



Rosehill School: Curriculum Map 2024 - 2025 Class 7 & 8 (UKS3)

Areas of learning and experience Subject	Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2	
	Topic		Topic		Topic	
	Our Country's Culture	Local News (Literacy Focus)	Clouds (Science Focus)	Healthy Lifestyles	Green Planet- Growing	Travel
Communication, Speech, Language & Literacy	Communication	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 on similar themes, shape poems and humorous verses; stories from other cultures, stories by significant children's authors and books on similar themes; instructions, emails, letters and recounts.</p> <p>Write posters, instructions, emails and letters; re-tell stories; write recounts of visits and events</p>				



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		<p>Valentine's Guest House Author: by Sam Sharland</p> <p>We Are All Neighbours: Author: Alexandra Penfold</p> <p>You Must Bring a Hat Author: Simon Philip</p> <p>Paddington's London Story Treasury: A collection of four funny stories about Paddington Bear! Author: Michael Bond</p> <p>Supertato Carnival Catastro-Pea! Author: Sue Hendra and Paul Linnet</p>	<p>A Street Through Time: A 12,000 Year Journey Along the Same Street Author: DK (Author)</p> <p>Santa is Coming to Nottingham</p> <p>The Can Caravan Author: Richard O'Neill</p>		<p>Lila and the Secret of Rain Author: David Conway & Jude Daly</p> <p>The Rhythm of the Rain Author: Grahame Baker-Smith</p> <p>Rain Author: Sam Usher</p>	<p>Animal Exercises Author: Mandy Ross</p> <p>Ready Steady Mo! Author: Mo Farah</p> <p>Find Your Happy Author: Emily Coxhead</p> <p>The Jar of Happiness Author: Ailsa Burrows</p>		<p>Upside Down (Katarina's Small Wonders)</p> <p>The Bear's Garden Author: Marcie Colleen</p> <p>Goodnight, Veggies Author: Diana Murray</p>	<p>Come and Ride With Us Author: Annie Kubler (Author)</p> <p>Herman's Holiday Author: Tom Percival</p> <p>You Can't Take an Elephant on Holiday Author: Patricia Cleveland-Peck and David Tazzyman</p>
Problem Solving, Maths, Science & Mathematics	Mathematics	<p>Number; 3.5 weeks (Place Value) Demonstrate a secure understanding of place value identifying tens and ones</p>	<p>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</p>	<p>Number; 2.5 weeks (Multiplication and Division) Use tallies or other marks to represent quantities. Share objects into groups.</p>	<p>Number; 3 weeks (Place Value) Demonstrate a secure understanding of place value identifying tens and ones using objects and pictorial representations</p>	<p>Number 3 weeks (Addition and Subtraction) Add one or more to groups of objects. Take objects away from groups Rote count forwards and backwards</p>	<p>Number; 3.5 weeks (Fractions) Develop ability to solve a range of problems, including simple fractions, using concrete, pictorial and abstract representations</p>		



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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>Rockets and space Space</p> <ul style="list-style-type: none"> To investigate rockets and man's exploration of space <p>Making circuits Energy Electricity</p> <ul style="list-style-type: none"> To identify everyday things that use electricity and sort according to mains or battery powered To recognise that electricity can be dangerous and some of the dangers To explore and make a simple circuit <p>Please utilise first half of Class 9,10 & 11 Autumn plans for 2nd half term.</p> <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>Acids affect the environment Acids, Alkalis and Earth Science</p> <ul style="list-style-type: none"> To explore acids and alkalis and their everyday uses To begin to recognise how acids can affect the environment <p>Health, disease and the development of medicines Microbes and drugs</p> <ul style="list-style-type: none"> To explore the benefits and harmful effects of microbes To recognise the importance of being healthy and the helpful and harmful aspects of drugs/ medicines <p>Please utilise first half of Class 9,10 & 11 Spring plans for 2nd half term.</p> <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 Evolution</p> <ul style="list-style-type: none"> To recognise that living things change over time and may become extinct To explore some evidence for evolution <p>Material cycles and energy – Photosynthesis Plants</p> <ul style="list-style-type: none"> To explore the parts of a plant To begin to link different parts of a plant with their function To explore plant reproduction and growth To recognise what plants need to keep healthy <p>Please utilise first half of Class 9,10 & 11 Summer plans for 2nd half term.</p> <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>			



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	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</p> <p>Lovely lunch (8-9 years) - Food A Fact Of Life - use this project as a basis and add in relevant cultural foods and snacks that begin the develop independence.</p>	<p>Food Technology – Knowledge Healthy Options</p> <p>Lower pathways Exploration of food linked to OT and individual sensory journals. Focus on salad ingredients</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.</p> <p>Serve a salad (9-10 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 locally grown food and links between food and origin i.e. chicken-eggs, wheat/bread.</p> <p>Upper Pathways Where food comes from (7-11 Years) - Food A Fact Of Life</p>	<p>Food Technology- Cooking with seasonal fruits and vegetables.</p> <p>Lower pathways Exploration of seasonal food i.e. jams, jelly, fruit muffins.</p> <p>Upper Pathways To follow hygiene rules adnd use the teaching kitchen appropriately to bake with seasonal produce i.e. jams, puddings, fruit muffins etc</p>
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	Computing & E-Safety										
Our Country's Culture Key skills To learn that information from the Internet. To use search engines to search for key words on a topic by typing keyboards To learn how to save from a file. To learn how to save images from the internet To learn how to copy and paste. To present their pictures findings in different formats (word ppt pic collage)		Local News Digital literacy To access content linked to topic from age-appropriate resources. To practise finding images and information. To experience a slide show and create slides. To add sounds to slideshow and animations. To save as and to remember to continually save.		E- Safety Keeping safe online To identify what personal information is- sort statements into public or private To learn what apps you have permission for and to ask before using computers. To explore age-appropriate websites/games discuss age ranges for social medias apps and why they may not be age appropriate To learn about blocking and reporting content. To identify who I can tell if I'm unhappy about what I've seen or an interaction online.		Healthy Lifestyles Programming (kitchen equipment) To learn about how to stay safe when using technology (water and electricity, switching off after use, having support to use equipment) To follow a short sequence of instructions To increase their control and care using different devices.		Green Planet –Growing Programming Bee-bots To follow a short sequence of instructions- both using devices and without technology To give simple instructions to control a range of devices using command cards before inputting into the device. To learn that if they put the wrong instruction into the control device, it will not work To try alternative approaches to get the device to go in the desired direction.		Travel Digital literacy To explore different apps that help with travel and planning a trip. To recognise apps and their use. To use typing to search places of interest. To learn about zoom functions and features of maps. To learn how to print screen to present information.	



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Creative Arts	Art & Design	<p>Linked with Celebrating Black History. MIXED MEDIA. Explore the cultures in the classroom using sensory provision. Colours, food, music.</p> <p>Lower Pathways: Look at repetitive patterns and use printing techniques to create own.</p>  <p>Upper Pathways: Compare and contrast different patterns from different religions and cultures.</p>  	<p>Linked with school news in English COMIC ART. Explore how to create school news through simple graphics linked to the English curriculum.</p> <p>Lower Pathways: Look at the comic strips of Pop ART – how could you use this technique to express school news?</p>  <p>Upper Pathways: Explore the work of Roy Lichtenstein and use as inspiration for delivering school news.</p> 	<p>Linked with Geography – weather. PRODUCT DESIGN Explore windmills as represented in art- particularly Dutch paintings.</p> <p>Lower Pathways: Create a windmill t-shirt.</p>  <p>Upper Pathways: Design and create a working windmill toy.</p> 	<p>See DT –food tech for this half term's creative curriculum</p>	<p>Linked with science – natural world. PAINTING AND PRINTING Explore the flower paintings/Prints of Orla Kiely</p> <p>Lower Pathways: To use printing to create work like Orla Kiely.</p>  <p>Upper Pathways: create a multiple screen print using stencils.</p> 	<p>Linked with Geography – locations and graphical features.</p> <p>Lower Pathways: To design and create a clay ice cream for holiday – then make a real ice cream to eat and enjoy.</p>  <p>Upper Pathways: To create a craft ice cream and annotate which ingredients will be needed to make a real version. Design an ice cream menu for a sea side stall.</p> 
	Music		<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	Music	<p>Anyone Can Play SEN: Charanga</p> <p>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</p> <p>'Rosehill Saves Christmas'</p>	<p>Anyone Can Play SEN: Charanga</p> <p>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</p> <p>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</p> <p>Unit 19- Playing Quietly Unit 20- Using Flash Cards Unit 21- Composition Unit 22- Patterns Unit 23- Pulse Unit 24- Pitch</p>	<p>Rehearsals for Rosehill's Got Talent</p> <p>Classes select and rehearse a song following Charanga KS1 or KS2 Topics or units of work.</p>
	PSHE & RSHE	<p>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>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,</p>	<p>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>Healthy Lifestyles</p> <p>HL3 Physical 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.</p>	<p>The World I Live in</p> <p>WILL3 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).</p>	<p>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).</p>
	Physical Education	<p>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>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>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>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>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>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>
	Sensory Regulation	Please see separate OT plans					



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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>Resources</p>
	Religious Education, SMSC, FBV	<p>Hinduism</p> <p>Focus Story : Rama and Sita</p> <p>How and why do Hindus celebrate the return of Rama and Sita?</p>	<p>Christianity</p> <p>Focus Story: The Nativity</p> <p>Why do Christians believe Jesus was given to Earth from God?</p>	<p>Islam</p> <p>Focus story: The Crying Camel</p> <p>How did the Prophet show acts of Kindness in the story and beyond?</p>	<p>Christianity</p> <p>Focus Story: The Easter Story</p> <p>How was Jesus treated when he arrived in Jerusalem on Palm Sunday</p>	<p>Hinduism</p> <p>Focus story: The Birth of Ganesh</p> <p>How is Ganesh represented in Hindu art and culture?</p>	<p>Christianity</p> <p>Focus story: The Good Samaritan</p> <p>How do Christians follow the teachings of the story today?</p>
	Community Inclusion	<p>Developing Road Safety Skills</p> <p>Walks, next to an adult as appropriate</p> <p>Can stand/wait at kerb</p> <p>Will stop at kerb when walking ahead</p> <p>Can walk sensibly across road</p> <p>Looks and listens before crossing</p> <p>Can cross minor road</p> <p>Uses pelican crossing</p> <p>Uses zebra crossing</p> <p>Uses central refuge</p>		<p>Accessing Shopping</p> <p>Can behave appropriately in shops of varying sizes</p> <p>Can behave appropriately in shopping centres</p> <p>Is confident using lifts and escalators</p> <p>Is able to stand in queues</p> <p>Is able to carry basket</p> <p>Is able to push a trolley</p> <p>Is able to load conveyor belt</p> <p>Is able to hand over money in exchange for goods / check receipt</p> <p>Is able to pack bags</p> <p>Handles only items to be bought</p>		<p>Accessing the Café</p> <p>Recognises café symbol</p> <p>Locates empty chair/table</p> <p>Tolerates items on table</p> <p>Tolerates sitting at table with others</p> <p>Remains seated at table with adult throughout</p> <p>Waits at table for food/drink to arrive</p> <p>Remains at table until group is ready to leave</p> <p>Will order food / drink with support</p> <p>Will order food /drink independently</p> <p>Will hand over money for items purchased</p>	



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		<p>MY SKILLS</p> <p>Recognise, develop and apply my skills for employability</p> <p>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>		<p>AWARENESS OF OPPORTUNITIES</p> <p>Develop an awareness of the extent and diversity of opportunities in learning and work</p> <p>Having your say Looking after environment Developing community participation skills Participating in enterprise projects</p>		<p>LEARN FROM PEOPLE</p> <p>Learn from contact with people who work, learn to work with people and be part of a team</p> <p>Finding out about occupations of people who help us 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>					

Subject Structure

Compulsory Curriculum at Rosehill School

Communication Community Inclusion

KS 3 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



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- ✓ 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