



Rosehill School: Curriculum Map 2024 - 2025 Class 5 & 6 KS3)

Areas of learning and experience Subject		Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2	
		Topic		Topic		Topic	
		Our Communities (Black History month October)	School News (English Focus)	Wind (Science Focus)	Healthy Eating (Food Technology Focus)	Green Planet – Gardening (Science Focus)	Holidays
Communication, Speech, Language & Literacy	Communica	Creating a language rich environment: Teach key topic vocabulary, signs & symbols. Use colourful semantics, communication books & word mats, language aids & apps. Weekly language opportunity groups to develop understanding & 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 & confidence.					
	English	<p>Depending on the texts selected (in no specific order) children need to be learning to:</p> <p>Listen to (and read) poems about different cultures and by significant children’s poets; traditional stories and different stories by the same author (e.g. Julia Donaldson); instructions, posters and letters.</p> <p>Write posters, instructions and letters; re-tell stories; write recounts of visits and events.</p>					
	Mathematics	People Need People: picture book poem Author: Benjamin Zephaniah The Oak Tree Author: Julia Donaldson How to be a Lion Author: Ed Vere We Are All Neighbours: Author: Alexandra Penfold	The Everywhere Bear Author: Julia Donaldson Ten Delicious Teachers Author: Ross Montgomery Froggy Goes to School Author: Frank Remkiewicz	Storm Author: Sam Usher Storm Dragon Author: Dianne Hofmeyr & Carol Thompson Blown Away Author: Rob Biddulph	Dinosaur Diner Author: Annie Kubler Nanette’s Baguette Author: Mo Willems Daisy Eat Your Peas Author: Kes Gray & Nick Sharratt Oliver’s Fruit Salad Author: Vivian French & Alison Bartlett	Upside Down (Katarina's Small Wonders) The Bear's Garden Author: Marcie Colleen Goodnight, Veggies Author: Diana Murray Jack and the beanstalk/ The princess and the pea	The Lighthouse Keeper's Lunch Author: Ronda Armitage Herman's Holiday Author: Tom Percival You Can't Take an Elephant on Holiday Author: Patricia Cleveland-Peck and David Tazzyman
Problem Solving, Maths, Science &	Number; 3.5 weeks (Place Value) Demonstrate a secure understanding of place value identifying tens and ones	Number; 3.5 weeks (Addition and Subtraction) Recall number facts to 20 (and beyond) Count in equal steps from 0 to 100 forwards and backwards	Number; 2.5 weeks (Multiplication and Division) Use tallies or other marks to represent quantities. Share objects into groups.	Number; 3 weeks (Place Value) Demonstrate a secure understanding of place value identifying tens and ones using objects and pictorial representations	Number 3 weeks (Addition and Subtraction) Add one or more to groups of objects. Take objects away from groups Roté count forwards and backwards	Number; 3.5 weeks (Fractions) Develop ability to solve a range of problems, including simple fractions, using concrete, pictorial and abstract representations	



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	<p>Geometry; 3.5 weeks (Position direction and movement) Gain experience on instructions involving a turn Explain the position of objects Can describe position using the terms; turn, half turn.</p>	<p>Measurement; 2.5 weeks (Shape properties, lines and angles) Develop mathematical reasoning in order to analyse shapes and their properties, and confidently</p>	<p>Statistics; 3 weeks (Data and representations) Use mathematical vocabulary correctly in a range of contexts</p>	<p>Measurement; 3 weeks (Money) Understand that coins have different values Exchange coins for items.</p>	<p>Geometry; 2.5 weeks (Time) Can link familiar activities to the seasons Can link personal events to the passing of time Can use a timer to compare lengths of time Begin to recognise o'clock Use language of time</p>	<p>Measurement; 3.5 weeks (Capacity) Use measuring instruments with accuracy and make connections between measure and number</p>
Science	<p>Properties and changes of materials Making new materials</p> <ul style="list-style-type: none"> To explore a range of materials, their properties and their uses To explore a range of reversible and irreversible changes To experience materials being separated <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>Sound and Light Energy Light</p> <ul style="list-style-type: none"> To know how shadows are formed and the terms opaque, transparent and translucent Energy Sound To explore making sounds <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>Animals, including humans Microbes and Drugs</p> <ul style="list-style-type: none"> To explore the benefits and harmful effects of microbes <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>Food Technology - Exploring Global Food</p> <p>Lower pathways -Explore a range of foods from different countries, cultures and festivals.</p> <p>Upper Pathways -Introduce children to the teaching kitchen and observe safe practice whilst honing skills, Party time (6-7 years) - Food A Fact Of Life</p>		<p>Food Technology – Knowledge Healthy Options</p> <p>Lower pathways Exploration of food linked to OT and individual sensory journals. Focus on fruit and vegetables.</p> <p>Upper Pathways Develop an awareness of healthy meals. Explain why it is important to eat a balanced and variety of foods groups to stay healthy. Bring on breakfast (5-6 years) - Food A Fact Of Life</p>		<p>Food Technology – Where our food comes From.</p> <p>Lower pathways Exploration of food linked to OT and individual sensory journals. Focus on herbs, fruit and vegetables found locally.</p> <p>Upper Pathways Where food comes from (5-7 Years) - Food A Fact Of Life</p>	<p>Food Technology –Picnic prep.</p> <p>Lower pathways Exploration of food linked to OT and individual sensory journals. Focus on sensory exploration of dough and pastry.</p> <p>Upper Pathways - Introduce children to the teaching kitchen and observe safe practice whilst honing skills, Get baking (7-8 years) - Food A Fact Of Life</p>



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Computing & E-Safety	<p style="text-align: center;">Our communities <i>Multimedia</i></p> <p>Begin to understand safe sources of information (BBC bitesize, national geographic kids).</p> <p>To select and complete respond to a range of songs and stories using the computer and instruments (videos/songs)</p> <p>To creating drawings using an appropriate access device (IWB, iPad, computer)</p> <p>Widen their experience of painting tools and effects</p> <p>Have opportunities to communicate about their pictures and compare them to real life</p> <p>Experience making decisions about when their work is complete and print it out</p>	<p style="text-align: center;">School News <i>Digital literacy</i></p> <p>Use a variety of ICT tools to obtain pictures- cameras, iPad, internet, green screens.</p> <p>Put pictures into a multimedia program- add images into PPT to create a moving image</p> <p>Add sound effects to their pictures.</p> <p>Learn what the different multimedia buttons do on films (play, stop, rewind, fast forward, record)</p>		<p style="text-align: center;">Wind <i>Safe use of devices and E-Safety</i></p> <p>To learn safe use of different electronic devices</p> <p>To identify what personal information is- sort statements into public or private.</p> <p>To sort content/apps for different ages age appropriate and why they may not be age appropriate</p>	<p style="text-align: center;">Healthy Eating <i>Programming</i></p> <p>To match/select the appropriate technology for a task (make a call-phone, make a smoothie-blender, take a photo-camera/phone)</p> <p>To learn safety rules of using technology- switch off, check wires, safety sticker, who with?)</p> <p>To use technology to make healthy drinks/ snacks safely.</p>		<p style="text-align: center;">Green planet (Gardening) <i>Multimedia</i></p> <p>To become familiar with age-appropriate sources of information (BBC bitesize Youtube Kids national geographic kids).</p> <p>To access and explore a range of educational apps.</p> <p>To use icons to access chosen content.</p> <p>To make links between icons and their purpose/ content (match or describe).</p> <p>To practise pincer movement, click and drag.</p>	<p style="text-align: center;">Holidays <i>Key Skills</i></p> <p>To explore how to use the ICT suite safely and sensibly.</p> <p>To access a computer with support using a username and password.</p> <p>To develop their typing skills.</p> <p>To develop mouse control when using the computer.</p>
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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: Look at the patterns that are inherent in the art of the culture.



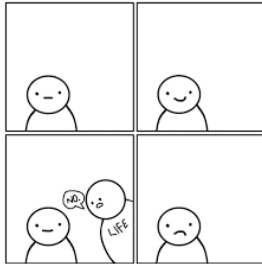
Upper Pathways: Look at repetitive patterns and use printing techniques to create own.



Linked with school news in English
COMIC ART.

Explore how to create school news through simple graphics linked to the English curriculum.

Lower Pathways: Create a character for a simple comic strip – use photocopying to create extra scenes.



Upper Pathways: Look at the comic strips of Pop ART – how could you use this technique to express school news?



Linked with Geography – weather.
PRODUCT DESIGN

Explore windmills as represented in art – particularly Dutch paintings.

Lower Pathways: Create a windmill for use in a garden.



Upper Pathways: Create a windmill t-shirt.



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 Orla Kiely

Lower Pathways: To use printing to create work like Orla Kiely.



Upper Pathways: create a multiple screen print using stencils.



Linked with Geography – locations and graphical features.

Lower Pathways: To create animal craft of animals who swim/ fly/ walk/ etc.





Upper Pathways: To create a world map with the locations of different animals.





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Music					
	<p>Anyone Can Play SEN: Charanga 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</p>	<p>Rehearsals for Rosehill Christmas Play 'Rosehill Saves Christmas'</p>	<p>Anyone Can Play SEN: Charanga Unit 7- Contrast Unit 8- Imitation Unit 9- Waltz Unit 10- March Unit 11- Loud and Quiet Unit 12- Boogie Train</p>	<p>Anyone Can Play SEN: Charanga 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!</p>	<p>Anyone Can Play SEN: Charanga Unit 19- Playing Quietly Unit 20- Using Flash Cards Unit 21- Composition Unit 22- Patterns Unit 23- Pulse Unit 24- Pitch</p>
<ul style="list-style-type: none"> 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 <p>Pupils with a keen interest or talent in music will also access group ensembles and tuition with specialist music teachers</p>					



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Personal Development, Health & Emotional Wellbeing	PSHE & RSHE	<p style="text-align: center;">Self-Awareness</p> <p>SA3 Prejudice and discrimination</p> <p>What it means to treat others in a kind and fair way. Everyone is unique and special and no one should be treated unfairly. What prejudice means. What it means to discriminate against someone. Different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation).</p>	<p style="text-align: center;">Self-Care, support and Safety</p> <p>SSS3 Accidents and risk SSS4 Keeping safe online.</p> <p>What is meant by personal safety. What is meant by something being an accident. What is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Behaviours that might be risky. Situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Trusted adults who can help us in risky situations and strategies we can use to help ourselves. Ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own.</p>	<p style="text-align: center;">Managing Feelings</p> <p>MF3 Romantic feelings and sexual attraction</p> <p>What it means to like someone. Difference between 'liking' someone and 'fancying' someone. How part of growing up might be to experience strong feelings about people we like or fancy. People can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.</p>	<p style="text-align: center;">Healthy Lifestyles</p> <p>HL 3Physical activity HL4 Healthy eating</p> <p>Different kinds of physical activity and exercise. Our favourite forms of physical activity and exercise. Benefits of being physically active, and possible consequences of inactivity. Physical and mental health benefits of regular exercise. Long term benefits of regular physical activity and exercise. Challenge common stereotypes relating to physical activity. The challenges that can prevent us from exercising, and suggest ways to overcome them. Ways of motivating ourselves to take exercise. Our favourite foods and drinks. Foods we can eat all the time which are good for us.</p>	<p style="text-align: center;">The World I Live in</p> <p>WIL13 Taking care of the environment</p> <p>Identify living things that people can care for (e.g. house plants, pets, gardens). Ways of showing compassion to other living things (e.g. wildlife, pets). Shared responsibilities we all have for taking care of other people, living things and the environment we live in. How every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). Our feelings and values in relation to climate change and the environment.</p>	<p style="text-align: center;">Changing and Growing</p> <p>CG3 Healthy and unhealthy relationship behaviour</p> <p>Key features of positive friendships/ relationships, and how they can make us feel. When we might feel angry or sad because of someone's behaviour towards us. Our expectations of friendships/ relationships (e.g. spending time together, sharing interests). Positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries). How we expect people to behave towards us in friendships and relationships. Differences between positive/healthy and negative/unhealthy relationships.</p>
	Physical Education	<p style="text-align: center;">Fundamental skills/ Rebound Therapy</p> <p>Multi-Skills: Develop basic sending actions with hands and feet. Develop actions, such as throwing or rolling, for particular games. Develop rebound therapy skills and progress through the stages. Experience and enjoy warming up and cooling down. Observe and communicate what they have learnt.</p>	<p style="text-align: center;">Gymnastics/ Rebound Therapy</p> <p>Gymnastics: Perform actions, movements and shapes with increasing consistency and control. Apply with help compositional principles when performing a short sequence. Develop rebound therapy skills and progress through the stages. Be aware of the basic principles of a warm up and cool down activity. With help, suggest ways of improving performance.</p>	<p style="text-align: center;">Net wall/ Rebound Therapy</p> <p>Explore skills needed when playing net/ wall games. Develop some of these skills and perform with some control and co-ordination. Develop rebound therapy skills and progress through the stages. Recognise with help changes that happen to them.</p>	<p style="text-align: center;">Invasion Games/ Rebound Therapy</p> <p>Control balls using hands, feet and hockey sticks. Send and receive a ball and to keep possession. Develop rebound therapy skills and progress through the stages. Communicate how they feel after physical activity using signs, symbols, words and pictures.</p>	<p style="text-align: center;">Invasion Games/ Rebound Therapy</p> <p>Use the equipment needed for striking and fielding games, in different ways. Play modified games. Participate in the warm up and cool down and recognised changes that happen to their bodies when they are active. Develop rebound therapy skills and progress through the stages. Watch others perform and try to improve their own performance.</p>	<p style="text-align: center;">Athletics/ Rebound Therapy</p> <p>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 support. Develop rebound therapy skills and progress through the stages. Communicate using signs, symbol which activities they enjoy.</p>



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See OT sensory plans

Sensory Regulation									
Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p>History- Celebrating the different cultures in class.</p> <p>Focus: exploring cultures and communities within class. This can be through food, art and photos/pictures.</p> <p>Black History month project TBC</p>	<p>Geography- School news</p> <p>Focus: report on wildlife and environmental projects that are happening in school and local area.</p> <p>Suggestion: incorporate map reading, wildlife logs, video blogs on findings</p>		<p>Geography- wind</p> <p>Focus: What is wind?</p> <p>Different types of wind from seaside breezes to extreme wind tornados.</p> <p>Attention Autism idea 1</p>	<p>History- Food of the past</p> <p>Focus: healthy recipes from history</p> <p>Examples: Tudor pottage, Roman spelt bread, Victorian ginger cake</p>		<p>Geography- Green planet/ gardens</p> <p>Focus: what plants do we have in school? What plants are found in the local area? What plants are found in the United Kingdom? Green planet/ being environmentally friendly.</p> <p>Suggested ideas: building bird feeds from milk containers, build bug hotels, litter picking</p>	<p>History- The seaside then and now</p> <p>Focus: Holidays now/ then. Looking at differences between holiday at the seaside throughout history.</p> <p style="text-align: center;">Resources</p>
	Religious Education, SMSC, CPD	<p>Hinduism</p> <p>Focus Story : Rama and Sita</p> <p>Why do Hindu's decorate with lights during Diwali?</p>	<p>Christianity</p> <p>Focus Story : The Nativity</p> <p>What gifts could we give to Jesus if he was born in Nottingham today?</p>		<p>Islam</p> <p>Focus Story: The Crying Camel</p> <p>Why is it important to teach animals kindly according to the story?</p>	<p>Christianity</p> <p>Focus Story : The Easter Story</p> <p>How do Christians observe the Holy Week?</p>		<p>Hinduism</p> <p>Focus Story : The Birth of Ganesh</p> <p>Who made Ganesh and what was he made from?</p>	<p>Christianity</p> <p>Focus Story: The Good Samaritan</p> <p>What did the Good Samaritan do in the story?</p>



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	Developing Road Safety Skills	Accessing Shopping	Accessing the Café
Community Inclusion	<ul style="list-style-type: none"> Walks, next to an adult as appropriate Can stand/wait at kerb Will stop at kerb when walking ahead Can walk sensibly across road Looks and listens before crossing Can cross minor road Uses pelican crossing Uses zebra crossing Uses central refuge 	<ul style="list-style-type: none"> Can behave appropriately in shops of varying sizes Can behave appropriately in shopping centres Is confident using lifts and escalators Is able to stand in queues Is able to carry basket Is able to push a trolley Is able to load conveyor belt Is able to hand over money in exchange for goods / check receipt Is able to pack bags Handles only items to be bought 	<ul style="list-style-type: none"> Recognises café symbol Locates empty chair/table Tolerates items on table Tolerates sitting at table with others Remains seated at table with adult throughout Waits at table for food/drink to arrive Remains at table until group is ready to leave Will order food / drink with support Will order food /drink independently Will hand over money for items purchased
Careers	<p style="text-align: center; color: blue;">MY SKILLS</p> <p style="text-align: center;">Recognise, develop and apply my skills for employability</p> <ul style="list-style-type: none"> Keeping safe Looking after yourself and your health Dealing with problems Understanding money Developing self-awareness Developing independent living skills Using inter-personal skills to contribute to positive relationships 	<p style="text-align: center; color: orange;">AWARENESS OF OPPORTUNITIES</p> <p style="text-align: center;">Develop an awareness of the extent and diversity of opportunities in learning and work</p> <ul style="list-style-type: none"> Having your say Looking after environment Developing community participation skills Participating in enterprise projects 	<p style="text-align: center; color: green;">LEARN FROM PEOPLE</p> <p style="text-align: center;">Learn from contact with people who work, learn to work with people and be part of a team</p> <p style="text-align: center;">Finding out about occupations of people who help us</p> <p style="text-align: center;">Helping others</p>
Enrichment	<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>		



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Compulsory Curriculum at Rosehill School

Communication Community Inclusion

KS 3 National Curriculum Entitlement

English	Mathematics PSHE & Relationships	Science & Sex Education	Design Technology Physical Education	Computing History	Art & Design Geography	Music Foreign Languages & Culture	RE - Providing the local syllabus
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Additional Offer at Rosehill School

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