

## KS1 Links to National Curriculum

### Science

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	*	*	*	*		*	*	*		*		*	*

variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1)													
Identify, name, draw and label the basic parts of 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, 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 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 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 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,		*	*	*	*	*	*		*		*		

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)									*		*		

### Geography

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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	*	*	*	*		*	*				*	*	*







Select and use appropriate 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)		*	*			*	*						*

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 words of two or more syllables that contain the same graphemes as above. (Y2)	*	*	*			*	*	*		*		*	*
Read words containing common suffixes. (Y2)	*	*	*			*	*	*		*		*	*
Read further common		*	*			*	*						*





## History

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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.		*	*	*		*	*		*		*	*	*

## Art & Design

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To use a range of materials creatively to design and make products.	*	*	*		*			*	*		*		*
To use drawing, painting and sculpture to									*		*		



combine sounds using the inter-related dimensions of music.													
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