

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

Class – 3Q1 Quest Curriculum – science 2 lessons weekly, 1Hr

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025 – 2026 Summer 2
	<p><u>Topic:</u> <u>Body parts</u></p> <p><u>Suggested Key Questions:</u> What are the names of our body parts?</p> <p><u>Key Skills and Knowledge:</u> To experience touches or movements of body parts</p> <p>To be able to demonstrate awareness of some particular body parts e.g. by pulling hand away for “round and round garden” game.</p> <p>To name external body parts</p> <p>To develop the skill of observing.</p>	<p><u>Topic:</u> <u>Materials</u></p> <p><u>Suggested Key Questions:</u> What are some common materials?</p> <p><u>Key Skills and Knowledge:</u> To experience a range of everyday objects made from different materials</p> <p>To group and sort materials, similarities & differences</p> <p>To be able to name some common materials</p> <p>Planning skill - Play with and explore the materials they have been given</p>	<p><u>Topic:</u> <u>Light</u></p> <p><u>Suggested Key Questions:</u> What gives out light?</p> <p><u>Key Skills and Knowledge:</u> To experience light and dark.</p> <p>To be able to select light sources e.g. torch, candle, from tray of mixed objects</p> <p>To be able to describe or indicate features of night-time</p> <p>To explore some aspects of shadows.</p> <p>To develop the skill of interpreting.</p>	<p><u>Topic:</u> <u>senses</u></p> <p><u>Suggested Key Questions:</u> What are our senses?</p> <p><u>Key Skills and Knowledge:</u> To experience or encounter sensory events.</p> <p>To actively explore sensory material.</p> <p>To be able to link sense to appropriate organ.</p> <p>To develop the skill of observing</p>	<p><u>Topic:</u> <u>plants</u></p> <p><u>Suggested Key Questions:</u> What are plants?</p> <p><u>Key Skills and Knowledge:</u> To explore, using all the senses, the parts of plants, for texture, smell, colour and shape.</p> <p>To know that plants have roots, leaves, stems and flowers.</p> <p>To know some of a plants’ requirements to stay alive.</p> <p>To develop the skill of interpreting.</p> <p>.</p>	<p><u>Topic:</u> <u>Sound</u></p> <p><u>Suggested Key Questions:</u> What are sounds?</p> <p><u>Key Skills and Knowledge:</u> To experience a range of sounds.</p> <p>To explore making and changing sounds.</p> <p>To be able to identify some common sounds</p> <p>To be able to recognise warning sounds</p> <p>To begin to develop the skill of predicting</p>
Links to Gatsby Benchmarks:	Gatsby benchmark 4 Which jobs need to know about body parts	Gatsby benchmark 4 Which jobs need to know about materials Watch the video	Gatsby benchmark 4 Which jobs need to know about light	Gatsby benchmark 4 Which jobs need to know about the senses	Gatsby benchmark 4 Which jobs need to know about plants	Gatsby benchmark 4 Which jobs need to know about sound Watch the video about

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

	<p>Watch the video Off to the doctors – Early Vision https://www.youtube.com/watch?v=1UM1pft9CpM discuss video</p>	<p>About the builders' yard https://www.youtube.com/watch?v=gLJh7fs5jI8 discuss video</p>	<p>watch video off to the garage – Early Vision https://www.youtube.com/watch?v=fYtxuAF_LcpM or watch the videos about lighting technicians https://www.youtube.com/watch?v=CatO5oh7Sws https://www.youtube.com/watch?v=0EYszdb_e180 discuss video</p>	<p>Watch the video Off to the opticians – Early Vision https://www.youtube.com/watch?v=BWpobBA65jA discuss video</p>	<p>Watch the video about the garden center – Early Vision https://www.youtube.com/watch?v=95rR33Sqi0M discuss video</p>	<p>A visit to an audiologist https://www.youtube.com/watch?v=-8sP7I7EH1c discuss video</p>
Year	2026 – 2027 Autumn 1	2026 – 2027 Autumn 2	2026 – 2027 Spring 1	2026 – 2027 Spring 2	2026 – 2027 Summer 1	2026 – 2027 Summer 2
	<p>Topic: Life Cycles</p> <p>Suggested Key Questions: How do we change during our life? How do other animals change during their lives? Key Skills and Knowledge:</p> <p>To encounter different stages in human life cycle.</p> <p>To indicate some awareness of different stages in human life cycle e.g. simple role-play – pretend to cry when shown picture of baby.</p> <p>To be able to name 3 different stages in human life cycle. To encounter a range of life cycles.</p>	<p>Topic: Changing Materials</p> <p>Suggested Key Questions: How can materials be changed? Key Skills and Knowledge:</p> <p>To be able to explore a variety of materials for bendiness, squashiness, twistability and stretchiness.</p> <p>To be able to explore a range of changes when materials are heated or cooled.</p> <p>To know some of the ways materials can change when mixed.</p> <p>To begin to develop their skill of recording.</p>	<p>Topic: Forces</p> <p>Suggested Key Questions: What are forces? Key Skills and Knowledge:</p> <p>To experience a range of pushes and pulls.</p> <p>To be able to demonstrate a range of pushes and pulls.</p> <p>To be able to describe, using some scientific vocabulary, a range of pushes and pulls.</p> <p>To begin to develop the skill of planning.</p>	<p>Topic: Teeth</p> <p>Suggested Key Questions: Why do we have teeth? Key Skills and Knowledge:</p> <p>To experience looking at teeth</p> <p>To know why we have teeth</p> <p>To know some ways to look after our teeth</p> <p>To develop the skill of discussing</p>	<p>Topic: Environment (local)</p> <p>Suggested Key Questions: What plants and animals live near us? Key Skills and Knowledge:</p> <p>To experience with all senses features of immediate (classroom) and local environment.</p> <p>To name some plants and animals found locally</p> <p>To show some understanding of the need to treat animals and the environment with care and sensitivity.</p>	<p>Topic: Environment (further afield)</p> <p>Suggested Key Questions: What plants and animals live far away from us? Key Skills and Knowledge:</p> <p>To experience with all the senses, features of environments further afield.</p> <p>To be able to name some plants and animals found in environments further afield.</p> <p>To be able to sort living things into an appropriate environment (e.g. place picture of tree in forest or farm, not sea).</p>

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

	To be able to recognise stages of a simple life cycle. To begin to develop the skill of discussing					To be able to develop the skill of observation
Links to Gatsby Benchmarks:	Gatsby benchmark 4 Which jobs need to know about different stages in life. Watch the video day in the life of a carer https://www.youtube.com/watch?v=4C8KRMjhnB8 discuss video	Gatsby benchmark 4 discuss video Which jobs need to know about changing materials. Watch the video off to the Italian restaurant https://www.youtube.com/watch?v=CXbpVO0ITk discuss video	Gatsby benchmark 4 Which jobs need to know about forces. Watch the video off to the airport https://www.youtube.com/watch?v=1XLL8lzg-hc&list=PL8MJqJp1OEVAZhb-mhkEA1phk-KnUZm65&index=31 discuss video	Gatsby benchmark 4 Which jobs need to know about teeth. Watch the video off to the dentist https://www.youtube.com/watch?v=ffWjUUm_sFx discuss video	Gatsby benchmark 4 Which jobs need to know about animals/pets. Watch the video off to the pet shop https://www.youtube.com/watch?v=gvrqV6-ullo discuss video	Gatsby benchmark 4 discuss video Which jobs need to know about plants Day in the life of a botanist https://www.youtube.com/watch?v=r24O3mRDvz0 discuss video
Year	2027 – 2028 Autumn 1	2027 – 2028 Autumn 2	2027 – 2028 Spring 1	2027 – 2028 Spring 2	2027 – 2028 Summer 1	2027 – 2028 Summer 2
	<p>Topic: Inside the Body</p> <p>Suggested Key Questions: What is inside our bodies? Key Skills and Knowledge:</p> <p>To experience own heartbeat (use touch or stethoscope).</p> <p>To know that everybody needs a working heart to stay alive.</p> <p>To encounter another person breathing very close, to hear and feel the flow of air.</p> <p>To know that everybody needs to</p>	<p>Topic: Separating Materials</p> <p>Suggested Key Questions: How can things be separated?</p> <p>Key Skills and Knowledge:</p> <p>To experience some common mixtures</p> <p>To experience using vision, touch and hearing some mixtures being separated</p> <p>To explore a range of separating activities</p> <p>To develop the skill of planning</p>	<p>Topic: Electricity</p> <p>Suggested Key Questions: What can we use electricity to do?</p> <p>Key Skills and Knowledge:</p> <p>To know that electricity can be dangerous.</p> <p>To know how to be safe around objects that use electricity</p> <p>To experience under close supervision objects that make heat, light, sound and movement using electricity.</p>	<p>Topic: Skeleton</p> <p>Suggested Key Questions: What is inside our bodies? What holds our body up? Key Skills and Knowledge: To be able to feel bones.</p> <p>To know that there are bones inside their own body.</p> <p>To know that the skeleton supports the body and protects parts of the body.</p> <p>To develop the skill of discussing and questioning.</p>	<p>Topic: Food drink & Exercise</p> <p>Suggested Key Questions: Why do we need to eat and drink?</p> <p>Key Skills and Knowledge:</p> <p>To experience different tastes, smells and textures of foods and drinks.</p> <p>To be able to make a choice between more than two different foods at snack/dinner time.</p> <p>To be able to sort foods into simple categories e.g. like/dislike.</p>	<p>Topic: Health</p> <p>Suggested Key Questions: What happens when we are ill?</p> <p>Key Skills and Knowledge:</p> <p>To be able to show what it is like to feel ill</p> <p>To know that medicines can be dangerous</p> <p>To be able to identify some common hazard symbols</p>

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

	<p>take air in and out of own body.</p> <p>To know that each person has a pair of lungs.</p> <p>To develop the skill of observing.</p>		<p>To be able to contribute to class discussion and questioning.</p>		<p>To be able to simply explain why we need food and drink.</p> <p>To begin to develop the skill of recording.</p>	
Links to Gatsby Benchmarks:	<p>Gatsby benchmark 4</p> <p>Which jobs need to look inside the body</p> <p>Watch the video</p> <p>Guide to having a CT Scan</p> <p>https://www.youtube.com/watch?v=rPVCYdTgpNE</p> <p>discuss video</p>	<p>Gatsby benchmark 4</p> <p>Which jobs need to know about sorting objects</p> <p>Watch the video</p> <p>Off to the sorting office</p> <p>https://www.youtube.com/watch?v=HtotDgb5yto</p> <p>discuss video</p>	<p>Gatsby benchmark 4</p> <p>Which jobs need to know about electricity</p> <p>Watch the video</p> <p>A day in the life of an electrician</p> <p>https://www.youtube.com/watch?v=lifunadBZ3U</p> <p>discuss video</p>	<p>Gatsby benchmark 4</p> <p>Which jobs need to know about the skeleton</p> <p>Watch the video</p> <p>Operation ouch- x ray broken bone</p> <p>https://www.youtube.com/watch?v=3uC21wfeDol</p> <p>discuss video</p>	<p>Gatsby benchmark 4</p> <p>Which jobs need to know about food and drink</p> <p>Watch the video</p> <p>Off to the café</p> <p>https://www.youtube.com/watch?v=nMR9j6uG4Ho</p> <p>discuss video</p>	<p>Gatsby benchmark 4</p> <p>Which jobs need to know about medicines</p> <p>Watch the video</p> <p>off to the pharmacy</p> <p>https://www.youtube.com/watch?v=I-BMEKBS4xE</p> <p>discuss video</p>

AT1 Investigational Science Skills for the level of students following the discovery pathway

Discussing & Questioning

Show what they did

Use non-verbal communication e.g. *nod or shake head when the teacher questions what they did.*

Planning

Play with and explore the materials they have been given e.g. *feels and digs in the wet and dry sand.*

Fair Testing

Begin to show an awareness of treating things in the same way e.g. *explores seeds by feeling them all, looking at them all with a magnifying glass, smelling them and rolling them all along the ground.*

Predicting

Make a simple statement e.g. *when looking for woodlice say "they are outside".*

Observe and Measure

Say something about the object when asked about it.

Touch and explore the object.

When given an object, find another one like it.

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

Recording

Show where they found a minibeast or object.

Show what they did.

Use the objects to record with e.g. *with help makes a pile of objects which sand went through.*

Interpreting

Describe or show simply what they did.

Consider, with help, if their simple statement was correct.