



Discovery

Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

3D - Discovery Curriculum – Science 4 Lessons Weekly

To access [SoW](#) click the hyperlink for each topic

Year	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
	<p>Topic: B Senses, C Exploring senses.</p> <p>Suggested Key Questions: What are senses? Why do we have senses?</p> <p>Key Skills and Knowledge: B Senses</p> <ul style="list-style-type: none"> • To experience or encounter sensory events. • To actively explore sensory material. • To be able to link 3 senses to appropriate organ. <p>C Exploring senses</p> <ul style="list-style-type: none"> • To experience a range of properties of everyday objects using all senses. • To be able to identify some 	<p>Topic: P Electricity, B Health.</p> <p>Suggested Key Questions: What is electricity and why is it needed? How can we stay healthy?</p> <p>Key Skills and Knowledge: P Electricity</p> <ul style="list-style-type: none"> • To know that electricity can be dangerous. • To know that electricity can produce light, heat, sound, movement. • To be able to connect given circuit components to light the bulb/make the buzzer sound. <p>B Health</p> <ul style="list-style-type: none"> • To be able to show what it is like to feel ill 	<p>Topic: C Changing, P Light.</p> <p>Suggested Key Questions: How do materials change? What are some sources of light?</p> <p>Key Skills and Knowledge: C Changing</p> <ul style="list-style-type: none"> • To experience, using all the senses, a variety of materials for squishiness, bendiness, twistability and stretchiness. • To be able to explore a range of changes when materials are heated, cooled or made wet. • To begin to comment on, and 	<p>Topic: B Body parts 1, C Grouping</p> <p>Suggested Key Questions: What body parts do humans have? How can we group some things together?</p> <p>Key Skills and Knowledge: B Body parts</p> <ul style="list-style-type: none"> • To experience touches or movements of body parts • To be able to demonstrate awareness of some particular body parts e.g. by pulling hand away for “round and round garden” game. • To be able to name 10 or more different external body parts. <p>C Groupings</p>	<p>Topic: P Sound, B Food drink and exercise</p> <p>Suggested Key Questions: What are sounds and how can they change? Why do we need food, drink and exercise?</p> <p>Key Skills and Knowledge: P Sound</p> <ul style="list-style-type: none"> • To experience a range of sounds. • To explore making and changing sounds. • To be able to identify some common sounds • To be able to recognise warning sounds. <p>B Food, drink and exercise</p> <ul style="list-style-type: none"> • To experience different tastes, 	<p>Topic: C Separating, P Forces</p> <p>Suggested Key Questions: How can things be separated?</p> <p>Key Skills and Knowledge: C Separating</p> <ul style="list-style-type: none"> • To experience, using vision, touch and hearing, materials being separated. • To explore a range of separating activities. • To choose a suitable separator for a given separating activity • To develop the skill of planning <p>P Forces</p> <ul style="list-style-type: none"> • To experience a range of pushes and pulls. • To be able to demonstrate a range of pushes and pulls.

	<p>similarities between materials.</p> <ul style="list-style-type: none"> • To be able to identify some differences between materials. • To begin to develop the skill of observing. <p>Key Skills: Explore their themselves and their surroundings recognising senses and identifying obvious parts/ materials/ objects.</p> <p>Begin to observe closely, using simple equipment.</p> <p>Perform simple tests with support.</p> <p>Gather and record data with some adult support, to help in answering questions.</p>	<ul style="list-style-type: none"> • To know that medicines can be dangerous • To be able to identify some common hazard symbols • To begin to develop the skill of observing. <p>Key Skills: Identify and classify with some support.</p> <p><i>To begin to use simple secondary sources to find answers.</i></p> <p>Begin to talk about what they have found out and how they found it out.</p> <p>Use some simple scientific language.</p>	<p>record simply, their observations.</p> <p>P Light</p> <ul style="list-style-type: none"> • To experience light and dark. • To be able to select light sources e.g. torch, candle, from tray of mixed objects. • To be able to describe or indicate features of night-time • To be able to name some sources of light. • To explore some aspects of shadows. <p>Key Skills: Ask simple questions about the world around us.</p> <p>Use simple observations and ideas to suggest answers to questions.</p> <p>Perform simple tests with support. To begin to discuss my ideas about how to find things out.</p> <p>Begin to record simple data.</p>	<ul style="list-style-type: none"> • To experience a range of everyday objects. • To be able to group and sort materials. • To be able to name some common materials. • To be able to link the property of a material to its use. <p>Key Skills: To begin to observe and identify, compare and describe.</p> <p><i>To begin to use simple secondary sources to find answers.</i></p> <p>To begin to say what happened in my investigation.</p> <p>Begin to use some science words.</p>	<p>smells and textures of foods and drinks.</p> <ul style="list-style-type: none"> • To be able to make a choice between more than two different foods at snack time. • To be able to sort foods into simple categories e.g. like/dislike. • To be able to simply explain why we need food and drink. <p>Key Skills: Begin to recognise that questions can be answered in different ways.</p> <p>To observe simple changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>Perform simple tests with support. To begin to discuss my ideas about how to find things out.</p> <p>Begin to record and communicate their findings in a range of ways.</p>	<ul style="list-style-type: none"> • To be able to describe, using some scientific vocabulary, a range of pushes and pulls. <p>To begin to develop the skill of planning.</p> <p>Key Skills: To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p> <p><i>To begin to use simple secondary sources to find answers.</i></p> <p>To begin to say what happened in my investigation.</p> <p>Use comparative language with support.</p>
Links to Gatsby Benchmarks:	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance	Benchmark 4 – Linking Curriculum to learning	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance	Benchmark 4 – Linking Curriculum to learning	Benchmark 3 – Addressing the needs of the student and * - Personal Guidance	Benchmark 2, – Learning from the Career and Labor Market information.

	<p>Students to consider what skills are needed to be a doctor/ nurse / medical professional ... lead onto looking at what skills are needed for different roles they are interested in and what qualifications.</p>	<p>Students to consider what skills are needed to be an electrician. Why is it important to be safe around electrical wires / equipment? To understand the importance that all live parts of electrical equipment are inaccessible during operation.</p>	<p>Students to consider what skills are needed to be engineer / site engineer ... lead onto looking at what skills are needed for different roles they are interested in and what qualifications.</p>	<p>Students to consider what skills are needed to be a surgeon / doctor / physiotherapist. To know the names of body parts and understand the uses of them.</p>	<p>Students to consider what skills are needed to be a doctor / Otorhinolaryngology / dietician / Exercise physiologist., Fitness Centre manager. Personal trainer, Sport therapist ... lead onto looking at what skills are needed for different roles they are interested in and what qualifications.</p>	<p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places</p> <p>Students to consider what skills are needed to access the opportunities they are interested in. Looking at careers in sports and researching sports.</p>
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