

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

Class – 3Q3 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
	<u>Topic:</u> <u>Body parts</u> <u>Suggested Key Questions:</u> What are the names of our body parts? <u>Key Skills and Knowledge:</u> 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 name external body parts To develop the skill of observing.	<u>Topic:</u> <u>Materials</u> <u>Suggested Key Questions:</u> What are some common materials? <u>Key Skills and Knowledge:</u> To experience a range of everyday objects made from different materials To group and sort materials, similarities & differences To be able to name some common materials Planning skill - Play with and explore the materials they have been given	<u>Topic:</u> <u>Light</u> <u>Suggested Key Questions:</u> What gives out light? <u>Key Skills and Knowledge:</u> 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 explore some aspects of shadows. To develop the skill of interpreting.	<u>Topic:</u> <u>senses</u> <u>Suggested Key Questions:</u> What are our senses? <u>Key Skills and Knowledge:</u> To experience or encounter sensory events. To actively explore sensory material. To be able to link sense to appropriate organ. To develop the skill of observing	<u>Topic:</u> <u>plants</u> <u>Suggested Key Questions:</u> What are plants? <u>Key Skills and Knowledge:</u> To explore, using all the senses, the parts of plants, for texture, smell, colour and shape. To know that plants have roots, leaves, stems and flowers. To know some of a plants’ requirements to stay alive. To develop the skill of interpreting.	<u>Topic:</u> <u>Sound</u> <u>Suggested Key Questions:</u> What are sounds? <u>Key Skills and Knowledge:</u> 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 To begin to develop the skill of predicting
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

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	Watch the video Off to the doctors – Early Vision https://www.youtube.com/watch?v=1UM1pft9CpM discuss video	About the builders' yard https://www.youtube.com/watch?v=gLJh7fs5jI8 discuss video	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	Watch the video Off to the opticians – Early Vision https://www.youtube.com/watch?v=BWpobBA65jA discuss video	Watch the video about the garden center – Early Vision https://www.youtube.com/watch?v=95rR33Sqi0M discuss video	A visit to an audiologist https://www.youtube.com/watch?v=-8sP7I7EH1c discuss video
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
	Topic: Life Cycles Suggested Key Questions: How do we change during our life? How do other animals change during their lives? Key Skills and Knowledge: 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 encounter a range of life cycles.	Topic: Changing Materials Suggested Key Questions: How can materials be changed? Key Skills and Knowledge: To be able to explore a variety of materials for bendiness, squashiness, twistability and stretchiness. To be able to explore a range of changes when materials are heated or cooled. To know some of the ways materials can change when mixed. To begin to develop their skill of recording.	Topic: Forces Suggested Key Questions: What are forces? Key Skills and Knowledge: 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. To begin to develop the skill of planning.	Topic: Teeth Suggested Key Questions: Why do we have teeth? Key Skills and Knowledge: To experience looking at teeth To know why we have teeth To know some ways to look after our teeth To develop the skill of discussing	Topic: Environment (local) Suggested Key Questions: What plants and animals live near us? Key Skills and Knowledge: To experience with all senses features of immediate (classroom) and local environment. To name some plants and animals found locally To show some understanding of the need to treat animals and the environment with care and sensitivity.	Topic: Environment (further afield) Suggested Key Questions: What plants and animals live far away from us? Key Skills and Knowledge: To experience with all the senses, features of environments further afield. To be able to name some plants and animals found in environments further afield. To be able to sort living things into an appropriate environment (e.g. place picture of tree in forest or farm, not sea).

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	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_sFxE 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
	Topic: Inside the Body Suggested Key Questions: What is inside our bodies? Key Skills and Knowledge: To experience own heartbeat (use touch or stethoscope). To know that everybody needs a working heart to stay alive. To encounter another person breathing very close, to hear and feel the flow of air. To know that everybody needs to	Topic: Separating Materials Suggested Key Questions: How can things be separated? Key Skills and Knowledge: To experience some common mixtures To experience using vision, touch and hearing some mixtures being separated To explore a range of separating activities To develop the skill of planning	Topic: Electricity Suggested Key Questions: What can we use electricity to do? Key Skills and Knowledge: To know that electricity can be dangerous. To know how to be safe around objects that use electricity To experience under close supervision objects that make heat, light, sound and movement using electricity.	Topic: Skeleton Suggested Key Questions: What is inside our bodies? What holds our body up? Key Skills and Knowledge: To be able to feel bones. To know that there are bones inside their own body. To know that the skeleton supports the body and protects parts of the body. To develop the skill of discussing and questioning.	Topic: Food drink & Exercise Suggested Key Questions: Why do we need to eat and drink? Key Skills and Knowledge: To experience different tastes, smells and textures of foods and drinks. To be able to make a choice between more than two different foods at snack/dinner time. To be able to sort foods into simple categories e.g. like/dislike.	Topic: Health Suggested Key Questions: What happens when we are ill? Key Skills and Knowledge: To be able to show what it is like to feel ill To know that medicines can be dangerous To be able to identify some common hazard symbols

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

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.

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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.