

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

## 3D2 - Discovery Curriculum – Science 4 Lessons Weekly

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

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p><b>Topic:</b> <a href="#">B Senses</a>, <a href="#">C Exploring senses</a>.</p> <p><b>Suggested Key Questions:</b> What are Senses? How many senses do we have? How can we use are senses to explore materials?</p> <p><b>Key Skills and Knowledge:</b></p> <ul style="list-style-type: none"> <li>To experience or encounter sensory events.</li> <li>To actively explore sensory material.</li> <li>To be able to link 3 senses to appropriate organ.</li> </ul> <p><b>C Exploring senses</b></p> <ul style="list-style-type: none"> <li>To experience a range of properties of everyday objects using all senses.</li> <li>To be able to identify some similarities between materials.</li> <li>To be able to identify some differences between materials.</li> </ul>	<p><b>Topic:</b> <a href="#">P Electricity</a>, <a href="#">B Food</a>, <a href="#">drink</a>, <a href="#">exercise</a>.</p> <p><b>Suggested Key Questions:</b> What is electricity and why is it needed? Why do we need food and drink?</p> <p><b>Key Skills and Knowledge:</b> <b>P Electricity</b></p> <ul style="list-style-type: none"> <li>To know that electricity can be dangerous.</li> <li>To know that electricity can produce light, heat, sound, movement.</li> <li>To be able to connect given circuit components to light the bulb/make the buzzer sound.</li> </ul> <p><b>B Food, drink, exercise</b></p> <ul style="list-style-type: none"> <li>To experience different tastes, smells and textures of foods and drinks.</li> <li>To be able to make a choice between more than two</li> </ul>	<p><b>Topic:</b> <a href="#">C Grouping</a>, <a href="#">P Light</a>.</p> <p><b>Suggested Key Questions:</b> What are common materials? What are some sources of light?</p> <p><b>Key Skills and Knowledge:</b> <b>C Groupings</b></p> <ul style="list-style-type: none"> <li>To experience a range of everyday objects.</li> <li>To be able to group and sort materials.</li> <li>To be able to name some common materials.</li> <li>To be able to link the property of a material to its use.</li> </ul> <p><b>P Light</b></p> <ul style="list-style-type: none"> <li>To experience light and dark.</li> <li>To be able to select light sources e.g. torch, candle, from tray of mixed objects.</li> <li>To be able to describe or</li> </ul>	<p><b>Topic:</b> <a href="#">B Body parts 1</a>, <a href="#">C Changing materials</a></p> <p><b>Suggested Key Questions:</b> What are the names of our body parts? How can we group some things together?</p> <p><b>Key Skills and Knowledge:</b> <b>B Body parts</b></p> <ul style="list-style-type: none"> <li>To experience touches or movements of body parts</li> <li>To be able to demonstrate awareness of some particular body parts e.g. by pulling hand away for “round and round garden” game.</li> <li>To be able to name 10 or more different external body parts.</li> </ul> <p><b>C Groupings</b></p> <ul style="list-style-type: none"> <li>To experience a range of everyday objects.</li> </ul>	<p><b>Topic:</b> <a href="#">P Sound</a>, <a href="#">B Plants</a></p> <p><b>Suggested Key Questions:</b> What are sounds and how can they change? Why do we need food, drink and exercise?</p> <p><b>Key Skills and Knowledge:</b> <b>P Sound</b></p> <ul style="list-style-type: none"> <li>To experience a range of sounds.</li> <li>To explore making and changing sounds.</li> <li>To be able to identify some common sounds</li> <li>To be able to recognise warning sounds.</li> </ul> <p><b>B Plants</b></p> <ul style="list-style-type: none"> <li>To explore, using all the senses, the parts of plants, for texture, smell, colour and shape.</li> <li>To know that plants have leaves, stems and flowers.</li> <li>To know some of a plants’</li> </ul>	<p><b>Topic:</b> <a href="#">C Separating</a>, <a href="#">P Forces</a></p> <p><b>Suggested Key Questions:</b> How can things be separated? What are forces?</p> <p><b>Key Skills and Knowledge:</b> <b>C Separating</b></p> <ul style="list-style-type: none"> <li>To experience, using vision, touch and hearing, materials being separated.</li> <li>To explore a range of separating activities.</li> <li>To choose a suitable separator for a given separating activity</li> <li>To develop the skill of planning</li> </ul> <p><b>P Forces</b></p> <ul style="list-style-type: none"> <li>To experience a range of pushes and pulls.</li> <li>To be able to demonstrate a range of pushes and pulls.</li> <li>To be able to describe, using some scientific vocabulary,</li> </ul>

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	<ul style="list-style-type: none"> <li>To begin to develop the skill of observing.</li> </ul> <p><b>Key Skills:</b> To begin to develop the skill of observing.</p> <p>To begin to describe some properties of materials.</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>	<p>different foods at snack time.</p> <ul style="list-style-type: none"> <li>To be able to sort foods into simple categories e.g. like/dislike.</li> <li>To be able to simply explain why we need food and drink.</li> <li>To begin to develop the skill of recording.</li> </ul> <p><b>Key Skills:</b> 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>indicate features of night-time</p> <ul style="list-style-type: none"> <li>To be able to name some sources of light.</li> <li>To explore some aspects of shadows.</li> </ul> <p><b>Key Skills:</b> 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"> <li>To be able to group and sort materials.</li> <li>To be able to name some common materials.</li> <li>To be able to link the property of a material to its use.</li> </ul> <p><b>Key Skills:</b> 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>requirements to stay alive.</p> <ul style="list-style-type: none"> <li>To begin to compare plant and animal parts and how these relate to needs.</li> <li>To begin to interpret their results.</li> </ul> <p><b>Key Skills:</b> 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>a range of pushes and pulls.</p> <p>To begin to develop the skill of planning.</p> <p><b>Key Skills:</b> 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>
<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are</p>	<p>Benchmark 4 – Linking Curriculum to learning</p> <p>Students to consider what skills are needed to be an</p>	<p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are</p>	<p>Benchmark 4 – Linking Curriculum to learning</p> <p>Students to consider what skills are needed to be a</p>	<p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p>	<p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs</p>

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	<p>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>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>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>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>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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