### English curriculum areas covered by Episode 1 (Key Stage 2)

**Science Year 4: Living things and their habitats**
Children should be taught to
- explore and use classification keys to identify and name a variety of living things in their local and wider environment

**Science Year 3: Plants**
Children should be taught to
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

(This comparison could go on to explore how ferns reproduce using spores.)

**Science Year 5: Living things and their habitats**
Children should be taught to
- describe the life processes of reproduction in some plants and animals

The calculation elements relating to Dippy’s diet ([lesson script 3](#)) covers:

**Mathematics**
Multiplication and division – the multiplication and division calculations related to Dippy’s diet will need to be adapted to offer different versions for Upper and Lower Key Stage 2 children.

**Music**
Pupils should be taught to
- improvise and compose music for a range of purposes using the interrelated dimensions of music

### Northern Irish curriculum areas covered by Episode 1 (Key Stages 1 and 2)

**The world around us: Interdependence**
Pupils should be enabled to explore:
- how living things rely on each other within the natural world

**The world around us: Place**
Pupils should be enabled to explore:
- 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
- features of, and variations in places, including physical, human, climatic, vegetation and animal life
- change over time in places

**The world around us: Change over time**
Pupils should be enabled to explore:
- ways in which change occurs over both short and long periods of time in the physical and natural world

**Mathematics and numeracy**

**The Arts: Music**
Pupils should be enabled to:
- work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created
- sing and perform with simple instruments from memory, by ear or from notation to develop vocal and instrumental skills
- listen and respond to their own and others’ music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to

**The Arts: Art and design**
Pupils should be enabled to:
- engage with observing, investigating, and responding to first hand experiences, memory and imagination
- collect, examine and select resource material to use in the development of ideas
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas
• use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.

Scottish curriculum areas covered by Episode 1 (First and Second)

Sciences

Planet Earth

Biodiversity and interdependence
I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. **SCN 1–02a**
I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2–01a**

Biological systems

Inheritance
By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. **SCN 1–14a**
By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. **SCN 2–14a**
By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. **SCN 2–14b**

Number, money and measure

Number and number processes
I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1–03a**
Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. **MNU 2–03a**

Music

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 0–18a** / **EXA 1–18a** / **EXA 2–18a**

Art and design

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1–03a**

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2–04a**

Welsh curriculum areas covered by Episode 1 (Key Stage 2)

Science: Skills

Enquiry
Pupils should be given opportunities to carry out different types of enquiry, eg pattern-seeking, exploring, classifying and identifying, making things, fair testing, using and applying models.

Science: Range

Interdependence of organisms
Pupils should use and develop their skills, knowledge and understanding by investigating how animals and plants are independent yet rely on each other for survival.
4. through fieldwork, the plants and animals found in two contrasting local environments, eg identification nutrition, life cycles, place in environment
6. the environmental factors that affect what grows and lives in those two environments, eg sunlight, water availability, temperature

Maths (numeracy): Using number skills

Use number facts and relationships

Music: Skills

Composing
Pupils should be given opportunities to:
1. improvise, compose and arrange music
during which they should:
2. explore, use, create, select and organise sounds for a musical purpose
3. develop and refine musical ideas, and evaluate their work in order to improve it
4. communicate ideas and emotions through music
Art and design

Skills

Investigating

Pupils should be given opportunities to:

1. select and record from:
   • observation
   • experience
   • memory
   • imagination

2. investigate:
   • the natural environment
   • the made environment
   • the world of imagination
   using a variety of materials

3. organise:
   • reference materials
   • resources
to develop ideas, themes and feelings, eg collect information for a design project from the internet, library or local gallery about endangered species.

Making

Pupils should be given opportunities to:

1. explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design

2. design and make:
   • two-dimensional images
   • three-dimensional objects and artefacts using a range of various materials for a variety of purposes

Links to Literacy and Numeracy Framework:

Oracy – developing and presenting information and ideas – listening, speaking, collaboration and discussion.

Reading – responding to what has been read – response and analysis.