

FANTASTIC FRUITS

CURRICULUM-LINKS BOOKLET



CURRICULUM LINKS

ENGLAND

The National Curriculum in England (Key Stages 1 and 2)

LANGUAGE AND LITERACY

6.1 Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

6.2 Spoken Language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge

6.4 Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge.

ENGLISH

Year 1

Pupils should be taught to:

- say out loud what they are going to write about.
- compose a sentence orally before writing it.
- sequence sentences to form short narratives.

Key stage 1

Year 2

Pupils should be taught to:

- write for different purposes.
 - consider what they are going to write before beginning by planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence.
-



Key stage 2

Years 3 & 4

Pupils should be taught to:

- plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Years 5 & 6

Pupils should be taught to:

- draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

SCIENCE

Key stage 1

Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants.
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living things and their habitats

Pupils should be taught to:

- identify and name a variety of plants and animals in their habitats, including microhabitats.

Key stage 2

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- 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.

Living things and their habitats

Pupils should be taught to:

- 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.
- give reasons for classifying plants and animals based on specific characteristics.



ART AND DESIGN

The national curriculum for art and design for **Key Stage 1** and **Key Stage 2** aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences.

Key stage 1 and 2

Key Stage 1

Pupils should be taught to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

DESIGN AND TECHNOLOGY

The national curriculum for design and technology for **Key Stage 1** and **Key Stage 2** aims to ensure that all pupils: understand and apply the principles of nutrition and learn how to cook.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.

Key stage 1

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

Key stage 2

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet.
 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
-



SCOTLAND

Curriculum for Excellence, Experience and Outcomes

HEALTH AND WELL BEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Pupils can expect their learning environment to support them to:

- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing.
-

FOOD AND HEALTH

Learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks.

They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits.

They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts.

NUTRITION

Early Level (P1)

- I enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help me to grow and keep healthy.
-

First Level (P2-P4)

- I can investigate the range of foods available and discuss how they contribute to a healthy diet.
-

FOOD AND THE CONSUMER

Early Level (P1)

- I can explore and discover where foods come from.
-



LITERACY AND ENGLISH

Pupils should have opportunities to extend and enrich their vocabulary through listening, talking, watching and reading.

LISTENING AND TALKING

Tools for listening and talking Early Level (P1)

- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.
-

Tools for listening and talking First Level (P2-P4)

- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.
-

Finding and using information Early Level (P1)

- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.
-

Finding and using information First Level (P2-P4)

- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.
-

Understanding, analysing and evaluating Early Level (P1)

- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.
-

Understanding, analysing and evaluating First Level (P2-P4)

- I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.
-

READING

Tools for reading Early Level (P1)

- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.
-

Tools for reading First Level (P2-P4)

- I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.
-



WRITING

Tools for writing Early Level (P1)

- I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.

Tools for writing First Level (P2-P4)

- I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.
- I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.
- Throughout the writing process, I can check that my writing makes sense.

Organising and using information Early Level (P1)

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.

Organising and using information First Level (P2-P4)

- By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others

EXPRESSIVE ARTS: ART AND DESIGN

Early Level (P1)

- I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

NORTHERN IRELAND

Primary Curriculum

LANGUAGE AND LITERACY

READING

Pupils should be given opportunities to:

The Foundation Stage

- read and follow simple instructions.
- read on sight some words in a range of meaningful contexts.
- make and give reasons for predictions.



Key stage 1

Pupils should be given opportunities to:

- express opinions and give reasons based on what they have read.
- use a range of comprehension skills, both oral and written, to interpret and discuss texts.

Key stage 2

Pupils should be given opportunities to:

- read aloud to the class or teacher from prepared texts.

WRITING

The Foundation Stage

Pupils should be given opportunities to:

- use a wide range of vocabulary in their writing.

Key stage 1

Pupils should be given opportunities to:

- develop increasing competence in the use of grammar and punctuation, for example, use full stops, question marks and commas in their writing.

Key stage 2

Pupils should be given opportunities to:

- develop increasing competence in the use of grammar and punctuation to create clarity of meaning;
- develop a swift and legible style of handwriting.

THE ARTS

ART AND DESIGN

The Foundation Stage

Pupils should be given opportunities to:

- use thoughts and ideas as the basis for visual work, for example, talk about the intended meaning of a personal drawing.

Key stage 1

Pupils should be given opportunities to:

- use individual thoughts and ideas as the starting point for visual work, for example, make a personal drawing based on a memory or recent experience.

Key stage 2

Pupils should be given opportunities to:

- visualise, describe and sketch objects, environments, places and entities.
 - take individual thoughts and ideas as the inspiration for visual work.
-



THE WORLD AROUND US

Teachers should enable children to develop knowledge, understanding and skills in relation to:

INTERDEPENDENCE

Pupils should be enabled to explore:

The Foundation Stage • How do living things survive?

Key stage 1 • interdependence of people, plants, animals and places.

PLACE

Pupils should be enabled to explore:

- What is in my world?

As pupils progress through the Foundation Stage they should be enabled to:

The Foundation Stage

- show curiosity about the living things, places, objects and materials in the environment.
 - identify similarities and differences between living things, places, objects and materials.
 - understand the need to respect and care for themselves, other people, plants, animals and the environment.
-

Key stage 1

- how place influences plant and animal life.
 - ways in which living things depend on and adapt to their environment.
-

Key stage 2

- how place influences the nature of life.
 - ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment.
-

SCIENCE AND TECHNOLOGY

Key stage 1 • The variety of living things in the world and how we can take care of them.

Key stage 2 • Plants and plant growth.



PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

Teachers should enable children to develop knowledge, understanding and skills in:

PERSONAL UNDERSTANDING AND HEALTH

The Foundation Stage

- Pupils should be enabled to explore:
- the importance of keeping healthy.

Children should have opportunities to explore:

- Self-Awareness
- Identifying their favourite things, for example, their favourite stories, TV programmes, foods, activities in school, their likes and dislikes.
- Health and Safety
- Being aware of how to care for his/her own body in order to keep it healthy and well, for example, by talking about which foods are healthy.

As pupils progress through the Foundation Stage they should be enabled to:

- express a sense of self-awareness.
 - adopt healthy routines.
-

Key stage 1

Health, Growth and Change

- recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene.
-

Key stage 2

Health, Growth and Change

- understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.
-

WALES

Personal and Social Development, Well-being and Cultural Diversity

Foundation Phase

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences including:

- activities that allow them to become independent learners
 - activities that allow them to use their senses, to be creative and imaginative
 - activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy
-



WELL-BEING

Children should be given opportunities to:

- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies.
-

LANGUAGE, LITERACY AND COMMUNICATION SKILLS

ORACY

Reception

Children are able to:

- express what they like and dislike
 - use words, phrases and simple sentences
 - use appropriate, increasing vocabulary in and through play activities
 - speak audibly
 - exchange ideas in one-to-one and small group discussions, e.g. with friends
-

Year 1

Children are able to:

- express an opinion on familiar subjects
 - include some detail and some relevant vocabulary to extend their ideas or accounts
 - use an increasing range of appropriate vocabulary in play and structured activities
 - speak audibly, conveying meaning to listeners beyond their friendship group
 - contribute to conversations and respond to others, taking turns when prompted contribute to discussion, keeping a focus on
-

Year 2

Children are able to:

- express opinions, giving reasons, and provide appropriate answers to questions
 - build on previous experience, speaking confidently and making themselves clear by: – organising what they say – choosing words deliberately – including relevant detail
 - use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest
 - contribute to discussion, keeping a focus on the topic and taking turns to speak
-



READING

Children are able to:

Reception

- read simple captions and texts recognising high-frequency words
 - show an awareness of full stops when reading
 - relate information and ideas from a text to personal experience
-

Children are able to:

Year 1

- read suitable texts with accuracy and fluency
 - read aloud with attention to full stops and question marks
 - look for clues in the text to understand information
 - understand the meaning of visual features and link to written text, e.g. illustrations, photographs, diagrams and charts
 - identify words and pictures on-screen which are related to a topic
-

Children are able to:

Year 2

- decode text with unfamiliar content or vocabulary sustaining comprehension throughout
 - read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace
 - look for keywords to find out what the text is about
 - use the different features of texts to make meaning, e.g. pictures, charts and layout
-

WRITING

Children are able to:

Reception

- copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner
-

Children are able to:

Year 1

- communicate purposefully in writing, e.g. may be supported by a drawing
 - use specific words which relate to the topic of their writing
-

Children are able to:

Year 2

- follow and build upon a form modelled by the teacher
 - use simple subject-related words appropriately
-



KNOWLEDGE AND UNDERSTANDING OF THE WORLD

To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by:

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- making comparisons and identifying similarities and differences
- thinking creatively and imaginatively
- expressing their own opinions and feelings

MYSELF AND OTHER LIVING THINGS

Children should be given opportunities to:

- observe differences between animals and plants, different animals, and different plants in order to group them
- identify the effects the different seasons have on some animals and plants

CREATIVE DEVELOPMENT

ART, CRAFT AND DESIGN

Children's art, craft and design skills should be fostered and promoted through using their senses, imagination and experience. Creative art, craft and design activities in the Foundation Phase should enable children to express themselves freely and make progress in their ability to:

- develop and use their understanding of colour, line, tone, texture, pattern, shape and form.

