

Links to the National Curriculum

Key Stage 2 Example

Basic linking activities

Note: this is just a small selection of ideas and links to the National Curriculum.

Subject	Activity	NC Links
En1 Speaking & Listening	<p>Group discussion about what information to send to the link school.</p> <p>Group discussion with the link school during exchange visits.</p>	EN1 3 Group discussion and interaction.
En2 Reading	Exchanging letters/diaries	9a Non-fiction and non-literary texts. The range should include diaries... letters.
En3 Writing	<p>Writing letters/diaries.</p> <p>Composing a list of questions to ask their link school.</p> <p>Using adjectives to describe their local area.</p>	EN3 - composition, punctuation, handwriting and language structure.
Mathematics	Exchange data about the school / class. For example, heights of pupils and the percentage of pupils who wear glasses.	<p>Ma2 2g use simple percentages</p> <p>Ma3 4b record measurements</p> <p>Ma4 2c represent data using graphs and diagrams</p>
Science	Pupils record diets over	Sc2 2b healthy eating

	<p>a week / weekend and look at what they need to eat more of or less of to have a healthy diet. Exchange findings with link school. This could also lead to looking at food and culture.</p>	<p>Also relates to PSHE 3f – recognising differences and similarities between people.</p>
ICT	<p>Exchanging posters to represent research or information about the local area. Exchanging emails.</p>	<p>3 a/b Exchanging and sharing information in a variety of forms and being sensitive to the needs of the audience.</p>
History	<p>A research project into local history, for example looking into the occupations of people in the past and present. Sharing this information with the link school.</p> <p>Joint school research project into the ethnic diversity of the UK.</p>	<p>7 Local history study</p> <p>2 knowledge and understanding of people especially 2b relating to ethnic diversity.</p>
Geography	<p>Settlement, where schools are located in different settlement types, it may be relevant to do a project on settlement sizes, differences and changes.</p>	<p>6d settlements and changes in land use</p> <p>7b study arrange of places</p> <p>3f explain and describe how places are different and similar.</p>
Art and Design	<p>Producing collages using various materials to represent themselves and /or their local community.</p>	<p>5a exploring a range of starting points for practical work.</p> <p>5c using a range of materials and processes.</p>

Music	Music activities are excellent when bringing the schools together.	5b/c range of musical starting points / working in groups.
PE	Sport is another very useful tool for bringing schools together. E.g. having a sports day / outdoor challenges with teams made up of a mix of pupils from the different schools.	10 Athletic activities. 11 c work with others to meet challenges.
Religious Education	Activities and joint research into different religions that are practiced in the U.K. Including sharing own knowledge, through diaries, experiences, poems etc...	'Knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures'. Also relates to PSHE 2i

PSHE & Citizenship

School linking is a very practical teaching tool for covering citizenship and PSHE, many of the activities mentioned above will help to cover the NC guidelines (relevant guidelines listed below).

For further activities relating to citizenship visit the activities page in the How section.

Relevant NC guidelines:

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught
 - a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
 - b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their

mistakes, making amends and setting personal goals

c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

Preparing to play an active role as citizens

2. Pupils should be taught:

a. to research, discuss and debate topical issues, problems and events and

b. how to take part in making and changing rules

c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other

e. to reflect on spiritual, morals, social, and cultural issues, using imagination to understand other people's experiences

i. to appreciate the range of national, regional, religious and ethnic identities in the U.K.

Developing good relationships and respecting the differences between people

3. Pupils should be taught

a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

b. to think about the lives of people living in other places and times, and people with different values and customs

c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them

and ask for help

- e.** to recognise and challenge stereotypes
- f.** that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- g.** where individuals, families and groups can get help and support

Breadth of opportunities

5 During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a.** take responsibility
- b.** feel positive about themselves
- c.** participate
- d.** make real choices and decisions
- e.** meet and talk with people
- f.** develop relationships through work and play
- g.** consider social and moral dilemmas that they come across in life
- h.** find information and advice
- i.** prepare for change