

KS2 Links to National Curriculum

Science

BBG teaching session (→)	Rainforest Fun	Rainforest Fun with Live Animals	Animal Handling	Growth	Rainforest Challenge	Sensational Science	Gardens Tour	Glasshouse Tour	Natural Art	Food Chains	Pond & Land Minibeast Explorers	Japanese Challenge
Working scientifically (all years)	*	*	*	*	*	*	*	*		*	*	*
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3)	*	*		*	*		*	*	*			*
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. (Y3)	*	*		*	*		*	*				*
Investigate the way in which water is transported within plants. (Y3)	*	*		*	*		*	*				*
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)	*	*	*	*	*		*	*	*		*	*
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3)	*	*	*	*	*	*	*	*		*	*	

Find patterns between the volume of a sound and the strength of the vibrations that produced it. (Y4)	*	*										
Recognise that sounds get fainter as the distance from the sound source increases. (Y4)	*	*										
Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. (Y4)						*						
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5)	*	*	*							*	*	
Describe the life process of reproduction in some plants and animals. (Y5)	*	*	*	*	*		*	*			*	
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6)	*	*	*	*	*		*	*		*	*	*
Give reasons for classifying plants and animals based on specific characteristics. (Y6)	*	*	*	*	*		*	*		*	*	*
Describe the ways in which nutrients and water are transported within animals, including humans. (Y6)	*	*	*								*	
Recognise that living things have changed over time and	*	*	*		*		*	*			*	

that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6)												
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6)	*	*	*	*	*	*	*	*	*	*	*	*
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6)	*	*	*	*	*		*	*		*	*	*

Geography

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Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	*	*	*	*	*		*	*				
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of	*	*	*		*		*	*				

Cancer and Capricorn, Artic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).												
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.	*	*	*		*		*	*				
Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	*	*	*	*	*		*	*				
Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	*	*			*		*	*		*	*	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	*	*	*	*	*							*
Use fieldwork to observe, measure, record and present					*		*	*			*	*

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (Y3&4)					*						*	*
Increase the legibility, consistency and quality of their handwriting. (Y3&4)					*						*	*
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y3&4)					*						*	*
Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (Y5&6)	*	*		*	*		*	*		*	*	*
Provide reasoned justification for their views. (Y5&6)	*	*	*	*	*	*	*	*	*	*	*	*
Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Y5&6)					*						*	*

Mathematics

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Compare and order numbers up to 1000. (Y3)	*	*	*	*	*	*	*	*		*	*	*
Solve number problems and practical problems involving these ideas. (Y3)	*	*	*	*	*	*	*	*		*	*	*
Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, and a three-digit number and hundreds. (Y3)	*	*	*	*	*	*	*	*		*	*	*
Order and compare numbers beyond 1000. (Y4)	*	*	*		*		*	*		*	*	*
Round any number to the nearest 10, 100 or 1000. (Y4)	*	*	*	*	*		*	*		*	*	
Solve number and practical problems that involve all of the above and with increasingly large positive numbers. (Y4)	*	*	*	*	*		*	*		*	*	

History

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A local history study.							*	*				
A study of an aspect or theme in British history that	*	*	*		*		*	*				*

Listen with attention to detail and recall sounds with increasing aural memory.	*	*										
Develop an understanding of the history of music.	*	*										

Physical Education

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Take part in outdoor and adventurous activity challenges both individually and within a team.	*	*			*	*			*	*	*	*

