



Term 6 Curriculum links

This term's tree topic will create many learning opportunities that can be linked to different aspects of the curriculum throughout the UK. Here are some potential links to each country's curriculum.

England

KS1

SC1 Scientific enquiry

Knowledge, skills and understanding

Ideas and evidence in science

1. Pupils should be taught that it is important to collect evidence by making observations and measurements when trying to answer a question.

SC2 Life processes and living things

1. Life processes

- c. to relate life processes to animals and plants found in the local environment.

3. Green plants

Pupils should be taught:

- a. to recognise that plants need light and water to grow
- b. to recognise and name the leaf, flower, stem and root of flowering plants
- c. that seeds grow into flowering plants.

4. Variation and classification

Pupils should be taught to:

- b. group living things according to observable similarities and differences.

5. Living things in their environment

Pupils should be taught to:

- a. find out about the different kinds of plants and animals in the local environment
- b. identify similarities and differences between local environments and ways in which these affect animals and plants that are found there
- c. care for the environment.

MA3 Space shape and measure

Knowledge, skills and understanding

Using and applying shape, space and measures

Understanding measures

4. Pupils should be taught to:

- c. estimate, measure and weigh objects; choose and use simple measuring instruments, reading and interpreting numbers, and scales to the nearest labelled division.

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through:

1. practical activity, exploration and discussion
2. using mathematical ideas in practical activities, then recording these using objects, pictures, diagrams, words, numbers and symbols
3. estimating, drawing and measuring in a range of practical contexts
4. activities that encourage them to make connections between number work and other aspects of their work in mathematics.

Art & Design

Knowledge, skills and understanding

Exploring and developing ideas

1. Pupils should be taught to:

- record from first-hand observation, experience and imagination, and explore ideas

Knowledge and understanding

4. Pupils should be taught about:

1. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
2. materials and processes used in making art, craft and design

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:

1. exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment]
2. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
3. using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture]
4. investigating different kinds of art, craft and design [for example, in the locality, in original and reproduction form, during visits to museums, galleries and sites, on the internet].

Citizenship & PSHE

2. Preparing to play an active role as citizens

Pupils should be taught

- g. what improves and harms their local, natural and built environments and about some of the ways people look after them

SC2 Life processes and living things

1. Life processes

Pupils should be taught:

- b. that the life processes common to plants include growth, nutrition and reproduction
- c. to make links between life processes in familiar animals and plants and the environments in which they are found.

Green plants

3. Pupils should be taught:

Growth and nutrition

- 1. the effect of light, air, water and temperature on plant growth
- 2. the role of the leaf in producing new material for growth
- 3. that the root anchors the plant, and that water and minerals are taken in through the root and transported through the stem to other parts of the plant

Reproduction

Pupils should be taught:

about the parts of the flower [for example, stigma, stamen, petal, sepal] and their role in the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.

4. Variation and classification

Pupils should be taught:

- a. to make and use keys
- b. how locally occurring animals and plants can be identified and assigned to groups
- c. that the variety of plants and animals makes it important to identify them and assign them to groups.

5. Living things in their environment

Pupils should be taught:

- a. about ways in which living things and the environment need protection

Adaptation

- b. about the different plants and animals found in different habitats
- c. how animals and plants in two different habitats are suited to their environment

Micro-organisms

- f. that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial [for example, in the breakdown of waste, in making bread] or harmful [for example, in causing disease, in causing food to go mouldy].

MA2 Number and algebra

Solving numerical problems

4. Pupils should be taught to:

- 1. choose, use and combine any of the four number operations to solve word problems involving numbers in 'real life', money or measures of length, mass, capacity or time, then perimeter and area
- 2. choose and use an appropriate way to calculate and explain their methods and reasoning

MA3 Space shape and measure

Understanding properties of shape

2. Pupils should be taught to:
 1. recognise right angles, perpendicular and parallel lines; know that angles are measured in degrees and that one whole turn is 360 degrees and angles at a point total 360 degrees, then recognise that angles at a point on a straight line total 180 degrees; know that the sum of the angles of a triangle is 180 degrees

Understanding measures

4. Pupils should be taught to:
 4. find perimeters of simple shapes; find areas of rectangles using the formula, understanding its connection to counting squares and how it extends this approach; calculate the perimeter and area of shapes composed of rectangles.

Art & Design

Investigating and making art, craft and design

2. Pupils should be taught to:
 1. investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

Breadth of study

5. During the key stage, pupils should be taught the knowledge, skills and understanding through:
 1. exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments]
 2. working on their own, and collaborating with others, on projects in two and three dimensions and on different scales
 3. using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture]

Citizenship & PSHE

Developing a healthy, safer lifestyle

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:
 1. take responsibility [for example, for planning and looking after the school environment.

KS3

This activity can be used to support the PLTS framework to develop the following skills:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participators

Scotland

Science

Experiences and Outcomes	
Biodiversity and interdependence	
Early Stage	SCN 0-03a
First Stage	SCH 1-01a
	SCN 1-03a
Second Stage	SCN 2-02b

Numeracy and Mathematics

Experiences and Outcomes	
Estimating and rounding	
Early Stage	MNU 0-01a
First stage	MNU 1-01a
Second Stage	MNU 2-01a

Measurement

Early Stage	MNU 0-11a
First Stage	MNU 1-11b
Second Stage	MNU 2-11c

Technologies

Experience and Outcomes	
Food and Textile Contexts	
First Stage	TCH 1-11a
Second Stage	TCH 2.12a

Northern Ireland

Foundation stage

Language and literacy:

Attention and listening skills, social use of language, language and thinking, an extended vocabulary

Mathematics and numeracy:

Understanding number, counting and number recognition, measures, shape and space, sorting, patterns and relationships

Art and design:

Observe and respond to things seen, handled, remembered and imagined. Explore and use a wide range of materials and processes

The world around us:

Interdependence, place, change over time

Personal development and mutual understanding:

Health and safety, positive attitude to learning and taking on new challenges

Key stage 1 and 2

Language and literacy:

Talking and listening; reading; writing

Mathematics and numeracy:

Processes in mathematics, number, measures, shape and space, handling data

Art and design:

Investigate and respond to a direct sensory experience, experiment with a range of media, materials, tools and processes

The world around us:

Geography: how people's actions can affect plants and animals, local habitats; changes over time

Science and technology: the variety of living things in the world and how to take care of them; how animal or plant behaviour is influenced by seasonal change, how animals use colour to adapt to their natural habitat, changes in the local environment including how they can affect living things

Personal development and mutual understanding:

Positive attitudes to learning and achievement, understanding how their environment could be made better or worse to live in and what contribution they can make.

Key stage 3

Language and literacy:

Plan and create an effective communication campaign (ESD)

The arts:

Explore ways of using waste materials in a creative context (ESD); communicate effectively showing awareness of audience and purpose

Environment and society:

Geography: develop enquiry and fieldwork skills; explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations.(ESD)

Science and technology:

Science: develop a range of practical skills; Learn about the environment and human influences; investigate what can be done to conserve and promote biodiversity (ESD)

Technology and design: selecting and using materials fit for purpose, safe use of a range of tools, abide by health and safety rules, identify product needs and pursue sustainable harmonious design solutions in a local outdoor/indoor context (ESD)

Personal and Social Development, Well-Being and Cultural Diversity

- ask questions about how and why special things should be treated with respect and respond personally
- demonstrate care, respect and affection for their environment
- take risks and become confident explorers of their indoor and outdoor learning environments

Language, Literacy and Communication Skills

Experience activities in the indoor and outdoor learning environments

- oracy – listen to and carry out instructions. In their explanations, descriptions incorporate relevant detail
- reading – be able to talk about information as they predict events and explore meaning
- writing – write in the indoor and outdoor learning environments

Mathematical Development

- number – observe number and patterns in the environment
- measure and money – choose units and measuring equipment appropriate to a relevant measuring task
- shape, position and movement – fit together and move shapes and solids in various ways
- handling data – sort, collect and represent data using one or more criteria

Welsh Language Development

Experience activities in the indoor and outdoor learning environments

- oracy – view and listen carefully to a variety of visual and audio-visual stimuli
- reading – read aloud their own work
- writing – write in the indoor and outdoor learning environments

Knowledge and Understanding of the World

- places and people – recognise how people's actions can improve or damage the environment
- time and people – recognise the changes caused by time
- myself and other living things – observe differences between animals and plants, identify some animals and plants that live in the outdoor environment
- identify the effects the different seasons have on some animals and plants
- myself and non-living things – develop an awareness of, and be able to distinguish between, made and natural materials

Creative Development

Explore, investigate and use the indoor and outdoor learning environments

- develop their understanding of planning, designing, modelling, modifying and reflecting
- make choices when choosing materials and resources
- use a variety of materials and tools for experimentation and problem solving

Key stage 2

English

- oracy – identify key points and follow up ideas through questions and comment
- reading – retrieve and collate information and ideas from a range of sources
- writing – present writing appropriately using features of layout

Welsh Language

- oracy – experience a range of audio, audio-visual, visual and written stimuli
- reading – experience a variety of texts and forms
- writing – write for a variety of purposes in a variety of forms

Mathematics

Number

- understand number and number notation
- calculate in a variety of ways

Measures and Money

- choose appropriate standard units of length
- find perimeters of simple shapes; find areas and volumes by counting and other practical methods

Shape, Position and Movement

- understand and use the properties of shapes
- understand and use the properties of position and movement

Handling Data

- collect, represent and interpret data in a variety of ways

Science

- interdependence of organisms – investigate how animals and plants are independent yet rely on each other for survival; through fieldwork, the plants and animals found in two contrasting environments
- the environment factors that affect what grows and lives in those two localities, e.g. sunlight, water availability, temperature
- the sustainable earth – a consideration of what waste is and what happens to local waste that can be recycled and that which cannot be recycled

Geography

- living in my world – caring for places and environments and the importance of being a global citizen
- fieldwork to observe and investigate real places and processes
- investigating – observe and ask questions, measure collect and record data, organise and analyse evidence
- communicate findings in a variety of ways

Art and design

- investigate the natural environment using a variety of materials
- investigate natural objects and environments
- work in different contexts such as outdoors

Curriculum Cymreig

- develop and apply knowledge and understanding of the environmental characteristics of Wales
- children have the opportunity to study recycling, sustainability and the impact of humans within their locality and further afield

Key stage 3

English

- oracy – develop their ability to organise and extend their talk using an increasing range of sentence structures and precise and effective vocabulary
- reading – retrieve, collate and synthesise information and ideas from a range of sources
- writing – draft, edit and improve their work, using ICT as appropriate

Welsh Language

- oracy – experience a range of audio, audio-visual, visual and written stimuli
- reading – experience a variety of texts and forms
- writing – write for a variety of purposes in a variety of forms

Mathematics

- understand number and number notation
- measures – make sensible estimates of length, mass, capacity and time in everyday situations
- shape, position and movement – explore the properties of shapes through drawing and practical work

Science

- interdependence of organisms and their representation as food webs, pyramids of numbers and simple energy-flow diagrams. How and why food webs are affected by environmental factors
- how human activity affects the global environment
- the properties of sustainable materials and how these are related to their uses in everyday life

Geography

- explain the causes and effects of physical and human processes and how the processes interrelate
- explain how and why places and environments change and identify trends and future implications

Art and design

- develop specific skills for investigating the natural environment
- investigate natural objects and environments