KS2 Links to National Curriculum

<u>Science</u>

BBG teaching session (\rightarrow)	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)	*	*	*	*	*	*	*	*		*	*	

Identify that humans and some animals have	*	*	*						*	*	
skeletons and muscles for											
support, protection and											
movement. (Y3)											
Describe in simple terms	*	*	*		*		*				
how fossils are formed when											
things that have lived are											
trapped within rock. (Y3)											
Recognise that soils are	*	*		*	*	*	*	*	*	*	
made from rocks and											
organic matter. (Y3)											
Recognise that living things	*	*	*	*	*	*	*		*	*	*
can be grouped in a variety											
of ways. (Y4)											
Explore and use	*	*	*							*	
classification keys to help											
group, identify and name a											
variety of living things in their local and wider environment.											
(Y4)											
Recognise that	*	*	*	*	*	*	*	*	*	*	*
environments can change											
and that this can sometimes											
pose dangers to living											
things. (Y4)											
Construct and interpret a	*	*	*		*	*	*		*	*	
variety of food chains,											
identifying producers,											
predators and prey. (Y4)											
Identify how sounds are	*	*									
made, associating some of											
them with something											
vibrating. (Y4)											
Find patterns between the	*	*									
pitch of a sound and features of the object that produced it.											
(Y4)											
(14)				1				l	l		

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)	*	*	*	*	*		*	*		*	*	*

<u>Geography</u>

BBG teaching session (\rightarrow)	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
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					*	*	*		*	*

the human and physical						
features in the local area						
using a range of methods,						
including sketch maps, plans						
and graphs, and digital						
technologies.						

<u>English</u>

BBG teaching session (\rightarrow)	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
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 registers for effective communication.	*	*	*	*	*	*	*	*	*	*	*	*
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	*	*	*	*	*	*	*	*	*	*	*	*
Retrieve, record (and present – just Y5&6) information from non-fiction.	*	*	*	*	*	*	*	*	*	*	*	*
Proof-read for spelling and punctuation errors.					*						*	*
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (Y3&4)	*	*	*	*	*	*	*	*	*	*	*	*

Use the diagonal and horizontal stokes that are needed to join letters, when adjacent to one another, rae best left unjoined. (Y3&4) * <								-					
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) *	Use the diagonal and					*						*	*
understand which letters, when adjacent to one another, are best left unjoined. (Y384) * <	horizontal strokes that are												
when adjacent to one another, are best left unjoined. (Y3&4) *	needed to join letters and												
another, are best left wijoined. (Y384) *	understand which letters,												
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consistency and quality of their handwriting. (Y3&4)	unjoined. (Y3&4)												
Their handwriting, (Y3&4)	Increase the legibility,					*						*	*
Their handwriting, (Y3&4)	consistency and quality of												
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) *													
to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y3&4) 						*						*	*
class, using appropriate intonation and controlling the intonation and controlling the *	to a group or the whole												
intonation and controlling the tone and volume so that the meaning is clear. (Y3&4)													
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)*** <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>													
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have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. (Y5&6) Image: the second secon	understanding of what they												
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on the topic and using notes where necessary. (Y5&6)Image: second of the conductive second o	debates, maintaining a focus												
Provide reasoned*** <td>on the topic and using notes</td> <td></td>	on the topic and using notes												
justification for their views. (Y5&6)image: search of the	where necessary. (Y5&6)												
(Y5&6) Image: Constraint of the second s	Provide reasoned	*	*	*	*	*	*	*	*	*	*	*	*
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 * *	justification for their views.												
with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join	(Y5&6)												
with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join	Write legibly, fluently and					*						*	*
choosing which shape of a													
letter to use when given choices and deciding whether or not to join													
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Mathematics

BBG teaching session (\rightarrow)	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
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)	*	*	*	*	*		*	*		*	*	

<u>History</u>

BBG teaching session (\rightarrow)	Rainforest	Rainforest	Animal	Growth	Rainforest	Sensational	Gardens	Glasshouse	Natural	Food	Pond &	Japanese
	Fun	Fun with Live Animals	Handling		Challenge	Science	Tour	Tour	Art	Chains	Land Minibeast Explorers	Challenge
A local history study.							*	*			•	
A study of an aspect or theme in British history that	*	*	*		*		*	*				*

extends pupils' chronological									
knowledge beyond 1066.									
A non-European society that	*	*	*	*	*	*	*		*
provides contrast with British									
history.									

<u>Art & Design</u>

BBG teaching session (\rightarrow)	Rainforest	Rainforest	Animal	Growth	Rainforest	Sensational	Gardens	Glasshouse	Natural	Food	Pond &	Japanese
	Fun	Fun with	Handling		Challenge	Science	Tour	Tour	Art	Chains	Land	Challenge
		Live									Minibeast	
		Animals									Explorers	
To improve their mastery of	*	*			*		*	*	*			*
art and design techniques,												
including drawing, painting												
and sculpture with a range of												
materials.												

<u>Music</u>

BBG teaching session (\rightarrow)	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
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, with increasing accuracy, fluency, control and expression.	*	*										
Improvise and compose music for a range of purposes using the inter- related dimensions of music.	*	*										

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

Physical Education

BBG teaching session (\rightarrow)	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
Take part in outdoor and adventurous activity challenges both individually and within a team.	*	*			*	*			*	*	*	*



Updated September 2023