

Cats, Dogs and Us

UK Curriculum standards



Teachers can use this pack to help deliver a wide range of subject-specific curriculum aims.

Cats, Dogs and Us

UK Curriculum standards

Primary Education (ages 8 -11)

We have suggested links below to relevant areas of the 2014 Primary National Curriculum, which this programme can help you deliver.

English

Spoken Language	(years 1-6)
Reading – word reading	(years 3-6)
Reading – comprehension	(years 3-6)
Writing – composition	(years 3-6)

Science

Working scientifically	(years 3-6)
Animals, including humans	(years 3-4)
Living things and their habitats	(year 4-6)
Evolution and inheritance	(year 6)

Personal, social, health and economic education (PSHE)

ENGLISH

This programme can help pupils develop skills in speaking, reading and writing as well as developing their spelling and vocabulary.

Spoken Language

Years 1 to 6 programme of study

Pupils should be taught to:

- 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, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading – word reading

Years 3 – 6 programme of study

Pupils should be taught to:

- 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
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

Years 3 – 6 programme of study

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
- understand what they read in books they can read independently by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Years 5 and 6 programmes of study

As years 3 – 6 and also:

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using note where necessary.

Writing – composition

Years 3 and 4 programme of study

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
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2 of the Primary National Curriculum)
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Year 5 and 6 programmes of study

Pupils should be taught to:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- using further organisational and presentational devices to structure text and to guide the reader

SCIENCE

This programme can encourage pupils to develop scientific knowledge and conceptual understanding.

Working scientifically

Years 3 – 6 programmes of study

Pupils should be taught to:

- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations
- gather, record, classify and present data in a variety of ways to help in recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using straightforward scientific evidence to answer questions or to support their findings.
- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- identify scientific evidence that has been used to support or refute ideas or arguments.

Animals, including humans

Year 3 programme of study

Pupils should be taught to:

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4 programme of study

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.

UK Curriculum standards

Primary education (ages 8-11)

Living things and their habitats

Years 4 programme of study

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Years 5 programme of study

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.

Years 6 programme of study

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.

Evolution and inheritance

Year 6 programme of study

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

PSHE

Personal, social, health and economic education

This programme can help deliver a wide range of PSHE aims. The new curriculum states:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum.

We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose.