KS1 Links to National Curriculum

<u>Science</u>

BBG teaching session (→)	Growth	Rainforest Fun	Rainforest Fun with Live Animals	Animal Handling	Sensational Science	Gardens Tour	Glasshouse Tour	Senses Walk	Art Without A Paintbrush	Food Chains	Tree Fun	Pond & Land Minibeast Explorers	Butterfly Lifecycle with Live Butterflies
Working scientifically (all years)	*	*	*	*	*	*	*	*		*	*	*	*
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)	*	*	*	*	*	*	*	*	*	*	*	*	*
Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)	*	*	*	*	*	*	*	*	*		*	*	*
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1)	*	*	*	*		*	*	*	*	*	*	*	*
Identify and name a variety of animals that are carnivores, herbivores and omnivores. (Y1)		*	*	*		*	*	*		*		*	*
Describe and compare the structure of a	*	*	*	*		*	*	*		*		*	*

(fish, amphblans, replies, bits and mammals, including pets), (Y1) *	variety of common animals										
mammals, including pets), (Y1) * <td>(fish, amphibians,</td> <td></td>	(fish, amphibians,										
including pets). . <td></td>											
(Y1)											
draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1) between an object and the material from which it is made. (Y1) ldentify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. (Y1) Describe the simple physical properties of a variety of everyday materials, (Y1) Compare and group together a variety of everyday materials, (Y1) Describe the simple physical properties of a variety of everyday materials on the basis of their simple physical	(Y1)										
the basic parts of the human body and say which part of the body is associated with each sense. (Y1) Distinguish shoe between an object and the material from which it is made. (Y1) Identify and name a variety of veryday materials, including wood, plastic, glass, metal, water and rook. (Y1) Describe the * * * * * * * * * * * * simple physical Properties of a variety of everyday materials. (Y1) Compare and group together a variety of everyday materials on the basis of their simple physical			*	*		*	*	*			
the human body and say which part of the body is associated with each sense. (Y1) Distinguish * * * * * * * * * * * * * * * between an object and the material from which it is made. (Y1) Identify and name a variety of everyday materials, (Y1) Describe the simple physical group together a variety of everyday materials. (Y1) Compare and group together a variety of everyday materials. (Y1) Compare and group together a variety of everyday materials. (Y1) Compare and group together a variety of everyday materials. (Y1) Compare and yariety of everyday materials. (Y1) Compare and yariety of everyday materials. (Y1) Compare and yariety of everyday materials on the basis of their											
and say which part of the body is associated with each sense. (Y1) 											
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associated with each sense. (Y1) -											
each sense. (Y1) -											
Distinguish between an object and the material from which it is made. (Y1) * <td></td>											
object and the materials from which it is made. (Y1) Identify and name * * * * * * * * * * * * * * * * * * *	Distinguish	*	*		*		*	*	*	*	
material from which it is made. (Y1) *											
which it is made. (Y1) * <td></td>											
(Y1)Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. (Y1)***											
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. (Y1)*** </td <td></td>											
a variety of everyday materials, including wood, plastic, glass, metal, water and rock. (Y1) Describe the * * * * * * * * * * * * * * simple physical properties of a variety of everyday materials. (Y1) Compare and group together a variety of everyday materials. (Y1) Compare and variety of everyday materials. (Y1) Compare and variety of everyday materials. (Y1) Compare and variety of everyday materials. (Y1) Compare and variety of everyday materials on the basis of their simple physical											
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materials, including wood, plastic, glass, including wood, including wood, plastic, glass, metal, water and including wood, including wood, including wood, Describe the * * * * * * * Describe the * * * * * * * * simple physical properties of a variety of everyday - <											
including wood, plastic, glass, metal, water and rock. (Y1) Describe the simple physical properties of a variety of everyday materials. (Y1) Compare and group together a variety of everyday materials on the basis of their simple physical											
plastic, glass, metal, water and rock. (Y1)											
metal, water and rock. (Y1)Image: second se											
rock. (Y1) <td></td>											
Describe the simple physical properties of a variety of everyday materials. (Y1)**<											
properties of a variety of everyday materials. (Y1) Compare and * * * * * * * * * * * * * * * * * * *		*	*		*	*	*	*	*	*	
variety of everyday materials. (Y1)											
everyday materials. (Y1)Image: Constraint of the state											
materials. (Y1)Image: Compare and group together a variety of everyday***<											
Compare and group together a variety of everyday materials on the basis of their simple physical***											
group together a variety of everyday materials on the basis of their simple physical		 -									
variety of everyday materials on the basis of their simple physical		*	*			*	*	*	*	*	
everyday materials on the basis of their simple physical											
materials on the basis of their simple physical											
basis of their simple physical											
simple physical											
	properties. (Y1)										

Observe changes	*	*	*	*		*	*	*	*	*	*	*	*
across the four													
seasons. (Y1)													
Observe and	*	*	*	*		*	*	*	*	*	*	*	*
describe weather													
associated with													
the seasons and													
how day length													
varies. (Y1)													
Explore and	*	*	*	*	*	*	*	*	*	*	*	*	*
compare the													
differences													
between things													
that are living,													
dead and things													
that have never													
been alive. (Y2)													
Identify that most	*	*	*	*		*	*	*		*	*	*	*
living things live in													
habitats to which													
they are suited													
and describe how													
different habitats													
provide for the													
basic needs of													
different kinds of													
animals and													
plants, and how													
they depend on													
each other. (Y2)													
Identify and name	*	*	*	*	*	*	*	*	*	*	*	*	*
a variety of plants													
and animals in													
their habitats,													
including micro-													
habitats. (Y2)													
Describe how	*	*	*	*		*	*	*		*	*	*	*
animals obtain													
their food from													
plants and other													
animals, using the idea of a simple food chain, and identify and name													

different sources													
of food. (Y2)													
Observe and	*	*	*			*	*	*	*	*	*	*	*
describe how										••			
seeds and bulbs													
grow into mature													
plants. (Y2)													
Find out and	*	*	*			*	*	*			*		*
describe how	^	Ŷ	~			^	Ŷ	Â			Â		^
plants need													
water, light and a suitable													
temperature to													
grow and stay													
healthy. (Y2)		*	*	*		*	*			*		*	*
Notice that		*	*	*		*	*			*		*	*
animals, including													
humans, have offspring which													
grow into adults. (Y2)													
Find out about	*	*	*	*		*	*	*		*		*	*
and describe the	*	*	*	*		*	*	*		*		*	*
basic needs of													
animals, including humans, for													
survival (water,													
food and air). (Y2)													
Describe the		*	*		*	*	*			*	*	*	*
importance for		Ŷ	~		^	^	Ŷ			^	Â	^	^
humans of													
exercise, eating													
the right amounts													
of different types													
of food, and													
hygiene. (Y2)													
Identify and		*	*	*	*	*	*		*		*		
compare the													
suitability of a													
variety of													
everyday													
materials,													
including wood,													
metal, plastic,													
glass, brick, rock,													
91430, DHON, 100N,					1		1	1			I		L

paper and cardboard, for particular uses. (Y2)						
Find out how the				*	*	
shapes of solid						
objects made						
from some						
materials can be						
changed by						
squashing,						
bending, twisting						
and stretching.						
(Y2)						

<u>Geography</u>

BBG teaching session (→)	Growth	Rainforest Fun	Rainforest Fun with Live Animals	Animal Handling	Sensational Science	Gardens Tour	Glasshouse Tour	Senses Walk	Art Without A Paintbrush	Food Chains	Tree Fun	Pond & Land Minibeast Explorers	Butterfly Lifecycle with Live Butterflies
Name and locate the world's seven continents and five oceans.	*	*	*	*		*	*				*	*	*
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country.		*	*	*		*	*				*	*	*
Identify seasonal and daily weather patterns in the	*	*	*	*		*	*				*	*	*

United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.											
Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	*	*	*	*	*	*	*		*	*	*
Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		*	*		*	*		*		*	
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	*	*	*	*							
Use simple compass directions (North,	*	*	*	*							

South, East and							
West) and							
locational and							
directional							
language [for							
example, near							
and far; left and							
right], to describe							
the location of							
features and							
routes on a map.							

<u>English</u>

BBG teaching session (→)	Growth	Rainforest Fun	Rainforest Fun with Live Animals	Animal Handling	Sensational Science	Gardens Tour	Glasshouse Tour	Senses Walk	Art Without A Paintbrush	Food Chains	Tree Fun	Pond & Land Minibeast Explorers	Butterfly Lifecycle with Live Butterflies
Listen and respond appropriately to adults and their peers.	*	*	*	*	*	*	*	*	*	*	*	*	*
Ask relevant questions to extend their understanding and knowledge.	*	*	*	*	*	*	*	*	*	*	*	*	*
Use relevant strategies to build their vocabulary.	*	*	*	*	*	*	*	*	*	*	*	*	*
Articulate and justify answers, arguments and opinions.	*	*	*	*	*	*	*	*	*	*	*	*	*
Give well- structured descriptions, explanations and narratives for different purposes,	*	*	*	*	*	*	*	*	*	*	*	*	*

including for													
expressing													
feelings.													
Maintain attention	*	*	*	*	*	*	*	*	*	*	*	*	*
and participate													
actively in													
collaborative													
conversations,													
staying on topic													
and initiating and													
responding to													
comments.													
Use spoken	*	*	*	*	*	*	*	*	*	*	*	*	*
language to													
develop													
understanding													
through													
speculating,													
hypothesizing,													
imagining and													
exploring ideas.													
Speak audibly	*	*	*	*	*	*	*	*	*	*	*	*	*
and fluently with													
an increasing													
command of													
Standard English													
Participate in	*	*	*	*	*	*	*	*	*	*	*	*	*
discussions,													
presentations,													
performances,													
role play,													
improvisations													
and debates.													
Gain, maintain	*	*	*	*	*	*	*	*	*	*	*	*	*
and monitor the													
interest of the													
listener(s).													
Consider and	*	*	*	*	*	*	*	*	*	*	*	*	*
evaluate different													
viewpoints,													
attending to and													
building on the													
contribution of													
others.													

Select and use	*	*	*	*	*	*	*	*	*	*	*	*	*
appropriate	~	~	ň	~	, n	~	~	~	*	~	~	~	~
registers for													
effective													
communication.													
	*	*	*	*	*	*	*	*		*		*	*
Apply phonic	*	*	*	*	*	*	*	*		*		*	*
knowledge and													
skills as the route													
to decode words.													
(Y1)													-
Read accurately	*	*	*	*	*	*	*	*		*		*	*
by blending													
sounds in													
unfamiliar words													
containing GPCs													
that have been													
taught. (Y1)													
Read common		*	*			*	*						*
exception words,													
noting unusual													
correspondences													
between spelling													
and sound and													
where these													
occur in the word.													
(Y1)						-							
Read words	*	*	*			*	*	*		*		*	*
containing taught													
GPCs and -s, -es,													
-ing, -ed, -er and -													
est endings. (Y1)													
Read other words	*	*	*			*	*	*		*		*	*
of more than one													
syllable that													
contain taught													
GPCs. (Y1)													
Read words with		*	*			*	*						*
contractions [for													
example, I'm, I'll,													
we'll], and													
understand that													
the apostrophe													
represents the													
omitted letter(s).													
(Y1)													

Dertigingto in	*	*	*	Т	*	*	*	4	r r	*	*
Participate in discussions about	*	*	*		*	*	~	*		*	*
what is read to											
them, taking turns											
and listening to											
what others say.											
(Y1)											
Explain clearly	*	*	*		*	*	*	*		*	*
their											
understanding of											
what is read to											
them. (Y1)											
Continue to apply	*	*	*		*	*	*	*		*	*
phonic knowledge											
and skills as the											
route to decode											
words until											
automatic											
decoding has											
become											
embedded and											
reading is fluent.											
(Y2)											
Read accurately	*	*	*		*	*	*	*		*	*
by blending the											
sounds in words											
that contain the											
graphemes taught											
so far, especially											
recognising											
alternative											
sounds for											
graphemes. (Y2)											
Read accurately	*	*	*	1	*	*	*	*		*	*
words of two or											
more syllables											
that contain the											
same graphemes											
as above. (Y2)	*	*	т. 	+ +	*		*	т.		*	*
Read words	*	*	*		*	*	*	*		*	*
containing											
common suffixes.											
(Y2)				ļ							
Read further		*	*		*	*					*
common											

exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Y2)										
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (Y2)	*	*	*		*	*	*	*	*	*

Mathematics

BBG teaching session (→)	Growth	Rainforest Fun	Rainforest Fun with Live Animals	Animal Handling	Sensational Science	Gardens Tour	Glasshouse Tour	Senses Walk	Art Without A Paintbrush	Food Chains	Tree Fun	Pond & Land Minibeast Explorers	Butterfly Lifecycle with Live Butterflies
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. (Y1)		*	*	*		*	*			*	*	*	*
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. (Y1)		*	*	*		*	*			*	*	*	*
Given a number, identify one more	*	*	*	*	*	*	*	*	*	*	*	*	*

and one less. (Y1)													
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. (Y1)	*	*	*	*	*	*	*	*	*	*	*	*	*
Read and write numbers from 1 to 20 in numerals and words. (Y1)		*	*			*	*					*	*
Add and subtract one-digit and two- digit numbers to 20, including zero. (Y1)		*	*	*		*	*			*	*	*	*
Recognise, find and name a half as one of two equal parts of an object, shape or quantity. (Y1)	*	*	*	*	*	*	*	*	*	*	*	*	*
Use place value and number facts to solve problems. (Y2)		*	*	*		*	*	*	*	*	*	*	*
Solve problems with addition and subtraction. (Y2)	*	*	*	*	*	*	*	*	*	*	*	*	*

<u>History</u>

BBG teaching session (→)	Growth	Rainforest Fun	Rainforest Fun with Live Animals	Animal Handling	Sensational Science	Gardens Tour	Glasshouse Tour	Senses Walk	Art Without A Paintbrush	Food Chains	Tree Fun	Pond & Land Minibeast Explorers	Butterfly Lifecycle with Live Butterflies
Changes within living memory.		*	*	*		*	*			*	*	*	*
Events beyond living memory that are significant nationally or globally.		*	*	*		*	*			*	*	*	*
The lives of significant individuals in the past who have contributed to national and international achievements.		*	*			*	*		*		*		*
Significant historical events, people and places in their own locality.		*	*	*		*	*		*		*	*	*

<u>Art & Design</u>

BBG teaching session (→)	Growth	Rainforest Fun	Rainforest Fun with Live	Animal Handling	Sensational Science	Gardens Tour	Glasshouse Tour	Senses Walk	Art Without A Paintbrush	Food Chains	Tree Fun	Pond & Land Minibeast	Butterfly Lifecycle with Live
To use a range of materials creatively to design and make products.	*	*	Animals *		*			*	*		*	Explorers	Butterflies *
To use drawing, painting and sculpture to									*		*		

develop and share their ideas, experiences and imagination.							
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.					*	*	
About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					*		

<u>Music</u>

BBG teaching session (→)	Growth	Rainforest Fun	Rainforest Fun with Live Animals	Animal Handling	Sensational Science	Gardens Tour	Glasshouse Tour	Senses Walk	Art Without A Paintbrush	Food Chains	Tree Fun	Pond & Land Minibeast Explorers	Butterfly Lifecycle with Live Butterflies
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.		*	*										
Play tuned and untuned instruments musically.		*	*										
Experiment with, create, select and		*	*										

combine sounds using the inter-							
related dimensions of							
music.							



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