

National Curriculum Key Stage 2 Learn Links

Subject	Sessions	National Curriculum number	Section	Description
ENGLISH	Photo challenge Problem solving Quiz Survival skills	EN2	Speaking and listening: Group discussion and interaction	3 (a) To make relevant contributions to the topic and take turns in discussion
		EN2	Speaking and listening: Speaking	1 (a) To use vocabulary that enables them to communicate more complex meanings
		EN2	Speaking and Listening: listening	2 (a) To identify the gist of an account or key points in a discussion and evaluate what they hear 2 (c) To re-call and re-present important features of an argument, talk, reading, radio or television programme, film.
		EN2	Speaking and listening: Group discussion and interaction	3 (a) To make contributions relevant to the topic and take turns in discussion 10 (a) Purposes should include investigating, selecting and sorting 10 (b) Planning , predicting and exploring 10 (c) Explaining, reporting and evaluating
		EN2	Speaking and listening: Drama	4 (a) To create, adapt and sustain different roles individually and in

		EN2	Speaking and listening: Listening	groups 9 (a) To listen to live talks/readings and presentations 9 (c) To listen to others in groups
SCIENCE	Mini beast safari Eco-explorers Seashore safari Survival skills	SC1	Knowledge, skills and understanding: Investigative skills	2 (a) To ask questions that can be investigated scientifically and decide how to find answers 2 (c) to think about what might happen or try things out, what evidence to collect, and what equipment or materials to use
		SC2	Life processes and living things: life processes	1 (a) life processes common to humans and other animals include nutrition, movement, growth and reproduction. 1 (c) To make links between life processes in familiar animals and plants and the environments in which they are found.
		SC2	Life processes and living things: Green plants	3 (a) the effect of light, air, water and temperature on plant growth
		SC2	Life processes and living things: Variation and Classification	4 (a) To make and use keys 4 (b) How locally occurring animals and

		SC2	Life processes and living things: Living things in the environment	plants can be identified and assigned to groups. 5 (b) To understand about the different plants and animals found in different habitats 5 (d) To use food chains to show feeding relationships in a habitat
		SC3	Materials and their properties: grouping and classifying materials	To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to every day uses of the materials.
		SC4	Physical processes: breadth of study	2 (a) To use simple scientific language to communicate and to name and describe living things, materials, phenomena and processes
IT	Quiz Newspapers (reviewing techniques)	ICT2	Knowledge, Skills and understanding: Developing ideas and making it happen	2 (a) How to develop and refine ideas by bringing together, organising and reorganising text, tables, images and sounds as appropriate
		ICT2	Knowledge, Skills and understanding: Reviewing, modifying and evaluating work as it progresses	4 (a) To review what they and others have done to help them develop their ideas

<p>PSME (Personal, Social and Moral Education)</p>	<p>Off-Ground Activities Night hike Sensory trail Problem solving Disco Survival Skills-bush craft</p>	<p>All of these activities encourage social skills and development. They encourage team building, communication and understanding of people. The sessions encourage people to be more patient and tolerant of each other and to listen to each others ideas.</p>		
<p>ART</p>	<p>Aviator Construction challenge Seashore safari</p>	<p>AR&D2</p>	<p>Knowledge, skills and understanding: Exploring and developing ideas</p>	<p>1 (a) To record from experience and imagination, to elect and record from first hand observation and to explore ideas for different purposes.</p>
		<p>AR&D2</p>	<p>Knowledge, skills and understanding: Evaluating and developing work</p>	<p>3 (a) To compare ideas, methods and approaches in their own and other's work and say what they feel about them.</p>
		<p>AR&D2</p>	<p>Knowledge, skills and understanding: Knowledge and understanding</p>	<p>4 (b)To be taught about materials and processes used in art, craft and design and how these can be matched to ideas and intentions.</p>
		<p>AR&D2</p>	<p>Knowledge, skills and understanding: Breadth of study</p>	<p>5 (b) Through working on their own, and collaborating with others, on projects in two and three dimensions on different scales</p>
<p>GEORGRAPHY</p>	<p>Quiz Raft building Snorkelling Seashore safari</p>	<p>GEO2</p>	<p>Knowledge, skills and understanding: Geographical enquiry and skills</p>	<p>1 (e) To communicate in ways appropriate to the task and audience</p>

		GEO2	Knowledge, skills and understanding: Geographical enquiry and skills	2 (a) To use appropriate geographical vocabulary
		GEO2	Knowledge, skills and understanding: knowledge and understanding of places	3 (a) To identify and describe what places are like 3 (b) To be taught the location of places and environments they study and other significant places and environments
		GEO2	Knowledge, skills and understanding: knowledge and understanding of environmental change and sustainable development	5 (a) To recognise how people can improve the environment 5 (b) To fully recognise how and why people manage environments sustainable, and to identify opportunities for own involvement.
		GEO2	Breadth of study: Themes	6 (c) Water and its effects on the landscape, people, including the physical features of rivers
PE	Aeroball Archery BMX Canoeing Circus skills Olympics Disc golf Raft building Fencing Pedal karts Skip-hop	PE2	Acquiring and developing skills	1 (a) to consolidate their existing skills and gain new ones 1(b) to perform actions and skills with more consistent control and quality
		PE2	Breadth of study	5 (b) to be taught knowledge, skills and understanding of games activities 5 (d) swimming and water safety
		PE2	Games activities	5 (f) outdoor and adventurous activities

		PE2	Outdoor and adventurous activities	<p>7(b) to use skills and tactics and apply basic principles suitable for attacking and defending</p> <p>11(a) to take part in outdoor activity challenges, including following trails, in familiar and unfamiliar environments</p> <p>11(c) to work with others to meet challenges</p>
HISTORY	Fencing Archery Raft building	HI2	Breadth of Study: Britain and the wider world in Tudor times	10 A study of significant events and individuals, including Tudor monarchs who shaped this period of time and of the everyday lives of men, women and children from different sections of society.
		HI2	Breadth of study: Victorian Britain	11 (a) A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

All learn links have been taken and adapted to In2action sessions from key stage 2 national curriculum