

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

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



**Lower Key Stage 2 (Years 3 and 4) English**

All titles link to the following statements outlined in the preamble to the English Programme of Study for Lower Key Stage 2:

* ‘[Pupils] should be developing their understanding and enjoyment of…non-fiction, and learning to read silently.’
* ‘They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.’

***Links to Years 3-4, Reading Comprehension objectives:***

* ‘Pupils should be taught to develop positive attitudes reading and understanding of what they read by:
	+ listening to and discussing a wide range of…non-fiction and reference books
	+ reading books that are structured in different ways and reading for a range of purposes’
* ‘Pupils should be taught to:
	+ retrieve and record information from non-fiction’

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**Lower Key Stage 2 (Years 3 and 4) Science:**

All titles link to the following statements outlined in the preamble to the Science Programme of Study for Lower Key Stage 2:

* ‘[Pupils] should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best for answering them, including…finding things out using secondary sources of information.’
* ‘Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.’

*(Turn to page 2 for links to Science objectives)*

***Links to Year 3 and 4 Science objectives***

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| **Strand/Book titles** | **Book band** | **Curriculum 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 3 programme of study: Animals, including humans**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
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| **Strand/Book titles** | **Book band** | **Curriculum Objective(s)** |
| **Strand: In the Sky*** [*In the Sky (Overview)*](http://shop.scholastic.co.uk/products/83123)
* [*Clouds*](http://shop.scholastic.co.uk/products/83126)
* [*Planets*](http://shop.scholastic.co.uk/products/83125)
* [*Satellites*](http://shop.scholastic.co.uk/products/83127)
* [*The Moon*](http://shop.scholastic.co.uk/products/78421)
* [*The Sun and Stars*](http://shop.scholastic.co.uk/products/83124)
 | Gold | **Year 3 programme of study: Light**Pupils should be taught to:* observe and name a variety of sources of light…
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| ***Upper Key Stage 2, Year 5* programme of study: Earth and space**Pupils should be taught to:* describe the movement of the Earth relative to the Sun in the solar system
* describe the movement of the Moon relative to the Earth
* describe the Sun, Earth and Moon as approximately spherical bodies
* use the idea of the Earth’s rotation to explain day and night
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| **Strand/Book titles** | **Book band** | **Curriculum Objective(s)** |
| **Strand: Forces*** [*Forces (Overview)*](http://shop.scholastic.co.uk/products/83138)
* [*Friction*](http://shop.scholastic.co.uk/products/83139)
* [*Gravity*](http://shop.scholastic.co.uk/products/83139)
* [*How We Move*](http://shop.scholastic.co.uk/products/83142)
* [*Machines*](http://shop.scholastic.co.uk/products/83140)
* [*Magnets*](http://shop.scholastic.co.uk/products/83141)
 | Gold | **Year 3 programme of study: Forces and magnets**Pupils should be taught to:* notice that forces need contact between two objects and some forces act as a balance
* observe how magnets attract or repel each other and attract some materials and not others
* compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
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| **Strand/Book titles** | **Book band** | **Curriculum Objective(s)** |
| **Strand: Light*** [*Light (Overview)*](http://shop.scholastic.co.uk/products/83149)
* [*Colour*](http://shop.scholastic.co.uk/products/83152)
* [*Eyes*](http://shop.scholastic.co.uk/products/78422)
* [*Light Sources*](http://shop.scholastic.co.uk/products/83150)
* [*Reflections*](http://shop.scholastic.co.uk/products/83153)
* [*Shadows*](http://shop.scholastic.co.uk/products/83151)
 | White | **Year 3 programme of study: Light**Pupils should be taught to:* observe and name a variety of sources of light…
* notice that light is reflected from surfaces
* associate shadows with a light source being blocked by something; find patterns that determine the size of shadows
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| **Strand/Book titles** | **Book band** | **Curriculum Objective(s)** |
| **Strand: Sound*** [*Sound (Overview)*](http://shop.scholastic.co.uk/products/83128)
* [*Animal Sounds*](http://shop.scholastic.co.uk/products/83130)
* [*Ears and Hearing*](http://shop.scholastic.co.uk/products/83129)
* [*Musical Instruments*](http://shop.scholastic.co.uk/products/83131)
* [*Sound Technology*](http://shop.scholastic.co.uk/products/83132)
* [*Sound Waves*](http://shop.scholastic.co.uk/products/78424)
 | Purple | **Year 4 programme of study: Sound**Pupils should be taught to:* observe and notice a variety of sources of sound, noticing that we hear with our ears
* identify how sounds are made, associating some of them with something vibrating
* recognise that sounds get fainter as the distance from the sound source increases
* find patterns between the pitch of a sound and features of the object that produced it
* find patterns between the volume of a sound and the strength of the vibrations that produced it.
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