



## **Long-Term Curriculum Overview: Science**

**Key Stage(s): 3**

**Curriculum Lead: Laura Allard**

**Academic Year: 25/26**

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### **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
Autumn 1	<ul style="list-style-type: none"> <li>• Matter as Particles</li> <li>• Cells</li> <li>• Forces</li> </ul>	<p><b>Communication and Interaction:</b> Opportunities for discussion and group work using scientific vocabulary and visual prompts.</p> <p><b>Cognition and Learning:</b> Practical investigations to develop understanding of particles, cells, and forces.</p> <p><b>Social, Emotional and Mental Health:</b> Collaborative experiments to build teamwork, resilience, and confidence.</p> <p><b>Sensory/Physical Needs:</b> Sensory exploration of materials, movement-based activities, and hands-on models.</p>	Encourages prediction, observation, and teamwork through practical science activities.	Observations, group discussions, science journals, and practical demonstrations.	Particle models, cell slides, force meters, visual aids, Now & Next boards.
Autumn 2	<ul style="list-style-type: none"> <li>• Separation</li> <li>• Magnetism</li> </ul>	<p><b>Communication and Interaction:</b> Describing and comparing materials and magnets using sentence starters and visuals.</p> <p><b>Cognition and Learning:</b> Sorting and classifying materials, exploring separation techniques.</p> <p><b>Social, Emotional and Mental Health:</b> Group sorting tasks to encourage sharing and turn-taking.</p> <p><b>Sensory/Physical Needs:</b> Handling and exploring a range of materials,</p>	Promotes descriptive language, sorting, and independent investigation.	Sorting tasks, verbal feedback, peer assessment, and visual checklists.	Material samples, magnets, separation kits, communication boards.

		including textured and magnetic objects.			
Spring 1	<ul style="list-style-type: none"> <li>• Chemical Reactions</li> <li>• Space</li> </ul>	<p><b>Communication and Interaction:</b> Naming chemicals and celestial objects, using communication aids.</p> <p><b>Cognition and Learning:</b> Sequencing reactions and understanding space concepts.</p> <p><b>Social, Emotional and Mental Health:</b> Collaborative projects to foster curiosity and engagement.</p> <p><b>Sensory/Physical Needs:</b> Sensory bins with reaction materials, movement breaks.</p>	Develops responsibility, curiosity, and expressive language.	Photo evidence, pupil reflections, group discussions, experiment logs.	Reaction kits, space models, visual schedules, sensory bins.
Spring 2	<ul style="list-style-type: none"> <li>• Acids and Alkalis</li> <li>• Digestion and Health</li> </ul>	<p><b>Communication and Interaction:</b> Discussing acids, alkalis, and digestion using visuals and models.</p> <p><b>Cognition and Learning:</b> Investigating chemical and biological processes, recording findings.</p> <p><b>Social, Emotional and Mental Health:</b> Team experiments to build social responsibility.</p> <p><b>Sensory/Physical Needs:</b> Sensory-friendly experiments, tactile materials, and food samples.</p>	Encourages teamwork, observation, and healthy habits.	Experiment tracking, peer feedback, reflection journals.	pH kits, digestion models, food samples, group tasks.
Summer 1	<ul style="list-style-type: none"> <li>• Gas Exchange</li> <li>• Speed</li> </ul>	<p><b>Communication and Interaction:</b> Explaining gas exchange and speed using sentence frames and diagrams.</p> <p><b>Cognition and Learning:</b> Predicting and observing biological and physical changes.</p>	Promotes independence in experiments and following instructions.	Experiment logs, visual timelines, feedback sessions.	Science kits, visual prompts, calming spaces, experiment cards.

		<p><b>Social, Emotional and Mental Health:</b> Group experiments to foster cooperation and resilience.</p> <p><b>Sensory/Physical Needs:</b> Safe handling of materials, visual and tactile prompts.</p>			
Summer 2	<ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Waves</li> </ul>	<p><b>Communication and Interaction:</b> Sharing findings and reflections on reproduction and waves.</p> <p><b>Cognition and Learning:</b> Sequencing and comparing biological and physical processes.</p> <p><b>Social, Emotional and Mental Health:</b> Reflecting on personal growth and transitions.</p> <p><b>Sensory/Physical Needs:</b> Visual aids, sensory resources, movement breaks.</p>	Encourages self-reflection, routine-following, and personal responsibility.	Observation notes, pupil voice, self-assessment checklists.	Growth charts, wave models, sensory resources, reflective journals.