<table>
<thead>
<tr>
<th>e-Bug Pack Content</th>
<th>Science</th>
<th>PSHE*</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction to Microbes</td>
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<td>1.1 An Introduction</td>
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<tr>
<td><strong>Living things and their habitats</strong></td>
<td></td>
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<tr>
<td>- recognise that living things can be grouped in a variety of ways</td>
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<tr>
<td>- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</td>
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</tbody>
</table>

**Upper KS2** Working Scientifically

- 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

**Core Theme 1: Health and Wellbeing**
- Identify different influences on health and wellbeing
  - 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)

**Other subjects**

<table>
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<tr>
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**Upper KS2** Reading and Comprehension
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction 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.*
### Living things and their habitats

- 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

### 1. Micro-organisms

#### 1.2 Useful Microbes

*Lower KS2*

**Working Scientifically**

- 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

### Core Theme 1: Health and Wellbeing

- Identify different influences on health and wellbeing
  - what positively and negatively affects their physical, mental and emotional health (including the media)

### English

*Lower KS2*

**Reading and Comprehension**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction 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 non-fiction

*Upper KS2*

**Reading and Comprehension**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to
### Upper KS2 Working Scientifically
- 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

### Core Theme 1: Health and Wellbeing
- Identify different influences on health and wellbeing
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  - that bacteria and viruses can affect health and that following simple routines can reduce their spread

### English Lower KS2 Reading and Comprehension
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- retrieve and record information from non-fiction

### Lower KS2 Working Scientifically
- 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

### Upper KS2 Working Scientifically
- 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

### 1. Micro-organisms 1.3 Harmful Microbes

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### 2. Spread of Infection

#### 2.1 Hand Hygiene

**Lower KS2**

- Working Scientifically
  - 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

**Upper KS2**

- Working Scientifically
  - 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

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**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 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
  - 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

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**English**

**Lower KS2**

- Reading and Comprehension
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
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**Upper KS2**

- Reading and Comprehension
  - asking questions to improve their understanding
### Core Theme 1: Health and Wellbeing
- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
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- How to make informed choices about health and wellbeing
- Ways of keeping physically and emotionally safe
  - 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

### Working Scientifically
- 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

### Spread of Infection
#### 2.2 Respiratory Hygiene

### English
#### Lower KS2
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Retrieve and record information from non-fiction

#### Upper KS2
- Asking questions to improve their understanding
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|               | • 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 |

### Identifying differences, similarities or changes related to simple scientific ideas and processes

- **Upper KS2**
  - **Working Scientifically**
  - 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

### Animals Including Humans

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### Animals Including Humans

- recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### 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 mental health

### English Lower KS2

- **Reading and Comprehension**
  - listening to and discussing a wide range of fiction,
comparative and fair tests
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*Upper KS2*
**Working Scientifically**
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  - 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
  • 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

*Upper KS2*
**Reading and Comprehension**
• asking questions to improve their understanding

poetry, plays, non-fiction and reference books or textbooks
• retrieve and record information from non-fiction
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

Animals Including Humans
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

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<th>2. Spread of Infection</th>
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<td>3. Prevention of Infection</td>
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<tr>
<td>3.1 The Body's Natural Defences</td>
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<td>3.2 Vaccines</td>
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<td><strong>Core Theme: Living in the Wider World</strong></td>
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| - to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people | - 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 help with this |
| - ways of keeping physically and emotionally safe | - ways of keeping physically and emotionally safe |
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| **Lower KS2** | **English** |
| Working Scientifically | **Lower KS2** |
| - asking relevant questions and using different types of scientific enquiries to answer them | **Reading and Comprehension** |
| - using straightforward scientific evidence to answer questions or to support their findings | - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| **Poetry, Plays, Non-Fiction and Reference Books or Textbooks** | - asking questions to improve their understanding of a text |
| - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | - retrieve and record information from non-fiction |
| - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | - asking questions to improve their understanding through intonation, tone, volume and action |

**4. Treatment of Infection**

**4.1 Antibiotic Use and Medicine**

**Lower KS2**

- 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.
### Upper KS2

#### Working Scientifically
- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- Animals, including humans
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

#### Core theme: Living in the Wider world
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

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#### Upper KS2

#### Reading and Comprehension
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- asking questions to improve their understanding
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
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