

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

3Q2 - Quest Curriculum – Science 4 Lessons Weekly

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

Year	2023 – 2024 Autumn 1	2023 – 2024 Autumn 2	2023 – 2024 Spring 1	2023 – 2024 Spring 2	2023 – 2024 Summer 1	2023 – 2024 Summer 2
	<p>Topic: Intro to lab</p> <p>B Body parts and senses (E)</p> <p>Suggested Key Questions: What are the common scientific equipment? How do we work safely in the lab? How do we sense the world around us?</p> <p>Key Skills and Knowledge: Intro to Lab</p> <ul style="list-style-type: none"> • Pupils to know the Laboratory rules and to start abiding by them. • Pupils to see, handle and name some of the commonly used science apparatus. • <i>Pupils to practise drawing science apparatus correctly.</i> • <i>Pupils to practise turning a Bunsen burner off and on correctly, and</i> 	<p>Topic: C Exploring senses. P Electricity (D)</p> <p>Suggested Key Questions: Why do we have senses? What is electricity and why is it needed?</p> <p>Key Skills and Knowledge: 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 similarities between materials. • To be able to identify some differences between materials. • To begin to develop the skill of observing. 	<p>Topic: B Keeping Healthy (E)</p> <p>Suggested Key Questions: How can we stay healthy?</p> <p>Key Skills and Knowledge: B Keeping healthy</p> <ul style="list-style-type: none"> • To know about the importance of food and water to humans. • To be able to distinguish between healthy and less healthy foods. • To be able to recognise the need for a variety of foods and exercises. • To be able to plan a healthy meal. • To be able to 	<p>Topic: C Changing, P Light (D)</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 Life Cycle Growth, P Forces (D)</p> <p>Suggested Key Questions: What are the stages of the human life cycle? What are forces?</p> <p>Key Skills and Knowledge: B Life Cycle Growth</p> <ul style="list-style-type: none"> • To encounter different stages in human life cycle. • To indicate some awareness of different stages in human life cycle e.g. simple role-play – pretend to cry when shown picture of baby. • To be able to name 3 different stages in human life cycle. • To begin to develop the skill of discussing. 	<p>Topic: C Acids and alkalis (E)</p> <p>Suggested Key Questions: What are acids and alkalis?</p> <p>Key Skills and Knowledge: C Acids and alkalis</p> <ul style="list-style-type: none"> • To be aware that many everyday chemicals and foods contain acids • To understand that acids can burn you and can be dangerous • To know that we must wear goggles when using acids • To recognise common hazard symbols associated with acids • To observe the effect

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	<p><i>changing the type of flame.</i></p> <ul style="list-style-type: none"> • Pupils to be able to use a microscope, thermometer and measuring equipment correctly. <p>B Body parts and senses</p> <ul style="list-style-type: none"> • To be able to name the external parts of the body. • To associate parts of the body with particular functions. • To be able to suggest what is inside the body. • To be able to explore the 5 senses practically. • To know which organs are associated with which sense. • To know the importance of senses in survival. <p>Key Skills: Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers.</p>	<p>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>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>differentiate between different kinds of exercise.</p> <ul style="list-style-type: none"> • To know that food is needed for growth, health and activity. • To be able to group foods simply e.g. <i>fillers, fruit/vegetables, dairy, meat/fish, fatty etc.</i> • To know that food is vital for energy, growth and health. • To be able to test for starch and fat. • To be able to group foods according to carbohydrate, protein, fat, vitamins and minerals. • To be able to describe the process of digestion • To be able to label the main parts of the digestive system <p>Key Skills: Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Gather, record, and begin to classify and present data in a variety of ways to help in answering</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>	<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. • 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: 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>	<p>of acids on bicarbonate of soda</p> <ul style="list-style-type: none"> • To use litmus paper as a more sophisticated method of detecting an acid • To use the term “indicator” when describing an acid • To recall that the opposite to an acid is an alkali • To understand that a substance that is neither acidic nor alkaline is called neutral • To know that tap water is (more or less) neutral • To know that we can make an acid neutral if we add an alkali • To understand that we can use neutralisation to treat bee stings wasp stings and indigestion. <p>Key Skills: Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use simple secondary sources to find answers.</p>
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Links to Gatsby Benchmarks:	<p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <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>Benchmark 4 – Linking Curriculum to learning</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>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</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>Benchmark 4 – Linking Curriculum to learning</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>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</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 2, – Learning from the Career and Labor Market information. 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>