

*A series of high-interest, visually stunning photographic books based around exciting science themes***.**

**Correlation to the 2014 Curriculum (Science and English)**

**Key Stage 1: English**

All titles link to the following statements outlined in the preamble to the English Programme of Study for **Year 1**:

‘[Phonics teaching] will be supported by practising their reading with books consistent with their developing phonic knowledge and skill. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.’

***Links to Year 1, Reading Comprehension objectives:***

* ‘Pupils should be taught to develop pleasure in reading, motivation to read, and understanding by listening to and discussing a wide range of…non-fiction at a level beyond that at which they can read independently.’
* ‘Pupils should be taught to understand both the books they can read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.’

All titles link to the following statements outlined in the preamble to the English Programme of Study for **Year 2**:

‘[The teacher] should make sure that pupils listen to and discuss a wide range of …information books; this should include whole books.’

***Links to Year 2, Reading Comprehension objectives:***

* ‘Pupils should be taught to develop pleasure in reading, motivation to read and understanding by listening to, discussing and expressing views about a wide range of…non-fiction at a level beyond that at which they can read independently.’
* ‘Pupils should be taught to develop pleasure in reading, motivation to read and understanding by being introduced to non-fiction books that are structured in different ways.’
* ‘Pupils should be taught to understand both the books they can read accurately and fluently and those they listen to by
	+ drawing on what they already know or on background information and vocabulary provided by the teacher
	+ making inferences on the basis of what is being said and done
	+ answering and asking questions
	+ predicting what might happen on the basis of what has been read so far.’

(Turn to page 2 for links to the 2014 Science Programme of Study)

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**Key Stage 1: Science**

All titles link to the following statements outlined in the preamble to the Science Programme of Study for Key Stage 1:

* ‘There should be some use of appropriate secondary sources, such as books, photographs and videos’ (some of the *Investigate* strands include all three)
* ‘Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge’

***Links to Year 1 and 2 Science objectives***

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| **Strand/Book titles** | **Book band** | **Objective(s)** |
| **Strand: Life Cycles*** [*Life Cycles (Overview)*](http://shop.scholastic.co.uk/products/73889)
* [*Alligators*](http://shop.scholastic.co.uk/products/73883)
* [*Birds*](http://shop.scholastic.co.uk/products/73888)
* [*Frogs*](http://shop.scholastic.co.uk/products/73885)
* [*Kangaroos*](http://shop.scholastic.co.uk/products/73886)
* [*Ladybirds*](http://shop.scholastic.co.uk/products/73884)
* [*Life Cycles CD-ROM*](http://shop.scholastic.co.uk/products/75823)
 | Blue | **Year 1 programme of study: Animals, including humans**Pupils should be taught to:* identify and name a variety of common animals that are birds, fish, amphibians etc.
* describe and compare the structure of a variety of common animals (birds, amphibians, mammals, etc.)
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| **Year 2 programme of study: Animals, including humans**Pupils should be taught to:* notice that animals have offspring which grow into adults
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| **Strand/Book titles** | **Book band** | **Objective(s)** |
| **Strand: Toys*** [*Toys (Overview)*](http://shop.scholastic.co.uk/products/78418)
* [*Toys that Build*](http://shop.scholastic.co.uk/products/78420)
* [*Toys that Float*](http://shop.scholastic.co.uk/products/80831)
* [*Toys that Fly*](http://shop.scholastic.co.uk/products/80832)
* [*Toys that Roll*](http://shop.scholastic.co.uk/products/78429)
* [*Toys that Walk and Talk*](http://shop.scholastic.co.uk/products/80833)
 | Blue | **Year 1 programme of study: Everyday materials**Pupils should be taught to:* distinguish between an object and the material from which it is made
* identify and name a variety of everyday materials
* describe the simple physical properties of a variety of everyday materials
* compare and group together a variety of everyday materials on the basis of their simple physical properties
* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
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| **Year 2 programme of study: Uses of everyday materials**Pupils should be taught to:* identify and compare the uses of everyday materials…
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| **Strand/Book titles** | **Book band** | **Objective(s)** |
| **Strand: Animal Defences*** [*Animal Defences (overview)*](http://shop.scholastic.co.uk/products/73876)
* [*Deer*](http://shop.scholastic.co.uk/products/73872)
* [*Elephants*](http://shop.scholastic.co.uk/products/73873)
* [*Octopus*](http://shop.scholastic.co.uk/products/73875)
* [*Otters*](http://shop.scholastic.co.uk/products/73870)
* [*Penguins*](http://shop.scholastic.co.uk/products/73874)
* [*Animal Defences CD-ROM*](http://shop.scholastic.co.uk/products/75825)
 | Purple | **Year 1 programme of study: Animals, including humans**Pupils should be taught to:* identify and name a variety of common animals that are birds, fish, amphibians etc.
* describe and compare the structure of a variety of common animals (birds, fish etc.)
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| **Year 2 programme of study: Animals, including humans**Pupils should be taught to:* find out about and describe the basic needs of animals for survival
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| **Strand/Book titles** | **Book band** | **Objective(s)** |
| **Strand: Transport*** [*Transport (Overview)*](http://shop.scholastic.co.uk/products/78417)
* [*By Air*](http://shop.scholastic.co.uk/products/80828)
* [*By Water*](http://shop.scholastic.co.uk/products/80827)
* [*In Space*](http://shop.scholastic.co.uk/products/80829)
* [*On Foot*](http://shop.scholastic.co.uk/products/78419)
* [*On Wheels*](http://shop.scholastic.co.uk/products/78428)
 | Purple | **Year 2 programme of study: Movement**Pupils should be taught to:* notice and describe how things are moving, using simple comparisons such as ‘faster’ and ‘slower’
* compare how different things move
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| **Strand/Book titles** | **Book band** | **Objective(s)** |
| **Strand: Predators*** [*Predators (Overview)*](http://shop.scholastic.co.uk/products/73882)
* [*Bears*](http://shop.scholastic.co.uk/products/73879)
* [*Big Cats*](http://shop.scholastic.co.uk/products/73881)
* [*Birds of Prey*](http://shop.scholastic.co.uk/products/73878)
* [*Snakes*](http://shop.scholastic.co.uk/products/73877)
* [*Wild Dogs*](http://shop.scholastic.co.uk/products/73880)
* [*Predators CD-ROM*](http://shop.scholastic.co.uk/products/75824)
 | Gold | **Year 2 programme of study: Animals, including humans**Pupils should be taught to:* find out about and describe the basic needs of animals for survival
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| **Year 2 programme of study: Habitats**Pupils should be taught to:* describe how animals obtain their food from plants and other animals, using the idea of a simple food chain
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