

BROADMEADOW SPECIAL SCHOOL
EXPERIMENTING and EXPLORING (sc) CURRICULUM SCHEME 2020-21

	Sensory Experience	Intentional	Skill Development	Functional Skills	Applied Skills
Similarities and Differences <i>Aut A</i>	<ul style="list-style-type: none"> Experience a range of textures, weights, light and dark etc 	<ul style="list-style-type: none"> Respond to their experiences by locating or tracking the source e.g. sources of light, different textures like fur on animals or different coloured hair. 	<ul style="list-style-type: none"> Explore the objects or materials e.g. explore shadows, reflections, coloured filters etc. I can identify certain plants or animals by naming or pointing 	<ul style="list-style-type: none"> I know what a liquid and a solid is? Properties, plastic, metal, wood etc I can place and arrange similar items 	<ul style="list-style-type: none"> I can answer closed questions using speech or other means about what I see, hear, taste or smell
Observe and Change <i>Aut B</i>	<ul style="list-style-type: none"> Experience gradients for example Sensory circle/ room -light colour changes, Explore sensory properties of changing materials 	<ul style="list-style-type: none"> I can intentionally cause a change. I respond consistently when a change happens Switches Bubble snakes Tornado bottles Lava lamps 	<ul style="list-style-type: none"> I can actively take part in cooking activities or experiments - making slime, melting ice etc. I can indicate same and different 	<ul style="list-style-type: none"> I can use simple equipment independently e.g. hand held blenders. I question why things happen 	<ul style="list-style-type: none"> I can explain why the change occurred I can plan a process to make a change
Explore <i>Spr A</i>	<ul style="list-style-type: none"> I can use my senses I engage in touching, 	<ul style="list-style-type: none"> I am keen to engage in exploratory activities using tools given to 	<ul style="list-style-type: none"> I choose and use tools and equipment carefully. I may have my own ideas on how to 	<ul style="list-style-type: none"> I can ask questions about what I have found or about 	<ul style="list-style-type: none"> I can tell someone about what I have found or draw a picture or

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	smelling, tasting with support	me., including magnifying glasses	explore something further.	an activity I have been doing.	diagram to explain it.
Identify and Name Spr B	<ul style="list-style-type: none"> Has an experience of objects in the environment. 	<ul style="list-style-type: none"> Notices and is able to observe closely. E.g. animals, insects, pets, etc. Can use simple equipment e.g. magnifying glass/binoculars 	<ul style="list-style-type: none"> Identifies by pointing, signing or finding the same. Can label items 	<ul style="list-style-type: none"> Compares and contrasts Is able to sort by more than one property- use a Venn diagram? 	<ul style="list-style-type: none">
Gather and Record Data Sum A	<ul style="list-style-type: none"> I experience differences and listen as an adult explains and records them. 	<ul style="list-style-type: none"> I can sort and group actual objects. 	<ul style="list-style-type: none"> I can sort and group pictures of objects and use them to produce a pictogram. 	<ul style="list-style-type: none"> I can gather and record data in a range of ways - tally charts, Venn diagrams etc 	<ul style="list-style-type: none"> I can answer a closed question about the data and act on my results by following an instruction e.g. refine design etc.
Using Simple Equipment Sum B	<ul style="list-style-type: none"> <i>Experiences practical activities that link to ideas e.g. doing and thinking.</i> 	<ul style="list-style-type: none"> Develop an understanding of cause and effect. Makes a consistent response to effects 	<ul style="list-style-type: none"> Weighing scales Use tools and equipment carefully With support can measure using apparatus 	<ul style="list-style-type: none"> I can carry out investigations with others and collect evidence. 	<ul style="list-style-type: none"> I can attempt to answer questions through testing and investigating and can test my ideas following a

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					<p>structured approach and support from an adult</p> <ul style="list-style-type: none"> • I can join in a discussion/ answer closed questions about what I have found out. • I can sequence an investigation
In Y1 pupils should be taught:	<p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Animals, including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made</p> <ul style="list-style-type: none"> • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the 	<p>Seasonal changes</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies 	

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		<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>basis of their simple physical properties.</p>	
In Y2 pupils should be taught:	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, 	<p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Animals, including humans:</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Seasonal changes:</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies

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	using the idea of a simple food chain, and identify and name different sources of food			
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