

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

<https://www.thenational.academy/teachers/curriculum/science-primary/units>

4D - Discovery Curriculum – Science 4 Lessons Weekly

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>Topic: Biology Keeping Healthy AQA Unit 106940</p> <p>Suggested Key Questions: How can we stay healthy?</p> <p>Key Skills and Knowledge: 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 differentiate. between different kinds of exercise. <p>To know that food is needed for growth, health and activity. To be able to group foods simply To know that food is vital for energy, growth and health. To be able to test for starch and fat.</p>	<p>Topic: Biology Plants 111832 PLANTS AND THE ENVIRONMENT</p> <p>Suggested Key Questions: What are the different parts of a plant?</p> <p>Key Skills and Knowledge:</p> <ol style="list-style-type: none"> Name five needs for a plant to grow, eg light, food, water. Identify correctly the leaf, stem, flower and roots when touching a real plant. Identify electrical devices used for a variety of functions. Able to construct some simple circuits and recognize how some device are powered. <p>Key Skills:</p> <p>To begin to say what I would change about my investigation.</p> <p>Use simple scientific language and some science words. Use</p>	<p>• Topic: Chemistry Materials exploring with senses AQA Unit 115344</p> <p>Suggested Key Questions: What are materials? What are the properties?</p> <p>Key Skills and Knowledge:</p> <p>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. · To begin to describe some properties of materials.</p> <p>Key Skills: Begin to recognise that they can be answered in different ways.</p> <p>Ask questions about the world around us.</p> <p>To say what I am looking for and what I am measuring.</p>	<p>Topic: Chemistry Rocks----- AQA 113526</p> <p>Suggested Key Questions: How can we group some things together?</p> <p>Key Skills and Knowledge: Rocks</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>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>Topic: Physics Physics Electricity: AQA Unit 106957</p> <p>Suggested Key Questions: What are forces?</p> <p>Key Skills and Knowledge: Electricity</p> <ul style="list-style-type: none"> To experience a range of electrical appliances. To be able to demonstrate a understanding of the dangers off electricity. To be able to describe, using some scientific vocabulary, a range of uses of electrical appliances. <p>To begin to develop the skill of planning.</p> <p>Key Skills: <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>Topic: Physics Sound -----</p> <p>Suggested Key Questions: What are some sources of sound?</p> <p>Key Skills and Knowledge: Sound</p> <ul style="list-style-type: none"> To experience loud and quiet sounds. To be able to select sound sources. To be able to describe or indicate features of different sounds. To be able to name some sources of sound. <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>

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	<p>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> <p>Key Skills: Gather, record, and begin to classify and present data in a variety of ways to help in answering questions</p>	comparative language – bigger, faster etc		Begin to use some science words.		
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/ cleaner/ cook (NHS jobs) ... 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 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.</p>

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	<p>Topic: Chemistry Everyday materials AQA 113526</p> <p>Suggested Key Questions: How can we group some things together?</p> <p>Key Skills and Knowledge: 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>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>	<p>Topic: Biology Skeleton 112536 Intro to skeleton with support</p> <p>Suggested Key Questions: What are the different parts of a plant?</p> <p>Key Skills and Knowledge:</p> <ol style="list-style-type: none"> Name five needs for a plant to grow, eg light, food, water. Identify correctly the leaf, stem, flower and roots when touching a real plant. Identify electrical devices used for a variety of functions. Able to construct some simple circuits and recognize how some device are powered. <p>Key Skills: To begin to say what I would change about my investigation.</p> <p>Use simple scientific language and some science words. Use comparative language – bigger, faster etc</p>	<p>• Topic: Biology Habitat AQA Unit</p> <p>Suggested Key Questions: What are materials? What are the properties?</p> <p>Key Skills and Knowledge: 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. · To begin to describe some properties of materials.</p> <p>Key Skills: Begin to recognise that they can be answered in different ways.</p> <p>Ask questions about the world around us.</p> <p>To say what I am looking for and what I am measuring.</p>	<p>Topic: Biology Multisensory approach to water AQA</p> <p>Suggested Key Questions: How can we group some things together?</p> <p>Key Skills and Knowledge: 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>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>	<p>Topic: Biology Food, digestion and healthy eating AQA 85116</p> <p>Suggested Key Questions: What are forces?</p> <p>Key Skills and Knowledge: 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: <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>.</p>	<p>Topic: Physics Light 106949 LIGHT AND SHADOWS7</p> <p>Suggested Key Questions: What are some sources of light?</p> <p>Key Skills and Knowledge: 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>

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