Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

8V - Venture Curriculum – *Science 2 Lessons Weekly*

Year	2025 – 2026 Autumn 1	2025 – 2026 Autumn 2	2025 – 2026 Spring 1	2025 – 2026 Spring 2	2025 – 2026 Summer 1	2025– 2026 Summer 2
	Topic: Life cycles and reproduction Living things and habitats **Suggested Key Questions:** What happens as living things grow? How do animals make more animals? How do plants grow more plants? What makes a good home for living things? What do animals eat? How do humans affect animals and plants? **Key Skills and Knowledge:** Learn the stages of life for plants and animals. Find out how animals have babies. Learn how plants make seeds. Discover where animals and plants live. Learn who eats what in nature. Learn how people can help or harm nature.	**Topic:** States of matter Properties and changes of materials **Suggested Key Questions:** What are solids, liquids and gases? What happens when things melt or freeze? What can materials do? Can we mix things together? Can we change it back? Why do we use different materials? **Key Skills and Knowledge:** Learn the 3 states of matter. Learn how materials change from one state to another. Explore different properties like hard, soft, stretchy or waterproof. Learn what happens when we mix materials. Learn the difference between changes we can and can't undo.	**Topic:** Sound Light **Suggested Key Questions:** What makes sound? Why do some sounds seem high or low? Where does light come from? What happens when light hits a mirror? How do we see and hear? How do we use light and sound? **Key Skills and Knowledge:** Learn that sound is made by vibrations. Understand how pitch and volume change. Learn that light helps us see and comes from different sources. Understand how light reflects and makes shadows. Learn how we see and hear using out eyes and ears. Explore how light and sound help us in everyday life.	**Topic:** Forces and mechanical devices **Suggested Key Questions:** What is a force? What makes things fall or slow down? How do we lift heavy things more easily? What do gears and wheels do? What makes things move slower in air or water? Where do we see forces around us? **Key Skills and Knowledge:** Learn that forces are pushes and pulls. Learn about gravity and friction. Discover how levers and pulleys help us move things. Learn how gears and wheels help things move. Understnad how air and water can slow things down.	**Topic:** Plant life Growing plants **Suggested Key Questions:** What helps plants grow? What are the parts of a plant? How does a plant grow from a seed? How do plants make and move seeds? What kinds of plants are there? Why do we need plants? **Key Skills and Knowledge:** Learn what plants need to grow (light, water, air, space, nutrients) Identify and name parts of a plant (roots, stem, leaves, flowers) Learn about the lifecycle of a plant. Understand how plants make seeds and how seeds spread. Explore different types of plants (trees, flowers, grasses, crops).	**Topic:** Rocks, fossils and soils Evolution **Suggested Key Questions:** What are different types of rocks? What are fossils and why are they important? What is soil made of? How do animals survive in different places? How have animals changed over millions of years? What can rocks and fossils tell us? **Key Skills and Knowledge:** Learn about the three types of rocks: igneous, sedimentary and metamorphic. Understand how fossils are formed and what they tell us. Learn what soil is made of and why it's important. Learn how animals adapt to their environments. Understand that animals and plants have changed over time. Review how

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		Explore how materials are used in everyday life.		Explore how we use forces and machines every day.	Understand why plants are important for people and animals.	rocks, fossils and soils help us learn about the earth.
Links to Gatsby Benchmarks:	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Students to consider what skills are required to be a paramedic, doctor, nurse, vet that leads onto looking at what skills are needed for different roles they are interested in and what qualifications.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 4 – Linking Curriculum to learning Benchmark 8 – Personal Guidance Students to consider what skills are required for waiters, builders, mechanics, to access the opportunities they are interested in. Going into work places/remote visits. Research. Writing C.Vs and cover letters.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees Students to consider what skills are required to be an electrician, technician, games designer to access the opportunities they are interested in. Research.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 5- Encounters with employers and employees Students to consider what skills are required to be a dietician, nutritionist, health care assistant to access the opportunities they are interested in. Research.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places Students to consider what skills are required to be a chemist, pharmacist, cleaner, paramedic, to access the opportunities they are interested in. Looking at careers in sports and researching sports.	Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance Benchmark 6 – Experience of Work places Students to consider what skills are required to be an optician, director, projector, radiographer, to access the opportunities they are interested in. Looking at careers in sports and researching sports.