MacIntyre Academies
Venture Academy

**Long-Term Curriculum Overview: Science Entry Level 1,2 and 3**
**Key Stage(s): 4**
**Curriculum Lead: Laura Allard**
**Academic Year: 25/26**

## Curriculum Intent

Our curriculum aims to nurture the whole child, supporting emotional wellbeing, resilience, and positive mental health. We focus on creating safe, inclusive environments where pupils with SEMH needs can thrive academically and personally. The curriculum is personalised and underpinned by strong relationships and consistency.

## Curriculum Implementation

- Structured Routine: Clear, consistent lessons to support the reduction of anxiety and increase engagement.
- Therapeutic Approaches: Use of Zones of Regulation.
- Adapted Curriculum: Use of accessible activities and adapted scaffolding to meet the needs of all learners.
- Environment: Calming, sensory-aware settings.

## Curriculum Impact

- Pupils develop emotional literacy and self-regulation.
- Increased engagement and attendance.
- Reduced behavioural incidents.
- Positive relationships with peers and adults.
- Preparation for transitions and independence.

| Term | Topic / Learning Focus | Links towards EHCP Outcomes | Independent Skills Development | Assessment / Reflection of Learning | Resources / Programmes Used |
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| Autumn 1 | • Human Biology | **Communication and Interaction**: Opportunities for discussion about the human body, using key vocabulary and visual prompts. **Cognition and Learning**: Sequencing body systems and understanding functions. **Social, Emotional and Mental Health**: Collaborative activities to build empathy and self-awareness. **Sensory/Physical Needs**: Sensory exploration of models and movement-based activities. | Encourages self-awareness, communication, and teamwork through practical activities. | Observations, group discussions, science journals, and practical demonstrations. | Body models, visual aids, Now & Next boards, sensory trays. |
| Autumn 2 | • Chemical Reactions: Patterns, Energy and Rates of Reaction | **Communication and Interaction**: Describing chemical reactions and patterns using sentence starters and visuals. **Cognition and Learning:** Investigating reaction rates and energy changes. **Social, Emotional and Mental Health**: Group experiments to encourage sharing and resilience. **Sensory/Physical Needs**: Safe handling of materials, visual and tactile prompts. | Promotes descriptive language, observation, and independent investigation. | Experiment logs, verbal feedback, peer assessment, and visual checklists. | Reaction kits, visual schedules, communication boards. |

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| Spring 1 | • Electricity and Magnets | **Communication and Interaction**: Naming electrical components and magnets, using communication aids. **Cognition and Learning**: Sequencing circuits and understanding magnetic effects. **Social, Emotional and Mental Health**: Collaborative projects to foster curiosity and engagement. **Sensory/Physical Needs**: Sensory bins with wires and magnets, movement breaks. | Develops responsibility, curiosity, and expressive language. | Photo evidence, pupil reflections, group discussions, experiment logs. | Circuit kits, magnets, visual schedules, sensory bins. |
| Spring 2 | • Plants and Ecosystems | **Communication and Interaction**: Discussing plant parts and ecosystems using visuals and models. **Cognition and Learning**: Investigating plant growth and environmental impact. **Social, Emotional and Mental Health**: Team eco-projects to build social responsibility. **Sensory/Physical Needs**: Sensory-friendly planting activities, tactile materials. | Encourages teamwork, observation, and eco-friendly habits. | Growth tracking, eco-projects, peer feedback, reflection journals. | Planting kits, ecosystem models, visual aids, group tasks. |
| Summer 1 | • Chemistry in our World: Fuels and the Earth's Atmosphere | **Communication and Interaction**: Explaining chemical changes and environmental issues using sentence frames. **Cognition and Learning**: Predicting and observing changes in fuels and the atmosphere. **Social, Emotional and Mental** | Promotes independence in experiments and following instructions. | Experiment logs, visual timelines, feedback sessions. | Science kits, visual prompts, calming spaces, experiment cards. |

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| | | **Health**: Group experiments to foster cooperation and resilience.<br>**Sensory/Physical Needs**: Safe handling of materials, visual and tactile prompts. | | | |
| Summer 2 | • Energy and Particles | **Communication and Interaction**: Sharing findings and reflections on energy and particles.<br>**Cognition and Learning**: Sequencing and comparing physical processes.<br>**Social, Emotional and Mental Health**: Reflecting on personal growth and transitions.<br>**Sensory/Physical Needs**: Visual aids, sensory resources, movement breaks. | Encourages self-reflection, routine-following, and personal responsibility. | Observation notes, pupil voice, self-assessment checklists. | Energy models, particle kits, sensory resources, reflective journals. |