



Curriculum Links Key Stage 2

e-Bug Pack Content	Science	PSHE*	Other subjects
<p>1. Introduction to Microbes</p> <p>1.1 An Introduction</p>	<p><i>Lower KS2</i> Working scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting 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 <p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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 <p><i>Upper KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Core Theme 1: Health and Wellbeing -Identify different influences on health and wellbeing</p> <ul style="list-style-type: none"> • that bacteria and viruses can affect health and that following simple routines can reduce their spread • what positively and negatively affects their physical, mental and emotional health (including the media) 	<p>English <i>Lower KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks • asking questions to improve their understanding

*Taken from PSHE Association Programme of Study (Key Stages 1-4), supported by the Department for Education.

	<p>Living things and their habitats</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 		
<p>1. Micro-organisms 1.2 Useful Microbes</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 	<p>Core Theme 1: Health and Wellbeing -Identify different influences on health and wellbeing</p> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) 	<p>English <i>Lower KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks asking questions to

	<p><i>Upper KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 		<p>improve their understanding</p>
<p>1. Micro-organisms 1.3 Harmful Microbes</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • using straightforward scientific evidence to answer questions or to support their findings <p><i>Upper KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Core Theme 1: Health and Wellbeing -Identify different influences on health and wellbeing</p> <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health (including the media) • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<p>English <i>Lower KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks • retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or

			<p>textbooks</p> <ul style="list-style-type: none"> asking questions to improve their understanding
<p>2. Spread of Infection</p> <p>2.1 Hand Hygiene</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings <p><i>Upper KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy 	<p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> -What is meant by a healthy lifestyle -How to maintain physical, mental and emotional health and wellbeing -How to manage risks to physical and emotional health and wellbeing -How to make informed choices about health and wellbeing and to recognise sources of help with this -To identify different influences on health and wellbeing -ways of keeping physically and emotionally safe <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) to recognise their increasing independence brings increased responsibility to keep themselves and others safe that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<p>English</p> <p><i>Lower KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> asking questions to improve their understanding

	<p>and precision, taking repeat readings when appropriate</p> <ul style="list-style-type: none"> • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments <p>Animals Including Humans</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 		
<p>2. Spread of Infection</p> <p>2.2 Respiratory Hygiene</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	<p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> -What is meant by a healthy lifestyle -How to maintain physical, mental and emotional health and wellbeing -How to manage risks to physical and emotional health and wellbeing -How to make informed choices about health and wellbeing and to recognise sources of help with this -To identify different influences on health and wellbeing -ways of keeping physically and emotionally safe <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health (including the media) • to recognise their increasing independence brings increased responsibility to keep themselves 	<p>English</p> <p><i>Lower KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks • retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • asking questions to improve their understanding

	<ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings <p><i>Upper KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments <p>Animals Including Humans</p> <ul style="list-style-type: none"> • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>and others safe</p> <ul style="list-style-type: none"> • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	
<p>2. Spread of Infection 2.3 Food Hygiene</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, 	<p>Core Theme 1: Health and Wellbeing -What is meant by a healthy lifestyle -How to maintain physical, mental and emotional health and wellbeing -How to manage risks to physical and</p>	<p>English <i>Lower KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction,

	<p>comparative and fair tests</p> <ul style="list-style-type: none"> • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings <p><i>Upper KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal 	<p>emotional health and wellbeing</p> <ul style="list-style-type: none"> -How to make informed choices about health and wellbeing and to recognise sources of help with this -To identify different influences on health and wellbeing -ways of keeping physically and emotionally safe <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health (including the media) • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<p>poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> • retrieve and record information from non-fiction <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> • asking questions to improve their understanding
--	--	--	---

	<p>relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> identifying scientific evidence that has been used to support or refute ideas or arguments <p>Animals Including Humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 		
<p>2. Spread of Infection</p> <p>2.4 Farm Hygiene</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them using straightforward scientific evidence to answer questions or to support their findings <p><i>Upper KS2</i> Living things and their habitats</p> <ul style="list-style-type: none"> give reasons for classifying plants and animals based on specific characteristics 	<p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> -What is meant by a healthy lifestyle -How to maintain physical, mental and emotional health and wellbeing -How to manage risks to physical and emotional health and wellbeing -How to make informed choices about health and wellbeing and to recognise sources of help with this -To identify different influences on health and wellbeing <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health (including the media) to recognise their increasing independence brings increased responsibility to keep themselves and others safe that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<p>English</p> <p><i>Lower KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks asking questions to improve their

			understanding
<p>3. Prevention of Infection</p> <p>3.1 The Body's Natural Defences</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • using straightforward scientific evidence to answer questions or to support their findings <p><i>Upper KS2</i> Animals, including humans</p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>Core Theme 1: Health and Wellbeing</p> <p>-Identify different influences on health and wellbeing</p>	<p>English</p> <p><i>Lower KS2</i></p> <p>Reading and Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i></p> <p>Reading and Comprehension</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks • asking questions to improve their understanding
<p>3. Prevention of Infection</p> <p>3.2 Vaccines</p>	<p><i>Lower KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • using straightforward scientific evidence to 	<p>Core Theme: Health and Wellbeing</p> <p>-What is meant by a healthy lifestyle</p> <p>-How to maintain physical, mental and emotional health and wellbeing</p> <p>-How to make informed choices about health</p>	<p>English</p> <p><i>Lower KS2</i></p> <p>Reading and Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction,

	<p>answer questions or to support their findings</p>	<p>and wellbeing and to recognise sources of help with this</p> <ul style="list-style-type: none"> -ways of keeping physically and emotionally safe <ul style="list-style-type: none"> • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • that bacteria and viruses can affect health and that following simple routines can reduce their spread <p>Core theme: Living in the Wider world</p> <ul style="list-style-type: none"> • to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 	<p>poetry, plays, <u>non-fiction</u> and reference books or textbooks</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • retrieve and record information from <u>non-fiction</u> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <p><i>Upper KS2</i></p> <p>Reading and Comprehension</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks • asking questions to improve their understanding
<p>4. Treatment of Infection</p> <p>4.1 Antibiotic Use and Medicine</p>	<p><i>Lower KS2</i></p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • Using straightforward scientific evidence to answer questions or to support their findings. 	<p>Core Theme: Health and Wellbeing</p> <ul style="list-style-type: none"> -What is meant by a healthy lifestyle -How to maintain physical, mental and emotional health and wellbeing -How to make informed choices about health and wellbeing and to recognise sources of 	<p>English</p> <p><i>Lower KS2</i></p> <p>Reading and Comprehension</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, <u>non-fiction</u>

	<p><i>Upper KS2</i> Working Scientifically</p> <ul style="list-style-type: none"> Identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Animals, including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<p>help with this</p> <ul style="list-style-type: none"> -ways of keeping physically and emotionally safe -to identify different influences on health and wellbeing <ul style="list-style-type: none"> to recognise their increasing independence brings increased responsibility to keep themselves and others safe that bacteria and viruses can affect health and that following simple routines can reduce their spread <p>Core theme: Living in the Wider world</p> <ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 	<p>and reference books or textbooks</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text retrieve and record information from <u>non-fiction</u> <p><i>Upper KS2</i> Reading and Comprehension</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, <u>non-fiction</u> and reference books or textbooks asking questions to improve their understanding
--	--	---	---