Guide to how FAB Kids aligns with the National Curriculum

Science: Sc1 Scientific Enquiry Ideas and Evidence in science	FAB station
1. *Pupils should be taught:* a. that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects	**Bodies**
b. that it is important to test ideas using evidence from observation and measurement.	**Activity**
Investigative skills	
Pupils should be taught to: a. ask questions that can be investigated scientifically and decide how to find answers	**Activity**
b. consider what sources of information, including first-hand experience and a range of other sources, they will use to answer questions	**Food**
c. think about what might happen or try things out when deciding what to do, what kind of evidence to collect, and what equipment and materials to use.	**Activity**
Obtaining and presenting evidence	
Pupils should be taught to: f. make systematic observations and measurements, including the use of ICT for datalogging	**Activity**
g. check observations and measurements by repeating them where appropriate	**Food, Activity**
Considering evidence and evaluating	
Pupils should be taught to: i. make comparisons and identify simple patterns or associations in their own observations and measurements or other data	**Food**
j. use observations, measurements or other data to draw conclusions	**Food, Activity, Bodies**
k. decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made	**Activity**
l. use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions	**Food, Activity**

Science: Sc2 Life processes and living things	
Life processes	
Considering evidence and evaluating	***FAB station***
Pupils should be taught: a. that the life processes common to humans and other animals include nutrition, movement, growth and reproduction	**Food, Activity, Bodies**
Humans and other animals	
Pupils should be taught: *Nutrition* b. about the need for food for activity and growth, and about the importance of an adequate and varied diet for health	**Food**
Circulation c. that the heart acts as a pump to circulate the blood through vessels around the body, including through the lungs	**Activity, Bodies**
d. about the effect of exercise and rest on pulse rate	**Activity**
Health h. about the importance of exercise for good health	**Activity, Bodies**
Physical Education	
Selecting and applying skills, tactics and compositional ideas	
Pupils should be taught to: a. plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities	**Bodies**
Knowledge and understanding of fitness and health	
Pupils should be taught: a. how exercise affects the body in the short term	**Activity**
c. why physical activity is good for their health and well-being	**Activity, Bodies**
Personal, social and health education (PSHE)	
Developing a healthy, safer lifestyle	
Pupils should be taught: a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices	**Food, Activity, Bodies**
Cross-curriculum reference with mathematics	
Developing a healthy, safer lifestyle	
Pupils should be taught to: b. recognise that measurement is approximate; choose and use suitable measuring instruments for a task; interpret numbers and read scales with increasing accuracy; record measurements using decimal notation	**Activity, Bodies**
Developing a healthy, safer lifestyle	
Pupils should be taught to: a. solve problems involving data	**Activity**
b. interpret tables, lists and charts used in everyday life; construct and interpret frequency tables, including tables for grouped discrete data	**Activity**
c. represent and interpret discrete data using graphs and diagrams, including pictograms, bar charts and line graphs, then interpret a wider range of graphs and diagrams, using ICT where appropriate	**Activity**