



## Rosehill School: Curriculum Map 2024 - 2025 Class 3 & 4 UKS2)

Areas of learning and Experience & Subject	Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2				
	Topic		Topic		Topic				
	Celebrating Cultures	Read all about it	Seasons	Ready Steady Cook	Green Planet – Gardens (Science Focus)	The Seaside (PHSE and Geography Focus)			
Com	<p>Creating a language rich environment: Teach key topic vocabulary, signs &amp; symbols. Use colourful semantics, communication books &amp; word mats, language aids &amp; apps. Weekly language opportunity groups to develop understanding &amp; 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 &amp; confidence.</p>								
Communication, Speech, Language & Literacy	<p><b>Depending on the texts selected (in no specific order) children need to be learning to:</b></p> <p><b>Listen to (and read) rhymes and poems with repetitive pattern and/ or predictable structure; call and response; stories set in familiar settings and non-fiction texts such as instructions and information.</b></p> <p><b>Write signs, labels, captions, posters and re-tell familiar short stories; write about personal interests and about visits and events.</b></p>								
	<p>Best Friends, Busy Friends Author: Susan Rollings</p> <p>My Hair Author: Hannah Lee</p> <p>Measuring Me Author: Nicola Kent</p>	<p>Merry Christmas, Big Hungry Bear! Author: Don and Audrey Wood</p> <p>Harold Finds a Voice Author: Courtney Dicmas</p> <p>Astrid and the Sky Calf Author: Rosie Faragher</p> <p>A Thing Called Snow Author: Yuval Zommer</p>		<p>The Duck Who Didn't Like Water Author: Steve Small</p> <p>Who's Wearing a Hat? Author: Sam Taplin</p> <p>Meet the Weather Author: Caryl Hart</p> <p>Elmer and the Rainbow Author: David McKee</p>		<p>Cook It! (Helping Hands) Author: Georgie Birkett</p> <p>Veg Patch Party (Kitchen Disco) Author: Clare Foges (Author)</p> <p>Baking with Dad Author: Aurora Cacciapuoti</p> <p>What's Up Tiger?: Food Illustrated by Cocoretto</p> <p>The Cherry Thief Author: Renata Galindo</p>		<p>National Trust: Sam Plants a Sunflower Author: Kate Petty</p> <p>Watch Me Bloom Author: Krina Patel-Sage. Poetry</p> <p>The Woodland Trust A Walk in the Woods: A Changing Seasons Story</p> <p>The Extraordinary Gardener Author: Sam Boughton</p>	<p>Sand Between My Toes Author: Caroline Cross</p> <p>Where Did You Go Today? Author: Jenny Duke</p> <p>Summer Author: Ailie Busby</p> <p>Wild Summer: Life in the Heat Author: Sean Taylor</p>



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Problem Solving, Maths, Science & Technology	Mathematics	<p>Number; 3.5 weeks (Place Value) Develop confidence and mental fluency with whole numbers and counting</p>	<p>Number; 3.5 weeks (Addition and Subtraction) Recall number facts to 10 (and beyond) Count objects with confidence and accuracy</p>	<p>Number; 2.5 weeks (Multiplication and Division) Make sets with objects Share objects into groups</p>	<p>Number; 3 weeks (Place Value) Identify one more and one less from any given number up to 20 (and beyond) Begin to estimate a number and check by counting Read numerals 0 to 20 (and beyond) Begin to use ordinal numbers (first, second, third)</p>	<p>Number 3 weeks (Addition and Subtraction) Begin to work with numerals, words and practical resources to solve problems Count onwards and backwards from a given number</p>	<p>Number; 3.5 weeks (Fractions) Cut objects, food etc into halves and quarters. Discuss equal parts Share objects, food etc between groups.</p>
		<p>Geometry; 3.5 weeks (Properties of shapes) Develop ability to recognise, compare and sort different shapes using related vocabulary</p>	<p>Measurement (Length and Height) Use a range of measures to describe, compare and recognise differences in quantities</p>	<p>Statistics; 3 weeks (Data, graphs and charts) Use a range of measures to describe, compare and recognise differences in quantities</p>	<p>Measurement; 3 weeks (Time) Encounter/use the vocabulary day, week, month, year. Have an awareness of time with the use of timetables</p>	<p>Geometry; 2.5 weeks (Position and Direction) Notices changes in the position of objects Explore changes of themselves in relation to objects</p>	<p>Measurement; 3.5 weeks (Money) Experiences in changing coins for practical items.</p>
	Science	<p><b>Animals including humans</b> <b>Diet and Digestion</b></p> <ul style="list-style-type: none"> <li>To be able to recognise foods which are healthy and unhealthy</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>Light</b> <b>Energy Light</b></p> <ul style="list-style-type: none"> <li>To be able to identify and sort sources of light</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>Forces and Magnets</b> <b>Energy Forces</b></p> <ul style="list-style-type: none"> <li>To experience a range of pushes and pulls</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>			
		Food 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. For ideas - <a href="https://pin.it/5FSVknA">https://pin.it/5FSVknA</a></p> <p><b>Higher pathways</b> – Develop an awareness of food hygiene – wash hands, clean apron.</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 style="text-align: center;">Sweet ideas <a href="#">(7) Pinterest</a> Savoury ideas <a href="#">(7) Pinterest</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>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 style="text-align: center;">Herbs and spice ideas <a href="#">(7) Pinterest</a></p>		



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Computing & E-Safety	<p>Knife skills – spreading and chopping. Link to snack time and cultures and celebrations.</p> <p>For recipe ideas and resources <a href="#">Recipes - Food A Fact Of Life</a></p>		<p style="color: #ff8c00;"><b>Higher pathways</b></p> <p>To follow simple instructions for no bake sweet and savoury recipes – see above links and <a href="#">Recipes - Food A Fact Of Life</a> For ideas.</p>	<p style="color: #ff8c00;"><b>Higher pathways</b></p> <p>To follow simple instructions - weighing, measuring and mixing. Non cook recipes.</p> <p><a href="#">Recipes - Food A Fact Of Life</a></p>	<p style="color: #ff8c00;"><b>Higher pathways</b></p> <p>Where does our food come from – recipes from the garden – help to prepare spice paints and herb dough.</p> <p><a href="#">Where food comes from (3-5 Years) - Food A Fact Of Life</a></p>	<p style="color: #ff8c00;"><b>Higher pathways</b></p> <p>To follow simple instructions – summer drinks and smoothies.</p> <p><a href="#">Recipes - Food A Fact Of Life</a></p>
	<p><b>Celebrating cultures</b> <b>Digital literacy</b></p> <p>Experience creating drawings using an appropriate access device (IWB, iPad, computer). To identify options and make choices colour size and marks To experience making decisions about when their work is complete and print it out</p> <p><b>Busy things – Diwali lanterns, Rangoli patterns. Chinese New Year- fireworks, dragons and animals of the year.</b></p>	<p><b>Read all about it</b> <b>Labelling and classifying equipment/devices</b></p> <p>To identify parts of the computer To use matching and sorting to identify common devices. To use computer to apply labels To pictures of devices and parts of devices i.e keyboard. To use software to using keys on the keyboard. See resource list</p>	<p><b>Seasons</b> <b>Computer Science</b></p> <p>To explore coding noticing cause and effect- using busy things and purple mash – ipads or IWB To create a basic code using a bee-bot To problem solve and debug an algorithm (set of instructions)</p>	<p><b>Ready Steady Cook</b> <b>Programming</b></p> <p>To identify which environments we use different devices. To develop understanding of safe use of devices. To begin controlling devices with support using of switches. To develop understanding of instructions (algorithms) 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>E safety</b></p> <p>To listen to stories about e-safety. To select songs from a choice on e safety. See resource list To develop understanding of keeping our information safe (e-safety) See resource list. To develop understanding of device safety (when and how to use devices safely)</p>	<p><b>Seaside</b></p> <p>To explore and control electronic toys. To follow instructions to produce predictable results- explore electronic toys. (fans, spray, bubble machine)</p> <p>Experience creating drawings using an appropriate access device (IWB, iPad, computer) Widen their experience of painting tools (topic link on busy things)</p>



# Rosehill School: Curriculum Map 2024 - 2025 Class 3 & 4 UKS2)

Creative Arts

Art & Design

Linked with Celebrating Black History.  
**MIXED MEDIA.**  
Explore the cultures in the classroom using sensory provision. Colours, food, music.

Lower Pathways: Create a collage using mixed media of different aspects of the cultures explored.



Upper Pathways: Look at the patterns that are inherent in the art of the culture.



Linked with stories in English  
**POP UP/SENSORY BOOKS AND STORIES.**  
Explore familiar characters from stories cover through the English curriculum.

Lower Pathways: Create a character for a familiar story using tactile fabrics/ media for use in the classroom.



Upper Pathways: Create puppets for a familiar story using tactile fabrics/ media for use in the classroom.



Linked with Geography – weather.  
**PRODUCT DESIGN**  
Explore the colours of the rainbows through sensory exploration – blue/ water, red/ warmth, white/ ice etc.

Lower Pathways: Create a Rainbow mobile hanging for a child's room.



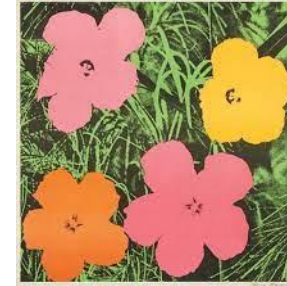
Upper Pathways: Create a weather mobile using multiple weather icons.



See DT –food tech for this half term's creative curriculum

Linked with science – natural world.  
**PAINTING AND PRINTING**  
Explore the flower paintings/Prints of Andy Warhol

Lower Pathways: To use photography and printing to create work like Andy Warhol.



Upper Pathways: create a multiple screen print using stencils.



Linked with Geography – locations and graphical features.  
**SENSORY ART THROUGH WATER/ SEASIDES**

Lower Pathways: Experience watercolours with mark making skills – link to the seaside – colours/ use sand etc.



Upper Pathways: To create a watercolour seaside sensory collage.



Music



- Classes will create opportunities for **purposeful listening**- Using environmental sounds and musical instruments
- Classes will **enhance musical experiences** by introducing sensory items for shared exploration
- Classes will encourage **'musical play'**
- Classes will engage with **'non lyric based' singing sessions**

Pupils with a keen interest or talent in music will also access **group ensembles and tuition with specialist music teachers**





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Personal Development, Health & Emotional Wellbeing	Music	<b>Anyone Can Play SEN: Charanga</b> Unit 1- Introducing Instruments Unit 2- Exploring Instruments Unit 3- Choosing Instruments Unit 4- Introducing Sway Unit 5- Introducing March Unit 6- Introducing Loud and Quiet	<b>Rehearsals for Rosehill Christmas Play</b>  'Rosehill Saves Christmas'		<b>Anyone Can Play SEN: Charanga</b> Unit 7- Contrast Unit 8- Imitation Unit 9- Waltz Unit 10- March Unit 11- Loud and Quiet Unit 12- Boogie Train		<b>Anyone Can Play SEN: Charanga</b> Unit 13- Instrument skills Unit 14- Right Sound, Right Time Unit 15- Playing in a Group Unit 16- Directing Unit 17- Shake-Tap-Ring Unit 18- Shhh!		<b>Anyone Can Play SEN: Charanga</b> Unit 19- Playing Quietly Unit 20- Using Flash Cards Unit 21- Composition Unit 22- Patterns Unit 23- Pulse Unit 24- Pitch	<b>Rehearsals for Rosehill's Got Talent</b> Classes select and rehearse a song following Charanga KS1 or KS2 Topics or units of work.
	PSHE & RSHE	<b>Self-Awareness</b>  SA3 Playing and working together  Key stage 1 knowledge, plus; When have we listened to others and worked collaboratively. Ways of sharing opinions, thoughts and ideas on things that matter to us. Why it may be upsetting for others if we don't wait for our turn. Ways of playing and working with others so that everyone feels happy and is able to do their best.	<b>Self-Care, support and Safety</b>  SSS3 Trust  Key stage 1 knowledge, plus; We do not have to trust someone just because they say we should. No adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise. We should not keep any secret		<b>Managing Feelings</b>  MF1 Identifying and expressing feelings  Key Stage 1 knowledge plus; 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.		<b>Changing and Growing</b>  CG3 Dealing with touch  Key Stage 1 knowledge, plus; . Different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact. We have the right to protect our bodies from Inappropriate/ unwanted touching.		<b>Healthy Lifestyles</b>  HF3 Keeping well  Key Stage 1 knowledge, plus; Substances or chemicals around the home that we should never taste or swallow; and where we might come across them. Some symptoms we may experience when we are not feeling well. Decisions we (or an adult who takes care of us) might make about how to keep us well. People sometimes need to take medicines in different forms	<b>The World I Live in</b>  WIL13 Rules and laws  Key Stage 1 knowledge, plus; Never make assumptions about people because they belong to a particular group or share a particular characteristic. Reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate). It is always unacceptable to be rude or unkind
	Physical Education	<b>Fundamental skills/ Rebound Therapy</b> Explore basic sending actions with hands and feet. Copy actions, such as throwing or rolling, for particular games. Experience and enjoy warming up and cooling down. Explore bouncing on the trampoline and develop through the rebound therapy stages. Observe and communicate what they have done.	<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). 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.		<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 each other playing and communicate on their performance		<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 each other playing and communicate on their performance		<b>Invasion Games/ Rebound Therapy</b> Explore sending and receiving using a variety of equipment. Use the equipment with more control in games situations. Take part in activities that will increase their heart rate. Explore bouncing on the trampoline and develop through the rebound therapy stages. Experience, observe, and adapt their own performance	<b>Athletics/ Rebound Therapy</b> Develop and extend their range of athletic skills through travelling, running, jumping and throwing activities.  Experience different ways of travelling, jumping, throwing, with or without adult support. Explore bouncing on the trampoline and develop through the rebound therapy stages. Explore bouncing on the trampoline and develop through the rebound therapy stages. Recognise with help changes that happen to their body when active
	Sensory	See OT sensory plans								



## Rosehill School: Curriculum Map 2024 - 2025 (Class 3 & 4 UKS2)

Cultural Capital & Diversity	Humanities – History & Geography	<p><b>History-</b></p> <p>Me and my culture.</p> <p><b>Focus:</b> celebrating different cultures and communities within class.</p> <p>Black History month project TBC</p>	<p><b>Geography -</b></p> <p>Travel the world through stories and songs</p> <p><a href="#">Suggested song 1</a></p> <p><a href="#">Suggested song 2</a></p> <p>Suggested books: Homes around the world, This Is How We Do It: One Day in the Lives of Seven Kids, Mirror, A ticket around the world</p>		<p><b>Geography -</b></p> <p>Exploring rainbows</p> <p><a href="#">Attention autism ideas</a></p>		<p><b>History-</b></p> <p>Exploring food from the past</p>		<p><b>Geography -</b></p> <p>Exploring plants</p> <p><a href="#">Attention Autism idea 1</a></p> <p><a href="#">Attention Autism idea 2</a></p>	<p><b>History-</b></p> <p>Summer holidays then and now</p>
	Religious Education, SMSC,	<p>Hinduism</p> <p>Focus Story:</p> <p><b>Rama and Sita</b></p> <p>Pupils to explore and engage in the story.</p>	<p>Christianity</p> <p>Focus Story:</p> <p><b>The Christmas Story</b></p> <p>Pupils to explore and engage in the story.</p>		<p>Focus Story:</p> <p><b>The Crying Camel</b></p> <p>Pupils to explore and engage in the story.</p>		<p>Christianity</p> <p>Focus Story:</p> <p><b>The Easter Story</b></p> <p>Pupils to explore and engage in the story.</p>		<p>Hinduism</p> <p>Focus Story:</p> <p><b>The Birth of Ganesh</b></p> <p>Pupils to explore and engage in the story.</p>	<p>Christianity</p> <p>Focus Story:</p> <p><b>The Good Samaritan</b></p> <p>Pupils to explore and engage in the story.</p>
	Commun	<p><b>Safety Rules</b></p> <p>Developing learning rules and conventions for community skills visits through the immersion room and school site (Links to English, looking for machines in the community)</p>			<p><b>Road Safety</b></p> <p>Exploring our local area - road safety</p>			<p><b>Parks and Playgrounds</b></p> <p>Exploring and visiting parks and playgrounds in our local area - road safety</p>		
	Enric	<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>								

Subject Structure



## Rosehill School: Curriculum Map 2024 - 2025 Class 3 & 4 UKS2)

### Compulsory Curriculum at Rosehill School

Communication    Community Inclusion

### KS 2 National Curriculum Entitlement

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

### Additional Offer at Rosehill School

Dance, Drama & Movement      Multi Interactive Learning Environment (MILE)      Sensory Regulation      Enrichment

### Adapted Programmes of Study / Long Term Plans / Schemes of Work

- ✓ English & Communication: National Curriculum Programmes of Study, Rosehill English Long-Term Plan, Colourful Semantics, No Nonsense Phonics, Sensory Bag Books
  - ✓ Mathematics: National Curriculum Programmes of Study, Rosehill Maths Long Term Plan, Numicon, White Rose
- ✓ 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
- ✓ PSHE & RSHE Citizenship Education: PSHE Association SEND Scheme of Work, Rosehill PSHE & RSHE Long Term Plan, including Relationships Education, Discovery Education, Autism Education Trust
- ✓ The Arts (Art, Music & Drama): National Curriculum Programmes of Study, Rosehill Specialised Art and Music Long Term Plans, Creative Collaborative (Arts Council), ArtsMark, Music Hub
  - ✓ Religious Education, MFL & Cultures: Agreed Nottinghamshire Syllabus, Communication Strand of the Curriculum, SMSC & FBV: Rosehill cross-curricula programmes
    - ✓ Computing & E-Safety: National Curriculum Programmes of Study, Rosehill Computing & E-Safety Long Term Plan, Equals Scheme of Work
    - ✓ 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