by step plan • Select the most appropriate tools and techniques for a given task. • Make a product which uses mechanical components • Work accurately to measure, make cuts and holes <p>Evaluate</p> <ul style="list-style-type: none"> • Adapt and modify their idea and product based on feedback and design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Use handmade nets and recycled materials to strengthen, stiffen and reinforce. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Accurately explain what is meant by seasonality in terms of fruit and vegetables. • Know how to be hygienic when cooking. 	<p>Design</p> <ul style="list-style-type: none"> • Use research to inform the design of innovative, functional, appealing products. <p>Make</p> <ul style="list-style-type: none"> • Select and use materials according to their properties and qualities. • Measure accurately. <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate products for both their purpose and appearance • explain how the original design has been improved <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use a simple circuit as part of an electrical system. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Know how to be hygienic and safe when cooking. • Read and understand food label. 	<p>Design</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Make</p> <ul style="list-style-type: none"> • Make a prototype and revise to create a final version <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate appearance and function against original criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Use pulleys and gears <p>Cooking and nutrition:</p> <ul style="list-style-type: none"> • Design a recipe using accurate understanding of seasonal produce 	<p>Design</p> <p>Use 'market research' to inform plans.</p> <ul style="list-style-type: none"> • Justify plans using evidence. <p>Make</p> <ul style="list-style-type: none"> • Use any tool correctly and safely. • Explain why a specific tool is appropriate for a chosen task. <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate appearance, function and assembly using criteria. <p>Technical knowledge</p> <ul style="list-style-type: none"> • To use electrical systems correctly to enhance a product. • Use knowledge to improve a made product by strengthening, stiffen or reinforcing. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Work safely and hygienically with independence. • Create a savoury dish using all taught skills of weighing, chopping and mixing.





Geography Sticky Knowledge

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<p>Understanding the World</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>Locational</p> <ul style="list-style-type: none"> Know that we live in Matlock Identify the UK on a map <p>Human & physical</p> <ul style="list-style-type: none"> Describe the weather today and yesterday Identify some differences and similarities between a farm and city. <p>Geog. skills & fieldwork</p> <ul style="list-style-type: none"> Begin to use and create simple picture maps 	<p>Geography</p> <ul style="list-style-type: none"> Locational knowledge Place knowledge Human & Physical Geog. skills & fieldwork 	<p>Locational</p> <ul style="list-style-type: none"> Names of the four countries in the UK and locate them on a map and its surrounding seas Capital of England and location of Derby <p>Human & physical</p> <ul style="list-style-type: none"> Identify seasonal weather patterns in the UK Identify locations of hot and cold areas of the world in relation to the North and South Poles Use basic geographical vocabulary to describe key physical and human features (see vocabulary). <p>Geog. skills & fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions and locational directional language. Understand that a map represents Earth's surface. 	<p>Locational</p> <ul style="list-style-type: none"> The names of five oceans and locate 7 continents Four capitals of England, Scotland, Wales and Northern Ireland <p>Human & physical</p> <ul style="list-style-type: none"> know equator and poles in relation to hot and cold areas. <p>Place Knowledge</p> <ul style="list-style-type: none"> Know that there are similarities and differences between the United Kingdom and a contrasting non-European country <p>Geog. skills & fieldwork</p> <ul style="list-style-type: none"> Use simple compass directions and locational directional language. Devise a simple plan map. use simple fieldwork to describe the location of own school and surrounding area 	<p>Geography</p> <ul style="list-style-type: none"> Locational knowledge Place knowledge Human & Physical Geog. skills & fieldwork 	<p>Locational</p> <ul style="list-style-type: none"> Locate 6 European countries and their capital cities. Locate the northern, southern hemispheres and equator. <p>Human & physical</p> <ul style="list-style-type: none"> Know about volcanoes and earthquakes and their key features. <p>Geog. skills & fieldwork</p> <ul style="list-style-type: none"> Use the four points of a compass to navigate with a map. Follow a route on a map with some accuracy. 	<p>Locational</p> <ul style="list-style-type: none"> Locate cities and counties of the UK. <p>Human & physical</p> <ul style="list-style-type: none"> Locate national and local topographical features of the UK. Know the four stages of the water cycle Know the key aspects of a river (see vocabulary). Know about settlement and land use linked to natural resources. <p>Geog. skills & fieldwork</p> <ul style="list-style-type: none"> Navigate a map using eight points of a compass, symbols and key Navigate a map using 8-point compass points and 4-point grid references. 	<p>Locational</p> <ul style="list-style-type: none"> Know, name and locate European countries and their capital cities. Know the tropics of Cancer, Capricorn in relation to the equator. Know the location of the Arctic and Antarctic Circle. Locate and name key mountain ranges (Alp, Pyrenees, Caucasus, Himalayas, Rockies, Andes). <p>Human & physical</p> <ul style="list-style-type: none"> Know the processes of a river (see vocabulary). <p>Geog. skills & fieldwork</p> <ul style="list-style-type: none"> Navigate a map using eight points of a compass points and 6-point grid references Use maps to locate countries and describe features studied. 	<p>Locational</p> <ul style="list-style-type: none"> Know name and locate non-European countries and their capital cities (including the Americas). Know about time zones, latitude and longitude. Know the Greenwich meridian <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences between the UK and New York <p>Human & physical</p> <ul style="list-style-type: none"> Understand climate zones, biomes and vegetation belts. <p>Geog. skills & fieldwork</p> <ul style="list-style-type: none"> Navigate a map using 8 -point compass points and 6-point grid references





History Sticky Knowledge

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Early Years Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Chronology</p> <ul style="list-style-type: none"> Identify how they have changed from a baby to a child Create a simple personal timeline <p>Identify similarities and...</p> <ul style="list-style-type: none"> Identify similarities and differences from when they were a baby <p>Historical enquiry</p> <ul style="list-style-type: none"> Read stories and books about Christmas and Diwali <p>Events beyond living enquiry</p> <ul style="list-style-type: none"> Listen to a story from a grandparent 	<p>History</p> <ul style="list-style-type: none"> Chronology Identify similarities and differences between ways of life. Significant individuals. <ul style="list-style-type: none"> Ernest Shackleton and Anne Daniels. Florence Nightingale Queen Victoria Neil Armstrong ad Tim Peake Historical enquiry Events beyond living memory <ul style="list-style-type: none"> The Great Fire of London. Victorians Titanic The pre-historic world (dinosaurs) 	<p>Chronology</p> <ul style="list-style-type: none"> Sequence three events from personal/ local history. <p>Identify similarities and...</p> <ul style="list-style-type: none"> Can compare old and new, looking at similarities and differences. <p>Historical enquiry</p> <ul style="list-style-type: none"> Answer simple questions about the past from sources of information (artefacts and toys). <p>Events beyond living memory</p> <ul style="list-style-type: none"> Sort events and objects into groups (e.g., then and now). 	<p>Chronology</p> <ul style="list-style-type: none"> Sequence four events from their own personal/ local history. <p>Identify similarities and...</p> <ul style="list-style-type: none"> Begin to describe changes overtime between two periods of time which are provided. <p>Historical enquiry</p> <ul style="list-style-type: none"> Use artefacts to deepen their knowledge of the how the past might have been. <p>Events beyond living memory</p> <ul style="list-style-type: none"> Use a timeline to order events, objects and significant people. 	<p>History</p> <ul style="list-style-type: none"> Chronology of <i>British, local and world history.</i> Identify similarities and differences between ways of life Historical enquiry Events beyond living memory <ul style="list-style-type: none"> The Stone Age The Iron Age The Roman Empire Anglo Saxons & Vikings Norman Invasions Tudors Stuarts Plague Industrial revolution WW2 Ancient Civilisations <ul style="list-style-type: none"> Ancient Egypt Ancient Baghdad Ancient Greece Ancient Mayans 	<p>Chronology</p> <ul style="list-style-type: none"> Place different historical eras on a timeline. <p>Identify similarities and...</p> <ul style="list-style-type: none"> Name a change that has happened over time and the impact on us today. <p>Historical enquiry</p> <ul style="list-style-type: none"> To know what primary and secondary sources are and the difference in their reliability. <p>Events beyond living memory</p> <ul style="list-style-type: none"> Can explain what a civilisation is. 	<p>Chronology</p> <ul style="list-style-type: none"> Use timelines to place significant events from the past. <p>Identify similarities and...</p> <ul style="list-style-type: none"> Name how historical events have causes and consequences that result in change over time. Can explain how The Viking or Roman life differs from one and other/today. <p>Historical enquiry</p> <ul style="list-style-type: none"> Discuss validity and reliability of primary and secondary sources. <p>Events beyond living memory</p> <ul style="list-style-type: none"> 	<p>Chronology</p> <ul style="list-style-type: none"> Use timelines to place and sequence local, national and international events. <p>Identify similarities and...</p> <ul style="list-style-type: none"> Describe main changes in a period in history, beginning to use words such as: social, religious, political, technological and cultural. <p>Historical enquiry</p> <ul style="list-style-type: none"> Identify primary and secondary sources independently and question their reliability and validity. <p>Events beyond living memory</p> <ul style="list-style-type: none"> Identify some of the events and consequences in terms of immediate and longer-term effects. 	<p>Chronology</p> <ul style="list-style-type: none"> Can accurately sequence all time periods studied using relevant dates <p>Identify similarities and...</p> <ul style="list-style-type: none"> Describe main changes about a period in History using key vocabulary e.g. WW2 (trenches, air-raid, Morrison shelter, allies, axis powers) <p>Historical enquiry</p> <ul style="list-style-type: none"> Evaluate different sources and choose the most relevant and efficient <p>Events beyond living memory</p> <ul style="list-style-type: none"> Evaluate immediate and long-term effects of historical events Communicate ideas about the past using different forms (writing, diagrams, drama and ICT)





Modern Foreign Languages Sticky Knowledge

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Early Years Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
Communication and Language Phonics	Whilst not explicitly taught, children are exposed to high quality, daily teaching of phonics	Whilst not explicitly taught, children are exposed to high quality, daily teaching of phonics	Whilst not explicitly taught, children are exposed to high quality, daily teaching of phonics		MFL <ul style="list-style-type: none"> Understand and communicate ideas in <i>speech</i> Write phrases from memory Facts and feelings in speech and writing Describe people, places, things and action orally Focus on familiar and routine matters Knowledge of phonology, grammatical structures and vocabulary. 	<ul style="list-style-type: none"> Engage in listening and speaking giving single word responses to a closed question i.e. what is your name? How are you feeling? Label pictures with single words 	<ul style="list-style-type: none"> Name and describe people, places and objects orally and in writing. Understand simple grammar structures. Write simple words and phrases – 2-3 sentences. Use a bilingual dictionary to look up words. 	<ul style="list-style-type: none"> Engage in conversations: express opinions and respond ask and answer questions. Understand grammar structures Adapt phrases to create own sentences. Write a paragraph of 3-4 sentences. Use a bilingual dictionary to look up new words. 	<ul style="list-style-type: none"> Develop accurate intonation and pronunciation. Present ideas orally to an audience. Understand grammar structures Write phrases from memory and a paragraph of 5 sentences. Use a bilingual dictionary to improve writing.





Music Sticky Knowledge

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Early Years Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Expressive Arts and Design</p> <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p>Singing</p> <ul style="list-style-type: none"> Find their singing voice and begin to develop an awareness of pitch over a small range of notes Sing a variety of songs within a small group Sing a short phrase or response on their own <p>Playing</p> <ul style="list-style-type: none"> Play a range of instruments by shaking, tapping and rattling Begin to develop a sense of beat using instruments and body sounds Play loudly, quietly, fast and slow <p>Listening</p> <ul style="list-style-type: none"> Listen to sounds and respond by talking about them and with a movement/dance <p>Appreciating</p> <ul style="list-style-type: none"> Begin to identify and describe key features within a piece of music <p>Creating</p> <ul style="list-style-type: none"> Create a sequence of sounds in response to a given stimuli 	<p>Music</p> <ul style="list-style-type: none"> Singing songs with expression and an awareness of pitch <p>Playing</p> <ul style="list-style-type: none"> Play tuned and untuned instrument Listen and understand live/recorded music Creating own music 	<p>Singing</p> <ul style="list-style-type: none"> Sing accurately at matched pitch and with expression. Sing in time to a steady beat. <p>Playing</p> <ul style="list-style-type: none"> Play instruments by shaking, scraping, rattling, tapping etc Play in time to a steady beat, using instruments or body sounds Follow simple hand signals indicating loud/quiet, fast/slow, start/stop <p>Listening</p> <ul style="list-style-type: none"> Listen to a piece of music and move in time to its steady beat <p>Appreciating</p> <ul style="list-style-type: none"> Begin to use musical terms (louder/quieter, faster/slower, higher/lower) Begin to articulate how changes in speed, pitch and dynamics effect the mood <p>Creating</p> <ul style="list-style-type: none"> Add sound effects to a story Use graphics/symbols to portray the sounds they have made 	<p>Singing</p> <ul style="list-style-type: none"> Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices Accurately respond to leader's visual symbols and directions to sing with dynamics (loud/quiet) and tempo (fast/slow) <p>Playing</p> <ul style="list-style-type: none"> Play with control by a) maintaining steady beat b) getting faster or slower c) getting louder or quieter Perform a sequence of sounds using a graphic score <p>Listening & appreciating</p> <ul style="list-style-type: none"> Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds <p>Creating</p> <ul style="list-style-type: none"> Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups Music that conveys different moods 	<p>Music</p> <ul style="list-style-type: none"> Performing Composing Listening Use and understand Understand Notation History of music 	<p>Perform (singing and playing)</p> <ul style="list-style-type: none"> Chant or sing a round in two parts Improvise and compose music using: pulse, rhythm, pitch and melody. Play and perform a melody on tuned percussion instruments. <p>Compose</p> <ul style="list-style-type: none"> To be able to compose in response to different stimuli. <p>Listen, reflect and appraise</p> <ul style="list-style-type: none"> Discuss music understanding key vocabulary e.g. tempo, dynamics, duration, texture, timbre. Recognise crochets, paired quavers and minims. 	<p>Perform (singing and playing)</p> <ul style="list-style-type: none"> Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) Sing two/three part rounds with more confidence and increasing pitch accuracy Follow and perform simple rhythmic scores to a steady beat. <p>Compose</p> <ul style="list-style-type: none"> Improvise making use of musical features including smooth (legato) and detached (staccato). And inter-related dimensions of rhythm, dynamic and pitch. <p>Listen, reflect and appraise</p> <ul style="list-style-type: none"> Share knowledge of history and context of music listening to. Listen with attention to detail and recall sounds with increasing aural memory Know the note values - minim, crotchet, crotchet rest and paired quavers. 	<p>Perform (singing and playing)</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts Sing three-part rounds with confidence. <p>Compose</p> <ul style="list-style-type: none"> Improvise and compose music using the inter-related dimensions of music: Rhythm, Pitch, Melody, Harmony, Dynamic, Structure and Form Understand and compose using staff and the complete musical notations on the stave <p>Listen, reflect and appraise</p> <ul style="list-style-type: none"> Appreciate and understand music drawn from different traditions, composers and musicians Can discuss and form opinions about music from a specific decade or genre. Listen with attention to detail and recall sounds with increasing aural memory Know semibreve/semiquavers and rests note values - minim, crotchet, crotchet rest and paired quavers. Understand time signatures. 	<p>Perform (singing and playing)</p> <ul style="list-style-type: none"> Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. Sing confidently in different rounds. <p>Compose</p> <ul style="list-style-type: none"> Compose a ternary (3 part piece with repetition) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. <p>Listen, reflect and appraise</p> <ul style="list-style-type: none"> Share knowledge of stories and origins, history and context of music listening to. Know semibreve/semiquavers and rests note values - minim, crotchet, crotchet rest and paired quavers. Understand time signatures.





PE Sticky Knowledge

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Sticky Knowledge in EYFS		Sticky knowledge in Key Stage 1			Sticky knowledge in Key Stage 2				
Early Years Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Physical Development</p> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Change direction and be still linking jumps and other travelling methods <p>Body management</p> <ul style="list-style-type: none"> Stretch, reach and take weight on hands with control <p>Dance</p> <ul style="list-style-type: none"> Explore clapping and moving to the count of 8, creating a sequence <p>Cooperate and Solve Problems</p> <ul style="list-style-type: none"> Remember what actions to do when seeing different coloured cones. <p>Manipulation & Coordination</p> <ul style="list-style-type: none"> Kick a ball with left and right foot. Use a baton to hit or push an object. <p>Speed Agility</p> <ul style="list-style-type: none"> Run, jump and throw quickly including changing direction 	<p>PE</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns</p> <p>Gymnastics Dance Attack, Defend and Shoot Hit and Catch Run, Jump and Throw Orienteering</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Repeat actions to make a longer sequence using a start and finish shape. <p>Dance</p> <ul style="list-style-type: none"> Perform actions using different body parts, working and a group to perform a round <p>Attack, Defend and Shoot</p> <ul style="list-style-type: none"> Throw at a target underarm and overarm. Understand there are rules to a game. <p>Hit, Catch and Run</p> <ul style="list-style-type: none"> Catch and intercept a ball. Make choice to where to stand to score and prevent scoring. <p>Run, Jump and Throw</p> <ul style="list-style-type: none"> Use arm swings to help jump further. Change and control running speeds. <p>Orienteering</p> <ul style="list-style-type: none"> Follow simple instructions individually and part of a group to find object on a list. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Perform a 10-element sequence. <p>Dance</p> <ul style="list-style-type: none"> Use different speeds, levels and directions in dance. <p>Attack, Defend and Shoot</p> <ul style="list-style-type: none"> Dribble and pass to another player. Play in an attacking and defensive role. <p>Hit, Catch and Run</p> <ul style="list-style-type: none"> Hit a ball in different directions depending on fielding positions. Field to return a ball to base. <p>Run, Jump and Throw</p> <ul style="list-style-type: none"> Move in different ways avoiding contact with others. Perform a range of static and dynamic balances. <p>Orienteering</p> <ul style="list-style-type: none"> Create own map using given equipment. 	<p>PE</p> <p>Gymnastics Dance Athletics Invasion Games Striking and Fielding Orienteering</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 minutes Use a range of strokes effectively Perform safe self-rescue 	<p>Gymnastics</p> <ul style="list-style-type: none"> Create a sequence, using two contrasting shapes. <p>Dance</p> <ul style="list-style-type: none"> Choose and link actions to create a dance phrase. <p>Athletics</p> <ul style="list-style-type: none"> Run at different speeds, jump and skip using a range of equipment. <p>Invasion games</p> <ul style="list-style-type: none"> Pass a ball, look for space and move into space. Dribble a ball and work with a team to keep the ball. <p>Striking and fielding</p> <ul style="list-style-type: none"> Throw a ball consistently at a target. Hit a bowled ball. <p>Orienteering</p> <ul style="list-style-type: none"> Explain what symbols on a map represent. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Create and perform a sequence with 3 different ways of travelling and balances incorporating body tension <p>Dance</p> <ul style="list-style-type: none"> Copy, repeat and perform a set phrase. <p>Athletics</p> <ul style="list-style-type: none"> Jump and throw for distance. Run fast with acceleration. <p>Invasion Games</p> <ul style="list-style-type: none"> Play in a game using passing, marking, tackling and dribbling skills, playing in different positions. <p>Striking and fielding</p> <ul style="list-style-type: none"> Understand the difference between full and half rounder. Bowl overarm with consistency. <p>Orienteering</p> <ul style="list-style-type: none"> Identify what cardinal points are. 	<p>Swimming</p> <ul style="list-style-type: none"> Swim at least 25 metres competently and confidently using a range of strokes effectively. Know how to safely float. <p>Striking and fielding</p> <ul style="list-style-type: none"> Catch a ball consistently over a short distance. Apply tactics to make it harder for the batter. <p>Athletics</p> <ul style="list-style-type: none"> Understand concept of "pace" and its importance in longer distance running. 	<p>Gymnastics</p> <ul style="list-style-type: none"> Perform a six-element sequence including flight, shapes and balances. Use mirroring and matching. <p>Swimming</p> <ul style="list-style-type: none"> Swim at least 25 metres competently and confidently using a range of strokes effectively. Perform safe self-rescue <p>Dance</p> <ul style="list-style-type: none"> Perform a movement phrase using relationships and spatial awareness. Work effectively with others to improve a dance <p>Athletics</p> <ul style="list-style-type: none"> Use power in a sprint start. Refine technique to do better. <p>Invasion Games</p> <ul style="list-style-type: none"> Plan and teach others a drill. Apply all skills learnt into a competitive game <p>Striking and Fielding</p> <ul style="list-style-type: none"> Demonstrate different attacking and defensive shots. Bowl different balls to try and get batters out. <p>Orienteering</p> <ul style="list-style-type: none"> Work with a partner to orientate a map.





PSHE and RSE Sticky Knowledge

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Sticky knowledge in EYFS		Sticky Knowledge in KS1			Sticky Knowledge in KS2				
Early Years Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Personal, Social and Emotional Development</p> <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Know</p> <p>RSE: Recognise the different stages of life.</p> <p>DRUG EDUCATION Know what is safe and unsafe to eat and drink</p> <p>BEING HEALTHY Know the signs of physical exercise and understand that exercise is good for me</p> <p>BULLYING MATTERS Understand why kindness to others is important</p> <p>BEING ME Persevere when experiences are difficult</p> <p>DIFFERENCE AND DIVERSITY Talk about similarities and differences in different contexts</p> <p>BEING RESPONSIBLE Explain that my actions affect other people</p> <p>BEING SAFE Ask for help if I need it Follow rules Name things that are unsafe and what to do about them</p> <p>RELATIONSHIPS MATTER Form relationships with adults and other children</p>	<p>BEING SAFE Also supported via computing curriculum</p>	<p>Know:</p> <p>RSE name the main parts of the body</p> <p>DRUG EDUCATION hygiene routines can stop germs from spreading.</p> <p>BEING HEALTHY describe how physical activity helps us to stay healthy.</p> <p>BULLYING MATTERS how to ask for help if a friendship is making them feel unhappy and what is kind and unkind behaviour.</p> <p>DIFFERENCE AND DIVERSITY ways they are the same as, and different to, other people.</p> <p>RELATIONSHIPS MATTER how people make friends and explain what makes a good friendship.</p>	<p>Know:</p> <p>RSE Know that it is always the female that gives birth</p> <p>DRUG EDUCATION how medicines can help people to stay healthy.</p> <p>BEING HEALTHY the importance of knowing when to take a break online/offline.</p> <p>BULLYING MATTERS how to report bullying and the importance of telling a trusted adult.</p> <p>DIFFERENCE AND DIVERSITY how to treat themselves and others with respect.</p> <p>RELATIONSHIPS MATTER basic techniques for resisting pressure to do something they don't want to do.</p>		<p>Know:</p> <p>RSE understand how the need to keep clean changes during puberty.</p> <p>DRUG EDUCATION the importance of taking medicines correctly and using household products safely.</p> <p>BEING HEALTHY what a balanced, healthy lifestyle means and what it looks like.</p> <p>BULLYING MATTERS that our own behaviour can affect other people.</p> <p>DIFFERENCE AND DIVERSITY and recognise the importance of self-respect and how to respect others.</p> <p>RELATIONSHIPS MATTER the difference between healthy/ unhealthy friendships.</p>	<p>Know:</p> <p>RSE explain a range of emotional changes during puberty and how to deal with them.</p> <p>DRUG EDUCATION what hazards may cause harm or risk and what they can do to reduce risks and keep safe.</p> <p>BEING HEALTHY strategies for managing and balancing time online and offline.</p> <p>BULLYING MATTERS the impact of bullying and the consequences of hurtful behaviour.</p> <p>DIFFERENCE AND DIVERSITY and recognise behaviours and actions which discriminate against others.</p> <p>RELATIONSHIPS MATTER the strategies to build positive friendships and how friendship can support wellbeing.</p>	<p>Know:</p> <p>RSE understand how babies are born</p> <p>DRUG EDUCATION the risks and effects of legal drugs common to everyday life.</p> <p>BEING HEALTHY the opportunities and risks associated with an active or inactive lifestyle.</p> <p>BULLYING MATTERS what discrimination means and know how to challenge it.</p> <p>DIFFERENCE AND DIVERSITY how to make safe, reliable choices from search results.</p> <p>RELATIONSHIPS MATTER and respect that there are different family structures and know the characteristics of healthy family life.</p>	<p>Know:</p> <p>RSE revise and develop their understanding of puberty and their right to physical boundaries</p> <p>DRUG EDUCATION that there are laws surrounding the use of legal drugs.</p> <p>BEING HEALTHY how and when to seek support if they are worried about their health and/or mental health.</p> <p>BULLYING MATTERS if a friendship (online or offline) is making them feel unsafe or uncomfortable.</p> <p>DIFFERENCE AND DIVERSITY what discrimination means and how to challenge it.</p> <p>RELATIONSHIPS MATTER the difference between a healthy and an unhealthy relationship and how relationships can change over time.</p>





RE Sticky Knowledge

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Sticky Knowledge in EYFS		Sticky knowledge in Key Stage 1			Sticky knowledge in Key Stage 2				
Early Year Statutory Framework	EYFS	National Curriculum	Year 1	Year 2	National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Believing:</p> <ul style="list-style-type: none"> To name a special person <p>Expressing:</p> <ul style="list-style-type: none"> To name a special time of year. <p>Living:</p> <ul style="list-style-type: none"> To know what is special about our world. <p>Connecting:</p> <p>Christianity (plus)</p>	<p>RE</p> <p>Derbyshire agreed syllabus</p> <ul style="list-style-type: none"> Believing Expressing Living <p>Understanding Christianity</p> <ul style="list-style-type: none"> God Creation Incarnation Gospel Salvation 	<p>Believing:</p> <p>Know a story that shows what Christians might think about God, re-tell in words, drama and pictures, suggesting what it means</p> <p>Expressing:</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used</p> <p>Living:</p> <p>Know how Christianity and Islam teach that people are valuable, giving examples.</p> <p>Christianity Islam</p>	<p>Believing:</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories</p> <p>Expressing:</p> <p>To know what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p> <p>Living:</p> <p>Know how Bible stories and stories from other faiths explain about caring for others and the world.</p> <p>Christianity Islam</p>	<p>RE</p> <p>Derbyshire agreed syllabus</p> <ul style="list-style-type: none"> Believing Expressing Living <p>Understanding Christianity</p> <ul style="list-style-type: none"> God Creation Incarnation Gospel Salvation People of God Kingdom of God 	<p>Believing:</p> <p>Know some of the ways in which Christians Hindus and/or Muslims describe God</p> <p>Expressing:</p> <p>Describe the practice of prayer in the religions studied</p> <p>Living:</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Christianity Islam Hinduism</p>	<p>Believing:</p> <p>Explain some ideas about good ways to treat others, arising from their learning.</p> <p>Expressing:</p> <p>Know about what is worth celebrating and remembering in religious communities and in their own lives</p> <p>Living:</p> <p>Know ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.</p> <p>Christianity Islam Hinduism</p>	<p>Believing:</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>Expressing:</p> <p>To know why people pray.</p> <p>Living:</p> <p>To know how different people live differently because of their belief.</p> <p>Christianity Islam Hinduism</p>	<p>Believing:</p> <p>To know how different people find comfort in religious and non-religious beliefs.</p> <p>Expressing:</p> <p>To compare how different religions express their belief.</p> <p>Living:</p> <p>To express their own thoughts about belief and how it impacts their daily life.</p> <p>Christianity Islam Hinduism</p>

	All Saints CE	Bakewell CE Infants	Darley Churchtown CE Primary	St. Giles CE Primary
Early Years	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Key Stage 1	<ul style="list-style-type: none"> Christianity Islam 		<ul style="list-style-type: none"> Christianity Judaism 	<ul style="list-style-type: none"> Christianity Islam
Key Stage 2	<ul style="list-style-type: none"> Christianity Islam Hinduism 		<ul style="list-style-type: none"> Christianity Islam Hinduism 	<ul style="list-style-type: none"> Christianity Islam Hinduism





Science Sticky Knowledge

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<p>Understanding the World</p> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Use magnifying glasses to make observations of animals and plants. • Describe signs of Spring, Summer, Autumn and Winter. • Observe and describe changes including seasons and state of matter. • Explain why things might happen in play e.g. Ice melting or objects sinking. 	<p>Science</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • Ask simple questions. • Make observations using simple equipment e.g. rainfall gauges, thermometers. • To perform simple tests. • To observe, describe and explain the changes in weather including seasonal changes. • To identify: fish, amphibians, reptiles, birds and mammals and classify. 	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Make careful observations using equipment e.g. Thermometers. • To perform simple tests and use the data collected to answer questions. • Record data using simple pictograms, tall charts, block diagrams and simple tables. • To describe the basic needs of animals and humans for survival. 	<p>Science</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • Ask relevant questions. • Understand what is meant by a fair test. • Set up simple practical enquiries. • Make careful observations and take accurate measurements using standard units. • Record data and results using pictograms. • Record findings using simple scientific language. • Use results to draw simple conclusions. 	<ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests. • Take accurate measurements using standard units, using a range of equipment. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record data and results using bar charts. • From their conclusions, make predictions for new values, suggest improvements and raise further questions. • Use straightforward scientific evidence to answer questions or to support findings. • identify differences, similarities or changes related to simple scientific ideas and processes. 	<ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, recognising variables. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using line graphs. • Report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. 	<ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, recognising and controlling variables where necessary. • Know when it would be appropriate to take repeat readings. • Record data and results of increasing complexity using scientific diagrams and pie charts. • Report and present findings from enquiries, including an explanation of the degree of trust in the results.

