



Long-Term Curriculum Overview: Science

Key Stage(s): 2/3

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
Autumn 1	<ul style="list-style-type: none"> Human Body Seasonal Changes - Autumn 	<p>Communication and Interaction: Naming body parts and discussing seasonal changes.</p> <p>Cognition and Learning: Understanding body systems and environmental patterns.</p> <p>Social, Emotional and Mental Health: Building self-awareness and emotional vocabulary.</p> <p>Sensory/Physical Needs: Engaging with sensory materials related to autumn.</p>	Encourages self-awareness, naming body parts, and recognising environmental changes.	Observations, pupil discussions, sensory response tracking, and visual checklists.	Body maps, sensory trays, Zones of Regulation visuals, seasonal storybooks.
Autumn 2	<ul style="list-style-type: none"> Materials Seasonal Changes - Winter 	<p>Communication and Interaction: Describing materials and their properties.</p> <p>Cognition and Learning: Classifying and comparing materials.</p> <p>Social, Emotional and Mental Health: Encouraging curiosity and persistence.</p> <p>Sensory/Physical Needs: Exploring textures and sensory bins.</p>	Promotes decision-making, sorting, and descriptive language.	Hands-on exploration, verbal feedback, sorting tasks, and peer interaction.	Material samples, sorting mats, communication boards, winter-themed sensory bins.
Spring 1	<ul style="list-style-type: none"> Planting A Animals Caring for the Planet 	<p>Communication and Interaction: Talking about animals and environmental care.</p> <p>Cognition and Learning: Learning about habitats and</p>	Develops responsibility, turn-taking, and environmental awareness.	Photo evidence, pupil reflections, group discussions, and planting journals.	Planting kits, animal puppets, eco-themed books, visual schedules.

		<p>sustainability.</p> <p>Social, Emotional and Mental Health: Developing empathy and responsibility.</p> <p>Sensory/Physical Needs: Using tactile resources and nature-based activities.</p>			
Spring 2	<ul style="list-style-type: none"> Seasonal Changes – Spring Planting B 	<p>Communication and Interaction: Expressing observations about growth.</p> <p>Cognition and Learning: Understanding plant life cycles.</p> <p>Social, Emotional and Mental Health: Promoting patience and nurturing behaviours.</p> <p>Sensory/Physical Needs: Sensory gardening and spring-themed exploration.</p>	Encourages routine-following, observation, and expressive communication.	Growth tracking charts, sensory feedback, and verbal/written reflections.	Spring visuals, planting tools, sensory garden access, communication aids.
Summer 1	<ul style="list-style-type: none"> Plants Planting C 	<p>Communication and Interaction: Discussing plant needs and growth.</p> <p>Cognition and Learning: Sequencing plant development stages.</p> <p>Social, Emotional and Mental Health: Fostering independence and pride in achievements.</p> <p>Sensory/Physical Needs: Handling tools and engaging with natural textures.</p>	Promotes independence in care routines and sequencing tasks.	Visual timelines, pupil-led planting, and feedback sessions.	Lifecycle diagrams, planting stations, visual prompts, calming spaces.

<p>Summer 2</p>	<ul style="list-style-type: none"> • Growing and Cooking • Seasonal Changes Summer 	<p>Communication and Interaction: Following recipes and sharing experiences.</p> <p>Cognition and Learning: Measuring and sequencing cooking steps.</p> <p>Social, Emotional and Mental Health: Teamwork and self-confidence.</p> <p>Sensory/Physical Needs: Tasting, smelling, and manipulating ingredients.</p>	<p>Encourages teamwork, following instructions, and self-care skills.</p>	<p>Cooking logs, peer feedback, observation notes, and sensory responses.</p>	<p>Cooking tools, recipe visuals, summer sensory trays, role-play kitchens.</p>
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