



## Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)



Areas of Learning and Experience & Subject		Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2						
		TOPIC		TOPIC		TOPIC						
		Me and My Culture	Stories and Songs	Rainbows (Range and use of materials)	Cook it	Plants and our senses	Summer Time Fun					
Communication, Speech, Language & Literacy	Com muni catio	Creating a language rich environment: Teach key topic vocabulary, signs and symbols. Use colourful semantics, communication books and word mats, language aids and apps. Weekly language opportunity groups to develop understanding and expression, pre-verbal skills such as intensive interaction, waiting for a response, visual language approaches, labelling, auditory discrimination, phonological awareness, rhyme, oral motor skills use of key words, repetition and confidence										
	English	<p style="text-align: center;"><b>Depending on the texts selected (in no specific order) children need to be learning to:</b></p> <p style="text-align: center;"><b>Listen to (and read) nursery and action rhymes; stories with predictable structure, repetitive patterns and predictable language; instructions (can be in a form now and next)</b></p> <p style="text-align: center;"><b>Write signs, labels, captions, and design posters depending on their understanding.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;">           Ready for Spaghetti            Author: Michael Rosen - book of funny poems             Who? A Celebration of Babies. Author: Robie H Harris             It's My Pond            Author: Claire Garralon             The Mulberry Bush            Author: Annie Kubler         </td> <td style="width: 25%; vertical-align: top;">           Goldilocks and the Three Bears            Author: Tony Ross             Is That You, Little Bear?            Author: Rob Hodgson             The Very Hungry Caterpillar            Author: Eric Carle             The Gingerbread Man: Ladybird First Favourite Tales by Author: Alan MacDonald         </td> <td style="width: 25%; vertical-align: top;">           Elmer's Weather            Author: David McKee             The Rainbow Chameleon            Author: Yusuke Yonezu             Maisy's Rainbow Dream            Author: Lucy Cousins         </td> <td style="width: 25%; vertical-align: top;">           Baby Touch: Food            Author: Ladybird Books             Jane Foster's Let's Eat!            Author: Jane Foster             Baby Goes to Market B            Author: Atinuke   <b>Crunch!</b>            Author: Carolina Rabei         </td> <td style="width: 25%; vertical-align: top;">           Kew: Lift and Look Flowers and Plants             Walking Through the Jungle            Author: Julie Lacome             Plant the Tiny Seed: A Springtime Book For Kids            Author: Christie Matheson             Tap the Magic Tree Author: Christie Matheson         </td> <td style="width: 25%; vertical-align: top;">           Off to the Beach!            Author: Child's Play             Elmer's Day            Author: David McKee             Peekaboo Park!            Author: Emily Bolam             It's Raining! It's Pouring! We're Exploring!            Author: Polly Peters             Hide and Seek            Author: Polly Noakes         </td> </tr> </table>						Ready for Spaghetti Author: Michael Rosen - book of funny poems  Who? A Celebration of Babies. Author: Robie H Harris  It's My Pond Author: Claire Garralon  The Mulberry Bush Author: Annie Kubler	Goldilocks and the Three Bears Author: Tony Ross  Is That You, Little Bear? Author: Rob Hodgson  The Very Hungry Caterpillar Author: Eric Carle  The Gingerbread Man: Ladybird First Favourite Tales by Author: Alan MacDonald	Elmer's Weather Author: David McKee  The Rainbow Chameleon Author: Yusuke Yonezu  Maisy's Rainbow Dream Author: Lucy Cousins	Baby Touch: Food Author: Ladybird Books  Jane Foster's Let's Eat! Author: Jane Foster  Baby Goes to Market B Author: Atinuke  <b>Crunch!</b> Author: Carolina Rabei	Kew: Lift and Look Flowers and Plants  Walking Through the Jungle Author: Julie Lacome  Plant the Tiny Seed: A Springtime Book For Kids Author: Christie Matheson  Tap the Magic Tree Author: Christie Matheson
Ready for Spaghetti Author: Michael Rosen - book of funny poems  Who? A Celebration of Babies. Author: Robie H Harris  It's My Pond Author: Claire Garralon  The Mulberry Bush Author: Annie Kubler	Goldilocks and the Three Bears Author: Tony Ross  Is That You, Little Bear? Author: Rob Hodgson  The Very Hungry Caterpillar Author: Eric Carle  The Gingerbread Man: Ladybird First Favourite Tales by Author: Alan MacDonald	Elmer's Weather Author: David McKee  The Rainbow Chameleon Author: Yusuke Yonezu  Maisy's Rainbow Dream Author: Lucy Cousins	Baby Touch: Food Author: Ladybird Books  Jane Foster's Let's Eat! Author: Jane Foster  Baby Goes to Market B Author: Atinuke  <b>Crunch!</b> Author: Carolina Rabei	Kew: Lift and Look Flowers and Plants  Walking Through the Jungle Author: Julie Lacome  Plant the Tiny Seed: A Springtime Book For Kids Author: Christie Matheson  Tap the Magic Tree Author: Christie Matheson	Off to the Beach! Author: Child's Play  Elmer's Day Author: David McKee  Peekaboo Park! Author: Emily Bolam  It's Raining! It's Pouring! We're Exploring! Author: Polly Peters  Hide and Seek Author: Polly Noakes							
Problem Solving, Maths, Science & Technology	Maths	<b>Number;</b> 3.5 weeks (Place Value) Join in rote counting beyond 10 Recognise numerals up to 10 and relate them to sets of objects	<b>Number;</b> 3 weeks (Addition and Subtraction) Begin to solve addition problems by combing two small sets and counting the total Begin to solve subtraction problems by taking away a number of objects from a set and counting the remainder	<b>Number:</b> 2.5 weeks (Place Value) Compare sets to identify more/less/bigger/smaller	<b>Number;</b> 3 weeks (Multiplication and Division) Make sets up to 10 on request	<b>Number;</b> 2.5 weeks (Place Value) Count objects with increasing accuracy	<b>Number;</b> 3.5 weeks (Fractions) Share objects equally to make sets Share objects into equal parts					



## Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)



		<p><b>Geometry;</b> 3.5 weeks (Properties of 3D shapes) Begin to recognise shapes in the environment</p>	<p><b>Measurement;</b> 3 weeks (Money) Experience exchanging coins for items</p>		<p><b>Statistics:</b> 2.5 weeks (Data, Graphs, charts) Make block graphs using items to show differences</p>	<p><b>Geometry;</b> 3 weeks (Position and Direction) Notices changes in position of objects Notice changes in the orientation of themselves and the object</p>		<p><b>Measurement;</b> 2.5 weeks (Mass and weight) Notice a difference in the mass of object. Start to use the vocabulary heavy and light</p>	<p><b>Measurement;</b> 3.5 weeks (Length and Height) Notice the difference in length and height Start to use the vocabulary long and short</p>
	Science	<p><b>Uses of everyday materials</b> <b>Changing materials</b> (ELG 1 and 2) (KS1)</p> <ul style="list-style-type: none"> <li>To explore a range of materials, their properties and their uses</li> </ul> <p>Please complete a mix of practical lessons using the Scientific process/ methods, and add to these with lessons on key knowledge and vocabulary from this topic (see resource folder).</p>			<p><b>Seasonal Changes</b> <b>Space (Seasons and weather)</b> (ELG 2)</p> <ul style="list-style-type: none"> <li>To explore evidence that helps us to explain familiar phenomena such as day and night, seasons</li> </ul> <p>Please complete a mix of practical lessons using the Scientific process/ methods, and add to these with lessons on key knowledge and vocabulary from this topic (see resource folder).</p>			<p><b>Living things and their habitats</b> <b>Adaptation</b> (ELG 3)</p> <ul style="list-style-type: none"> <li>To explore different habitats</li> </ul> <p>Please complete a mix of practical lessons using the Scientific process/ methods, and add to these with lessons on key knowledge and vocabulary from this topic (see resource folder).</p>	
	Design Technology	<p style="text-align: center;"><b>Food Technology - Exploring Foods</b></p> <p><b>Engagement curriculum</b> - Exploration of food linked to OT and individual sensory journals. Focus on <b>textures and tastes</b> in continuous provision and snack time. Observe children’s preferences for further play and communication opportunities. Ensure to use foods from different cultures.</p> <p><b>Higher pathways</b> – to communicate preferences and begin to sort by texture.</p> <p>For ideas - <a href="https://pin.it/5FSVkJNa">https://pin.it/5FSVkJNa</a></p>			<p style="text-align: center;"><b>Food Technology - Exploring Foods</b></p> <p><b>Engagement curriculum</b> - Exploration of food linked to OT and individual sensory journals. Focus on <b>sweet and savoury</b> in continuous provision and snack time. Observe children’s preferences for further play and communication opportunities. Use rainbows of fruit and vegetables to gain full exposure to a variety of colours and tastes.</p> <p>Sweet ideas <a href="#">(7) Pinterest</a> Savoury ideas <a href="#">(7) Pinterest</a> <b>Higher pathways</b> – to communicate preferences and begin to sort colour/taste.</p>			<p style="text-align: center;"><b>Food Technology - Exploring Foods</b></p> <p><b>Engagement curriculum</b> - Exploration of food linked to OT and individual sensory journals. Focus on <b>herbs and spices (plant topic) and cold drinks/ice play</b> in continuous provision and snack time. Observe children’s preferences for further play and communication opportunities.</p> <p><b>Higher pathways</b> – to communicate preferences and begin to sort herbs/spices.</p> <p>Herbs and spice ideas <a href="#">(7) Pinterest</a></p>	















## Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)

	<b>Computing &amp; E-Safety</b>	<p><b>Me and my culture</b> <i>Communications and multimedia</i></p> <p>To use iPad to take photos of self and peers. To explore effects to edit photos self-portraits and photos of peers</p> <p>To print photos from the iPad and collect photos with support. See resource list for more links</p>	<p><b>Stories and songs</b> <i>Communication and Multimedia</i></p> <p>To listen and respond to a range of sounds and music using the computer and instruments (videos/songs, digital instruments and musical instruments)</p> <p>To identify and access online content including choosing stories/music to listen</p>		<p><b>Rainbows</b> <i>Digital literacy and key skills</i></p> <p>To make marks or create drawings using an appropriate access device Begin to use basic painting tools- Purple Mash</p> <p><a href="#">HelpKidzLearn Hub</a> - beautiful rainbow story (uses clicks for story- weather videos)</p>		<p><b>Cook It</b> <i>Programming and key skills</i></p> <p>To develop understanding of instructions (algorithms). To match and sequence instructions. To observe and/or be supported to use switches on blender for banana shake, toaster for toast., Popcorn in the microwave.</p>		<p><b>Plants and our senses</b> <i>E-Safety and key skills</i></p> <p>To improve control of tracking and pincer action on devices. <a href="#">Get Growing   TVOKids.com</a></p> <p><a href="#">Purple Mash by 2Simple</a> (plant pots) <a href="#">Purple Mash by 2Simple</a> (Art/Nature) E- safety introduction – Explore how to use devices safely.</p>	<p><b>Summertime fun</b> <i>Programming</i></p> <p>Bee-Bots To explore programming a device To create simple instructions for a device To problem solve using trial and error/improve to fix bugs</p>
--	---------------------------------	---	--	--	--	--	---	--	---	---



## Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)

Creative Arts	Art & Design	<p>Linked with Celebrating Black History. <b>MIXED MEDIA.</b> Explore the cultures in the classroom using sensory provision. Colours, food, music.</p> <p><b>Lower Pathways:</b> To explore mark making in different media using colours relevant to the child's culture.</p>  <p><b>Upper Pathways:</b> Create a collage using mixed media of different aspects of the cultures explored.</p> 	<p>Linked with stories in English <b>POP UP/SENSORY BOOKS</b> Explore familiar characters from stories cover through the English curriculum.</p> <p><b>Lower Pathways:</b> To make a sensory page/ board for a book and decorate with different textures for use in the classroom.</p>  <p><b>Upper Pathways:</b> Create a character for a familiar story using tactile fabrics/ media for use in the classroom.</p> 	<p>Linked with Geography – weather. <b>PRODUCT DESIGN</b> Explore the colours of the rainbows through sensory exploration – blue/ water, red/ warmth, white/ ice etc.</p> <p><b>Lower Pathways:</b> To make rainbow sensory bottles.</p>  <p><b>Upper Pathways:</b> Create a Rainbow mobile hanging for a child's room.</p> 	<p><b>See DT –food tech for this half term's creative curriculum</b></p>	<p>Linked with science – natural world. <b>PAINTING AND PRINTING</b> Explore the flower paintings/Prints of Andy Warhol</p> <p><b>Lower Pathways:</b> To explore sensory painting by printing using flowers</p>  <p><b>Upper Pathways:</b> To use photography and printing to create work like Andy Warhol.</p> 	<p>Linked with Geography – locations and graphical features. <b>SENSORY ART THROUGH WATER/ SEASIDES</b></p> <p><b>Lower Pathways:</b> To explore sensory painting by printing using bubbles and water.</p>  <p><b>Upper Pathways:</b> Experience watercolours with mark making skills – link to the seaside – colours/ use sand etc.</p> 
	Music			<ul style="list-style-type: none"> <li>Classes will create opportunities for <b>purposeful listening</b>- Using environmental sounds and musical instruments</li> <li>Classes will <b>enhance musical experiences</b> by introducing sensory items for shared exploration</li> <li>Classes will encourage <b>'musical play'</b></li> <li>Classes will engage with <b>'non lyric based' singing sessions</b></li> </ul>			



## Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)



		<p><b>Anyone Can Play SEN: Charanga</b></p> <ul style="list-style-type: none"> <li>Unit 1- Introducing Instruments</li> <li>Unit 2- Exploring Instruments</li> <li>Unit 3- Choosing Instruments</li> <li>Unit 4- Introducing Sway</li> <li>Unit 5- Introducing March</li> <li>Unit 6- Introducing Loud and Quiet</li> </ul>	<p><b>Rehearsals for Rosehill Christmas Play</b></p> <p style="text-align: center;">‘Rosehill Saves Christmas’</p>		<p><b>Anyone Can Play SEN: Charanga</b></p> <ul style="list-style-type: none"> <li>Unit 7- Contrast</li> <li>Unit 8- Imitation</li> <li>Unit 9- Waltz</li> <li>Unit 10- March</li> <li>Unit 11- Loud and Quiet</li> <li>Unit 12- Boogie Train</li> </ul>		<p><b>Anyone Can Play SEN: Charanga</b></p> <ul style="list-style-type: none"> <li>Unit 13- Instrument skills</li> <li>Unit 14- Right Sound, Right Time</li> <li>Unit 15- Playing in a Group</li> <li>Unit 16- Directing</li> <li>Unit 17- Shake-Tap-Ring</li> <li>Unit 18- Shhh!</li> </ul>		<p><b>Anyone Can Play SEN: Charanga</b></p> <ul style="list-style-type: none"> <li>Unit 19- Playing Quietly</li> <li>Unit 20- Using Flash Cards</li> <li>Unit 21- Composition</li> <li>Unit 22- Patterns</li> <li>Unit 23- Pulse</li> <li>Unit 24- Pitch</li> </ul>	<p><b>Rehearsals for Rosehill’s Got Talent</b></p> <p>Classes select and rehearse a song following Charanga KS1 or KS2 Topics or units of work.</p>
Personal Development, Health & Emotional Wellbeing	PSHE & RSHE	<p style="text-align: center;"><b>Self-Awareness</b></p> <p>SA3 Playing and working together</p> <p>Being alert and ready to listen. Good listening and how to listen to other people. Times when we take turns in school. Why it is important to listen to other people. Actions/ behaviours that show we are being polite and courteous to other people. Ways of playing and working cooperatively. ‘Being fair’ to one another</p>	<p style="text-align: center;"><b>Self-Care, support and Safety</b></p> <p>SSS3 Trust</p> <p>Identify trusted adults in school. Things we would call ‘personal’ and things we would call ‘private’. What keeping something secret means. Someone who can help us if we are afraid or worried. Why ‘trust’ is not the same as ‘like’. What is meant by trust. How we feel when we trust someone. Reasons for keeping personal information private. Difference between a ‘surprise’ and a ‘secret’. People do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. How to ask for help or attract someone’s attention if something happens that makes us feel sad, worried or frightened.</p>		<p style="text-align: center;"><b>Managing Feelings</b></p> <p>MF1 Identifying and expressing feelings</p> <p>Kinds of feelings we may have experienced; those we like and those we don’t like. What makes us feel upset, angry, worried, anxious, frightened. Vocabulary for some good (comfortable) and not so good (uncomfortable) feelings; how they might make our body feel. When we experience a change or a loss we may feel sad/ unhappy. Signs, actions, facial expressions, body language which can help us identify how others might be feeling. No-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to. Communication skills for expressing the intensity of a feeling.</p>		<p style="text-align: center;"><b>Changing and Growing</b></p> <p>CG3 Dealing with touch</p> <p>Ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection. Our bodies belong to us and that we have a right to feel safe. Respect other people’s bodies and to ask for permission before we touch them</p>		<p style="text-align: center;"><b>Healthy Lifestyles</b></p> <p>HF3 Keeping well</p> <p>How to tell someone that we are feeling ill, uncomfortable, or are in pain. When we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital. We may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us). What it means to be hurt, unwell, uncomfortable or in pain. Medication that can help people to keep well; when this might be used. The difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).</p>	<p style="text-align: center;"><b>The World I Live in</b></p> <p>WIL13 Rules and laws</p> <p>Examples of things we are allowed/not allowed to do in school (rules). Rules help us; rules we have in the classroom and at home. Rules in school that help to keep us safe and help us to live and work with other people outside of school. What would happen if we did not have rules and laws or if people ignored them.</p>



## Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)

Physical Education	Physical Education	<p><b>Fundamental skills/ Rebound Therapy</b> Explore sending actions with hands and feet. Copy actions, such as throwing or rolling, for particular games.</p> <p>Explore bouncing on the trampoline and develop through the rebound therapy stages. Experience and enjoy warming up and cooling down. Observe and communicate what they have done.</p>	<p><b>Gymnastics/ Rebound Therapy</b> Experience and explore basic body actions and single movements (rolling, travelling, jumping) Copy and repeat familiar single 'like' body actions to make a short sequence (shapes, balances, rolls).</p> <p>Explore bouncing on the trampoline and develop through the rebound therapy stages. Experience how their body feels when still and exercising. Observe and communicate about what they have enjoyed.</p>		<p><b>Multi-skills/ Rebound Therapy</b> Use equipment to throw, catch, hit, kick, bounce, and aim at targets. Send a ball (or similar object) to a partner, to score and begin to use space. Explore bouncing on the trampoline and develop through the rebound therapy stages. Participate in activities that will increase their heart rate. Watch others playing and communicate on their performance</p>		<p><b>Multi-skills/ Rebound Therapy</b> Use equipment to throw, catch, hit, kick, bounce, and aim at targets. Send a ball (or similar object) to a partner, to score and begin to use space. Explore bouncing on the trampoline and develop through the rebound therapy stages. Participate in activities that will increase their heart rate. Watch others playing and communicate on their performance</p>		<p><b>Invasion Games/ Rebound Therapy</b> Explore sending and receiving using a variety of equipment. Use the equipment with more control in games situations. Explore bouncing on the trampoline and develop through the rebound therapy stages. Take part in activities that will increase their heart rate. Experience and observe and adapt their own performance</p>		<p><b>Athletics/ Rebound Therapy</b> Develop and extend their range of athletic skills through traveling, running, jumping and throwing activities. Experience different ways of travelling, jumping and throwing with or without adult support. Explore bouncing on the trampoline and develop through the rebound therapy stages. Recognise with help changes that happen to their body when active</p>
	Sensory	<i>See OT sensory plans</i>									
Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p style="text-align: center;"><b>History-</b></p> <p style="text-align: center;">Me and my culture.</p> <p><b>Focus:</b> exploring cultures and communities within class.</p> <p style="text-align: center;">Black History month project TBC</p>	<p style="text-align: center;"><b>Geography -</b></p> <p style="text-align: center;">Travel the world through stories and songs</p> <p style="text-align: center;"><a href="#">Suggested song 1</a></p> <p style="text-align: center;"><a href="#">Suggested song 2</a></p>		<p style="text-align: center;"><b>Geography -</b></p> <p style="text-align: center;">Exploring rainbows</p> <p style="text-align: center;"><a href="#">Attention autism ideas</a></p>		<p style="text-align: center;"><b>History-</b></p> <p style="text-align: center;">Exploring food from the past</p>		<p style="text-align: center;"><b>Geography -</b></p> <p style="text-align: center;">Exploring plants</p> <p style="text-align: center;"><a href="#">Attention Autism idea 1</a></p> <p style="text-align: center;"><a href="#">Attention Autism idea 2</a></p>		<p style="text-align: center;"><b>History-</b></p> <p style="text-align: center;">Summer holidays then and now</p>
	Humanities – History & Geography (MILE)										



## Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)

<b>Religious Education, SMSC, FBV</b>	<p>Hinduism Focus Story: <b>Rama and Sita</b></p> <p>Pupils to explore and engage in the story.</p>	<p>Christianity Focus Story: <b>The Christmas Story</b></p> <p>Pupils to explore and engage in the story.</p>		<p>Islam Focus Story: <b>The Crying Camel</b></p> <p>Pupils to explore and engage in the story.</p>	<p>Christianity Focus Story: <b>The Easter Story</b></p> <p>Pupils to explore and engage in the story.</p>		<p>Hinduism Focus Story: <b>The Birth of Ganesh</b></p> <p>Pupils to explore and engage in the story.</p>	<p>Christianity Focus Story: <b>The Good Samaritan</b></p> <p>Pupils to explore and engage in the story.</p>
<b>Community Inclusion</b>	<p><b>Safety Rules</b> Developing learning rules and conventions for community skills visits through the immersion room and school site</p>			<p><b>Road Safety</b> Exploring our local area - road safety</p>			<p><b>Parks and Playgrounds</b> Exploring and visiting parks and playgrounds in our local area - road safety</p>	
<b>Enrichment</b>	<p>Each half term pupils will be offered a range of additional opportunities to develop and promote their skills, interests and hobbies. These opportunities will be developed from staff talents and pupils' interests</p>							

<b>Subject Structure</b>								
<b>Compulsory Curriculum at Rosehill School</b>								
Communication    Community Inclusion								
<b>KS 1 &amp; KS2 National Curriculum Entitlement</b>								
English	Mathematics	Science	Design Technology	Computing	Art & Design	Music	RE - Providing the local syllabus	
PSHE & Relationships & Sex Education	Physical Education (Swimming KS2)		History		Geography	KS2 - Foreign Languages & Culture		
<b>Additional Offer at Rosehill School</b>								
Dance, Drama & Movement			Multi Interactive Learning Environment (MILE)			Sensory Regulation		Enrichment
<b>Adapted Programmes of Study / Long Term Plans / Schemes of Work</b>								
<ul style="list-style-type: none"> <li>✓ English &amp; Communication: National Curriculum Programmes of Study, Rosehill English Long-Term Plan, Colourful Semantics, No Nonsense Phonics, Sensory Bag Books</li> <li>✓ Mathematics: National Curriculum Programmes of Study, Rosehill Maths Long Term Plan, Numicon, White Rose</li> <li>✓ Science: National Curriculum Programmes of Study, STRATA Scheme of Work (SC1 Enquiry to be incorporated termly), Rosehill Science Long Term Plan and Equals Scheme of Work</li> <li>✓ PSHE &amp; RSHE Citizenship Education: PSHE Association SEND Scheme of Work, Rosehill PSHE &amp; RSHE Long Term Plan, including Relationships Education, Discovery Education, Autism Education Trust</li> <li>✓ The Arts (Art, Music &amp; Drama): National Curriculum Programmes of Study, Rosehill Specialised Art and Music Long Term Plans, Creative Collaborative (Arts Council), ArtsMark, Music Hub</li> <li>✓ Religious Education, MFL &amp; Cultures: Agreed Nottinghamshire Syllabus, Communication Strand of the Curriculum, SMSC &amp; FBV: Rosehill cross-curricula programmes</li> <li>✓ Computing &amp; E-Safety: National Curriculum Programmes of Study, Rosehill Computing &amp; E-Safety Long Term Plan, Equals Scheme of Work</li> </ul>								



## **Rosehill School: Curriculum Map 2024 - 2025 Class 1 & 2 (KS1/LKS2)**



- ✓ Humanities – History & Geography: National Curriculum Programmes of Study, Rosehill Humanities Long Term Plans, Equals Scheme of Work
- ✓ Physical Education, including Dance, Swimming & Rebound Therapy: National Curriculum Programmes of Study, Rosehill PE Long Term Plans, Equals Scheme of Work, Swimming ASA Programme
  - ✓ Design Technology & Food Technology: National Curriculum Programmes of Study, Rosehill DT Long Term Plans, Equals Scheme of Work
  - ✓ Community Inclusion & Cultural Capital - Devised termly (Personalised- skills for life/ personal development)
- ✓ Multi Interactive Learning Environment (MILE): Devised termly – Incorporating Intensive Interaction, relaxation, scenario-based learning, Cultural Diversity and Occupational Therapy (Personalised Programmes)
  - ✓ Sensory Regulation Programme: Personalised Programmes/ Diets and Sensory Journals