

KDG: Humans Our Learning Leaves Curriculum – Science

	Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive knowledge	<ul style="list-style-type: none"> The child can explore from the secure, close-by presence of their key person. Enjoys finding own nose, eyes or tummy as part of naming games. Learns that own voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest. Engages other person to help achieve a goal, e.g. to get an object out of reach. Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> Use their senses in hands on exploration of natural materials Make healthy choices about food, drink, activity and tooth brushing. Notice differences between people. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Name the arms, legs, head, feet, toes, fingers, elbows, knees, eyes, mouth, nose, ears, penis, & vulva. <p>Name the heart, lungs, stomach and womb and simple explain their function.</p>
Disciplinary knowledge	<ul style="list-style-type: none"> Expresses own preferences and interests. Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. Is curious about people and shows interest in stories about themselves and their family. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> Children hold a pencil correctly Make marks for a purpose Children have a go at independently dressing 	<ul style="list-style-type: none"> Draw a diagram; a simple scientific drawing that explains or informs. Continue developing positive attitudes about the differences between people. Manage their own needs for example their personal hygiene explain why some things occur and talk about changes
Key Drivers	<p>Culture and Diversity - which helps pupils to develop enquiring minds about the wider world –</p> <ul style="list-style-type: none"> Expose the children to human diversity related to race, culture, ability, gender and relationship preferences. Children are encouraged to enjoy playing with different children cooperatively Children will notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. <p>Environment and Community - which helps to instil in our pupils a respect for our environment and for our local and wider communities –</p> <ul style="list-style-type: none"> School community introduced to the children. Children to appreciate our communities values, similarities and our unique qualities that make us special. <p>Creative arts and physical development - which helps our pupils to express themselves and excel as holistic learners. –</p> <ul style="list-style-type: none"> Fine motor is developed to allow children to manage their own needs, for example doing up their coats. <p>Learning to learn - which helps pupils to concentrate and focus and build resilience as learners –</p> <ul style="list-style-type: none"> Children are supported to develop their resilience when facing problems with independently managing their needs. Opportunities given to allow the children to become independent learners. 		