

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

3D1 - 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>Topic: B Senses, C Exploring senses.</p> <p>Suggested Key Questions: What are Senses? How many senses do we have? How can we use are senses to explore materials?</p> <p>Key Skills and Knowledge:</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 similarities between materials. To be able to identify some differences between materials. 	<p>Topic: P Electricity, B Food, drink, exercise.</p> <p>Suggested Key Questions: What is electricity and why is it needed? Why do we need food and drink?</p> <p>Key Skills and Knowledge:</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>B Food, drink, exercise</p> <ul style="list-style-type: none"> To experience different tastes, smells and textures of foods and drinks. To be able to make a choice between more than two 	<p>Topic: C Grouping, P Light.</p> <p>Suggested Key Questions: What are common materials? What are some sources of light?</p> <p>Key Skills and Knowledge:</p> <p>C Groupings</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>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. 	<p>Topic: B Body parts 1, C Changing materials</p> <p>Suggested Key Questions: What are the names of our body parts? How can we group some things together?</p> <p>Key Skills and Knowledge:</p> <p>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> <ul style="list-style-type: none"> To experience a range of everyday objects. 	<p>Topic: P Sound, B Plants</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> <p>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 Plants</p> <ul style="list-style-type: none"> To explore, using all the senses, the parts of plants, for texture, smell, colour and shape. To know that plants have leaves, stems and flowers. 	<p>Topic: C Separating, P Forces</p> <p>Suggested Key Questions: How can things be separated? What are forces?</p> <p>Key Skills and Knowledge:</p> <p>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. To be able to describe, using some

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	<ul style="list-style-type: none"> To begin to develop the skill of observing. <p>Key Skills: 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"> 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. To begin to develop the skill of recording. <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>	<ul style="list-style-type: none"> 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 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>	<ul style="list-style-type: none"> To know some of a plants’ requirements to stay alive. To begin to compare plant and animal parts and how these relate to needs. To begin to interpret their results. <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>scientific vocabulary, a range of pushes and pulls.</p> <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>
<p>Links to Gatsby Benchmarks:</p>	<p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p>	<p>Benchmark 4 – Linking Curriculum to learning</p>	<p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p>	<p>Benchmark 4 – Linking Curriculum to learning</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.</p>

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	<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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