



Long-Term Curriculum Overview: Science

Key Stage(s): 2

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"> • Forces • Space 	<p>Communication and Interaction: Opportunities for discussion about forces and space, using key vocabulary and visual prompts.</p> <p>Cognition and Learning: Hands-on experiments to develop understanding of cause and effect.</p> <p>Social, Emotional and Mental Health: Collaborative investigations to build teamwork and resilience.</p> <p>Sensory/Physical Needs: Sensory exploration of materials, ramps, and movement.</p>	Encourages prediction, observation, and teamwork through practical science activities.	Observations, group discussions, science journals, and practical demonstrations.	Magnets, ramps, space models, visual aids, sensory trays, Now & Next boards.
Autumn 2	<ul style="list-style-type: none"> • Space • Properties of Materials 	<p>Communication and Interaction: Describing and comparing materials using sentence starters and visuals.</p> <p>Cognition and Learning: Sorting and classifying materials, exploring properties.</p> <p>Social, Emotional and Mental Health: Group sorting tasks to encourage sharing and turn-taking.</p> <p>Sensory/Physical Needs:</p>	Promotes descriptive language, sorting, and independent investigation.	Sorting tasks, verbal feedback, peer assessment, and visual checklists.	Material samples, sorting mats, communication boards, winter-themed sensory bins.

		Handling and exploring a range of materials, including textured and weighted objects.			
Spring 1	<ul style="list-style-type: none"> Animals including Humans 	<p>Communication and Interaction: Naming animals and body parts, using communication aids.</p> <p>Cognition and Learning: Sequencing life stages and comparing animal groups.</p> <p>Social, Emotional and Mental Health: Caring for class pets or plants, fostering empathy.</p> <p>Sensory/Physical Needs: Sensory bins with animal figures, movement breaks.</p>	Develops responsibility, empathy, and expressive language.	Photo evidence, pupil reflections, group discussions, animal care logs.	Animal models, storybooks, visual schedules, sensory bins.
Spring 2	<ul style="list-style-type: none"> Life Cycles Plastic Pollution 	<p>Communication and Interaction: Discussing life cycles and environmental impact using visuals.</p> <p>Cognition and Learning: Investigating changes and cycles, recording findings.</p> <p>Social, Emotional and Mental Health: Team eco-projects to build social responsibility.</p> <p>Sensory/Physical Needs: Sensory-friendly recycling activities, tactile materials.</p>	Encourages teamwork, observation, and eco-friendly habits.	Growth tracking, eco-projects, peer feedback, reflection journals.	Lifecycle diagrams, recycling kits, pollution visuals, group tasks.
Summer 1	<ul style="list-style-type: none"> Reproduction A 	<p>Communication and Interaction: Explaining changes and processes, using sentence frames.</p>	Promotes independence in experiments and following instructions.	Experiment logs, visual timelines, feedback sessions.	Science kits, visual prompts, calming spaces, experiment cards.

	<ul style="list-style-type: none"> Reversible and Irreversible Changes 	<p>Cognition and Learning: Predicting and observing reversible/irreversible changes.</p> <p>Social, Emotional and Mental Health: Group experiments to foster cooperation and resilience.</p> <p>Sensory/Physical Needs: Safe handling of materials, visual and tactile prompts.</p>			
Summer 2	<ul style="list-style-type: none"> Reproduction B 	<p>Communication and Interaction: Sharing findings and reflections on growth and change.</p> <p>Cognition and Learning: Sequencing and comparing life stages.</p> <p>Social, Emotional and Mental Health: Reflecting on personal growth and transitions.</p> <p>Sensory/Physical Needs: Visual aids, sensory resources, movement breaks.</p>	Encourages self-reflection, routine-following, and personal responsibility.	Observation notes, pupil voice, self-assessment checklists.	Growth charts, visual aids, sensory resources, reflective journals.