

Curriculum Links – Key Stage 1&2

The following topics and criteria in the British National Curriculum are addressed through using a combination of Generation 2050's book entitled 'A Children's Guide to Animal Behaviour and Welfare' and the two complementary lessons and videos on animal behaviour and animal welfare.

Science Topics:

-  Living things and their habitats
-  Animals Including humans

English Topics:

-  Reading
-  Reading Comprehension
-  Spoken Language

Science Key stages 1 &2

Criteria:

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|  Pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. |  |
|  Pupils should build up an extended specialist vocabulary |  |
|  Pupils should be able to use technical terminology accurately and precisely |  |
|  The principle focus of key stage one is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. |  |
|  They should be encouraged to develop their understanding of scientific ideas by classifying things, carrying out simple comparative tests and finding things out using secondary sources of information. |  |
|  They should begin to use simple scientific language to talk about what they have found out and communicate their ideas in a variety of ways. |  |

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| <p>☛ There should be some use of secondary sources such as books, photographs and videos.</p> |  |
| <p>☛ Working scientifically: asking questions, identifying and classifying, using observations and idea to answer questions, gathering data to answer questions</p> |  |
| <p>☛ They should use simple features to compare object, materials and living things</p> |  |
| <p>☛ Pupils should be taught to identify and name a variety of animals, including, fish, amphibians, reptiles, birds and mammals</p> |  |
| <p>☛ Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> |  |
| <p>☛ Describe and compare the structure of common animals</p> |  |
| <p>☛ Pupils might work scientifically by using their observation to compare and contrast animals first hand or through videos and photos, describing how they identify and group them by what they eat or by different textures, sounds and smells.</p> |  |
| <p>☛ Pupils should be taught to compare the difference between things that are living, dead and things that have never been alive.</p> |  |
| <p>☛ 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,</p> |  |
| <p>☛ Describe how animals obtain their food from plants and other animals using the idea of a simple food chain</p> |  |
| <p>☛ Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> |  |
| <p>☛ Pupils should be taught to notice that animals including humans have offspring which grow in to adults.</p> |  |
| <p>☛ Find out about and describe the basic needs of animals, including humans for survival (food, water, air)</p> |  |
| <p>☛ Compare and contrast the diets of different animals</p> |  |

English Key stages 1 & 2

Reading

*“Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.” **National Curriculum***

Generation 2050 resources provide opportunities for students to develop and expand their vocabulary, gain knowledge across the curriculum and provide opportunities for discussion to improve their comprehension but most importantly they provide opportunities for children to develop a love of reading both fiction and non-fiction resources.

-  The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
-  Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.
-  All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.
-  Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading Comprehension Criteria:

| Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: | |
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|  Listening to and discussing a range of poems, stories and non-fiction at a level beyond that at which they can read independently |  |
|  Be encouraged to link what they read or hear to their own experiences. |  |
|  Learning to appreciate rhymes and poems |  |
|  Discussing word meanings and linking them to words they already know |  |
|  Listening to stories and poems that they cannot read for themselves beings to build an understanding of how written language can be structured |  |
|  Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some the processes for finding out information. |  |
|  Through listening, pupils also to start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. |  |

Spoken Language Criteria:

| Pupils should be taught to: | |
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|  Listen and respond appropriately to adults and their peers |  |
|  Ask relevant questions |  |
|  Use strategies to develop their vocabulary |  |
|  Articulate and justify answers and opinions |  |
|  Participate in discussions and opinions |  |
|  Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas |  |