



## Rosehill School: Curriculum Map 2023 - 2024 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	
		Robots	Games	Night at the Museum	Take one Picture	Blue Planet - Commotion in the Ocean	Investigating our School
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>R: Nursery rhymes, chants, action rhymes</p> <p>Robots, Robots Everywhere: (Little Golden Book) by Sue Fliess</p> <p>No-Bot, the Robot with No Bottom by Sue Hendra</p> <p>Dig Dig Digging (Awesome Engines) by Margaret Mayo</p> <p>Early Years rhymes – about machines:</p> <p><a href="#">Link to big owl songs</a></p> <p>W: Design a robot - Add labels, captions. Make instructions posters – order steps</p>	<p>R: Stories with patterned language; Repetitive patterns</p> <p>Playtime with Ted by Sophy Henn (OR a book from the series)</p> <p><a href="#">Link to story</a></p> <p>W: Based on the story (add a missing word/ picture/ symbol)</p> <p>Naming games and objects used, labelling photos of pupils in class playing games</p>	<p><b>Reading:</b></p> <p><b>Suggested texts</b></p> <p>What to Do with a Box Hardcover by Jane Yolen (Author), Chris Sheban (Illustrator)</p> <p>Frida and Bear by Anthony Browne</p> <p><b>Writing</b> – ordering steps (now and next) linked to the story(ies)</p> <p>Make instructions posters – order steps (now box – next 'house', now twig – next-butterfly)</p>	<p><b>Reading:</b></p> <p><b>Suggested texts</b></p> <p>TBC</p> <p>Poetry</p> <p><a href="#">Activities for Teaching Poetry in the Early Years (firstdiscoverers.co.uk)</a></p>	<p><b>Reading:</b> Non-fiction books and/ or stories with repetitive patterns/ predictable structure</p> <p><b>Suggested texts</b></p> <p>Bird House by Libby Walden</p> <p>Baby Goz by Steve Weatherill (<a href="https://www.youtube.com/watch?v=NPAzOEtKZIQ">https://www.youtube.com/watch?v=NPAzOEtKZIQ</a>)</p> <p>Birds' songs and rhymes <a href="#">Songs and rhymes about birds for preschool Pre-K and Kindergarten - KIDSPARKZ</a></p> <p><b>Writing</b> – Name and describe an animal/ bird. Animals and their babies. Birds/ animals and their homes. Add labels, captions.</p>	<p><b>Reading:</b></p> <p>Traditional stories</p> <p><b>Suggested texts</b></p> <p>Three little pigs</p> <p>Goldilocks and three bears</p> <p>Jack and the beanstalk</p> <p>Gingerbread man</p> <p><b>Writing</b> – re-telling story, ordering, labelling and writing captions.</p>
Problem Solving, Maths, Science & Technology	Maths	<p><b>Number;</b> 3.5 weeks (Place Value)</p> <p>Join in rote counting beyond 10</p> <p>Recognise numerals up to 10 and relate them to sets of objects</p>	<p><b>Number;</b> 3 weeks (Addition and Subtraction)</p> <p>Begin to solve addition problems by combing two small sets and counting the total</p> <p>Begin to solve subtraction problems by taking away a number of objects from a set and counting the remainder</p>	<p><b>Number:</b> 2.5 weeks (Place Value)</p> <p>Compare sets to identify more/less/bigger/smaller</p>	<p><b>Number;</b> 3 weeks (Multiplication and Division)</p> <p>Make sets up to 10 on request</p>	<p><b>Number;</b> 2.5 weeks (Place Value)</p> <p>Count objects with increasing accuracy</p>	<p><b>Number;</b> 3.5 weeks (Fractions)</p> <p>Share objects equally to make sets</p> <p>Share objects into equal parts</p>











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	<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>
<b>Science</b>	<p><b>Animals including humans</b> <b>Human Body Parts and Senses:</b> <b>Early Pathways:</b> To explore senses and responses (ELG3) To be delivered through Attention Autism Techniques <b>Upper Pathways:</b> To name internal and external body parts</p>		<p><b>Everyday Materials</b> <b>Making New Materials:</b> <b>Early Pathways:</b> To explore reversible and irreversible changes through Attention Autism and exploration. <b>Upper Pathways:</b> To explore a range of reversible and irreversible changes – link to cooking and sensory resources.</p> <ul style="list-style-type: none"> <li>• <b>Nottingham Festival of Science and Curiosity TBC</b></li> <li>• <b>National Science Week 2024 “TIME”</b></li> </ul>		<p><b>Plants</b> <b>Early Pathways:</b> To explore plants (ELG3) through Attention Autism Techniques <b>Upper Pathways:</b> To explore and label different plants and parts of plants</p>	
<b>Design Technology</b>	<p><b>Exploring containers</b> Explore ways of sharing and carrying food e.g., packed lunch. Example appropriate items for carrying foods – sandwich box for soup? Plan and make a snack and think about the appropriate container to carry. Visit from kitchen staff to class to explore how sandwiches are made (process).</p>		<p><b>Exploring culture</b> Design and make simple food relating to different countries. Exploration sessions for pupils to experience different culture through taste testing different foods from other cultures. Beginning to state preference and likes and dislikes.</p>		<p><b>Food Technology – Exploring Food</b> Investigate different fruit / vegetables. Design &amp; make a fruit salad and a vegetable salad. Chopping / preparing / eating own foods. Make simple food options that pupils could make with little assistance, e.g., sandwich, beans on toast, fruit salad etc Trip to the Nottingham mill – see how bread is made. Prepare food for a picnic, freeze and then de-frost and have a picnic outside eating food that the pupils have made.</p>	
<b>Computing &amp; E-Safety</b>	<p><b>Programming- Using Beebots</b> Learn that technology can be used to control objects in the environment- i.e., light switches Learn that certain actions produce predictable results- explore electronic toys- Beebots. Make connections between control devices and information on screen</p>	<p><b>Exploring different types of technology</b> Explore a range of devices- phones, cameras, electronic toys, iPads etc. Begin to understand the cause and effect of what happens when buttons are pressed. Play different games on the computer- purple mash, help kidz learn.</p>	<p><b>Exchanging and sharing information- labelling pictures</b> Learn that text and/or symbols can be used to describe a picture, a photograph, or an object- label pictures of animals in the night at the museum by dragging and dropping the labels.</p>	<p><b>Multimedia-photography</b> taking and printing photos to create a collage of photos related to take on picture. Use the <b>green screen</b> to add different backgrounds.</p>	<p><b>E-Safety</b> E-Safety rules- how to use the internet safely. What can the internet be used for? Identify and access online content including choosing games/music to play, researching different types of birds etc.</p>	<p><b>Multimedia- Beginning to paint</b> Make marks or create drawings using an appropriate access device Begin to use basic painting tools- Purple Mash. Link to painting different houses.</p>



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Creative Arts	Art & Design	 <p><b>Automatons!</b></p>	 <p><b>Board Games</b></p>	 <p><b>Night at the Museum Exhibition @ Rosehill</b></p>	 <p><b>Take one picture</b></p>	 <p><b>Young Wildlife Photographer of the Year Competition.</b></p>	 <p><b>Architecture</b></p>
		<p>To investigate robot toys, comics, cartoons for inspiration.</p> <p><b>Early pathways:</b> To show interest in a variety of different robots and toys. Exploring colours and materials. Begin to use appropriate shapes for box modelling and select the correct tools to begin to make a simple robot with support.</p> <p><b>Upper pathways:</b> Design and make a robot costume – using a variety of techniques, tools and complete by painting them.</p> <p style="color: red; text-align: center;"><b>TEXTILE AND THEATRE DESIGN</b></p>	<p>To play and investigate different games and board games such as hop-scotch, simple counting games, ring-a-roses etc.</p> <p><b>Early pathways:</b> To create a simple matching games for example, snap. To use a variety of different printing techniques to make a simple matching game, including, stencils, pictures, and symbols.</p> <p>To show interest in basic games, with a focus on turn taking.</p> <p><b>Upper pathways:</b> To investigate different board games, how they work, what do you have to do - make comparisons and state preferences. Design and make a simple board game and storage box.</p> <p style="color: red; text-align: center;"><b>UNDERSTANIDNG COLOUR AND LINE IN 2D MEDIA</b></p>	<p style="color: blue; text-align: center;"><a href="https://www.playideas.com">25 Fun Fossil Ideas For Kids (playideas.com)</a></p> <p>Explore and be curious about the world of Dinosaurs and fossils through sensory experiences, clay-work, box modelling, printing etc. Create a Night at the museum experience/ exhibition open to parents by:</p> <p style="color: red; text-align: center;"><b>Making Dino footprint SCULPTURES</b></p> 	<p>Pieter de Hooch's 'Courtyard of a House in Delft'. Investigate the picture and the art history through the T.O.P suggested path.</p> <p>Explore elements of the painting in different media. Create own interpretation as a whole school project for the National Gallery competition.</p> <p style="color: red; text-align: center;"><b>MIXED MEDIA</b></p>	<p><a href="#">Gallery   Wildlife Photographer of the Year   Natural History Museum (nhm.ac.uk)</a></p> <p>Investigate the winners of the 2023 competition. What do we like about the photographs? Why? Who were they taken by? Create our own BIRD art using different digital media and technology. Link to chicks in school.</p> <p style="color: red; text-align: center;"><b>FINAL PIECE - PHOTOGRAPHY</b></p>	<p>Learning about familiar houses and buildings. What makes a house? Learning about the shapes within houses (windows, roof, door etc). Investigating houses in different cultures, what are the similarities and differences?</p>  <p>Creating our own 3D dens/ houses/ caves to embellish and decorate.</p> <p style="color: red; text-align: center;"><b>3D MODELLING AND STRUCTURES</b></p>
Music	<p><b>Active listening:</b> Pupils will listen to and appraise music from composers of all eras at the beginning of each music lesson</p> <p>Charanga Scheme of work - Units;</p> <ul style="list-style-type: none"> <li>Me!</li> <li>Everyone</li> </ul> <p>Christmas Concert</p>		<p><b>Active listening:</b> Pupils will listen to and appraise music from composers of all eras at the beginning of each music lesson</p> <p>Charanga Scheme of work - Unit;</p> <ul style="list-style-type: none"> <li>Our World</li> </ul>		<p><b>Active listening:</b> Pupils will listen to and appraise music from composers of all eras at the beginning of each music lesson</p> <p>Charanga Scheme of work Unit;</p> <ul style="list-style-type: none"> <li>Bear Funk</li> </ul> <p>Rosehill's Got Talent rehearsals and performances</p>		








## Rosehill School: Curriculum Map 2023 - 2024 Class 1 & 2 (KS1/LKS2)

Personal Development, Health & Emotional Wellbeing	PSHE & RSHE	<p><b>Self-Awareness</b> Kind and unkind behaviours (Me, who I am, my likes, dislikes, strengths and interests) What feeling angry means. What feeling upset means. Behaviour which hurts others' bodies or feelings is wrong. When people are being kind or unkind. What is meant by hurtful behaviour and bullying (including verbal, physical and emotional, (e.g. omission/exclusion), that this can happen online. All bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting). That this is unacceptable behaviour and that a trusted adult needs to be told about it. Different positive responses we can take towards unkind behaviour and bullying. What we can say or do if we or someone else is being bullied.</p>	<p><b>Self-Care, support and Safety</b> Keeping myself safe . (Looking after myself and keeping safe; aspects of Relationships and Sex Education.) Ways we can help keep ourselves physically safe in school. Why it is important to help keep ourselves physically safe. Ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. How we know when we might need to ask for help. People at home, school and in other settings who are responsible for helping us keep physically safe.</p>	<p><b>Managing Feelings</b> Managing strong feelings in my body (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education) Different ways of communicating feelings and needs to others. Vocabulary/ communication skills to express a range of different feelings. Ways we can help ourselves to feel better if we are feeling sad or upset.</p>	<p><b>Changing and Growing</b> What changes will I begin to experience? (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education) Vocabulary for some of the main body parts, including genitalia. Bodies change as people become adults. Main physical differences between male and female bodies.</p>	<p><b>Healthy Lifestyles</b> Taking care of my own physical (Being and keeping healthy, physically and mentally) Examples of taking care of our bodies (e.g. skin, hair or teeth). Importance of simple rules for sun safety. How we feel if we have not had enough sleep. Hygiene routines. Physical activities we like doing; describe how they might make us feel (physically and emotionally). Ways of staying safe in the sun. Sleeping well is one way we can stay healthy. Why it is important to take care of personal hygiene. Different ways to be physically healthy. How the physical activities we enjoy doing help to keep us healthy. health</p>	<p><b>The World I Live in</b> Jobs people do (Living confidently in the wider world) Different jobs that people we know do. Ways in which different adults who work in school contribute to school life. Ranges of jobs that people might have and the qualities they might need to do them. A job we might like to do in the future. Jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); How the community is helped through the work they do. Why we should not call emergency services for a joke or a dare; the possible impact this might have on ourselves or others. How strengths, qualities and things we learn in school might link to possible future jobs. do in my community</p>
	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. 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). 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>Gymnastics (apparatus)/ 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.</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>



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	Sensory	<i>See OT sensory plans</i>					
Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p><b>History – Black History Month</b></p> <p><b>Focus:</b> 75<sup>th</sup> Anniversary Windrush linked to Black History month</p>	<p><b>Geography – Navigation</b></p> <p><b>Focus:</b> My Geography - Fieldwork and Observational skills</p> <p><b>Key Questions:</b> Where in the world are we? Which way shall we go today? What can we find in our school grounds? What did we find?</p>		<p><b>History - I'm making History: Changes within living memory</b></p> <p><b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p> <p><b>Suggestion:</b> My timeline, family history. Establish how many years pupils have been alive. Discuss how long they have been at school (photos from the first weeks/key events from term at school can be used to prompt memory and recall). Look at children's baby photos. Make a memory box. How long ago were these memories?</p>	<p><b>Geography – What's in my country?</b></p> <p><b>Focus:</b> Me and my UK. UK countries, capitals and seas. Map skills</p> <p><b>Key Questions:</b> Where in the world are we? What countries are in the United Kingdom? What is the weather/ climate like in the United Kingdom? What is special about the United Kingdom?</p>	<p><b>History - History detectives: Spot the differences!</b></p> <p>Changes within living memory, changes to Nottingham</p> <p><b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p> <p><b>Suggestion:</b> Local history enquiry, toys/ phones/ transport now and then</p>
	Religious Education, SMSC, FBV	<p><b>Theme: 1.2. Myself and caring for others</b></p> <div style="text-align: center;">  <p>Religions: C J</p> <p>Key question: How do we show we care for others? Pupils to learn about their uniqueness as a family in the community</p> </div>	<p>1.1 Celebrations &amp; Festivals</p> <div style="text-align: center;">  <p>C J</p> <p>Diwali, Christmas, Hannukah How are they celebrated?</p> </div>	<p>Religious Celebrations in our community</p> <div style="text-align: center;">  <p>C I</p> <p>Easter, Eid How are they celebrated?</p> </div>	<p>1.3 Beliefs &amp; Teachings</p> <div style="text-align: center;">  <p>C</p> <p>Stories of Jesus Exploring and experiencing bible stories.</p> </div>	<p>1.4 Symbols in worship &amp; practice</p> <p style="text-align: center;">C J I</p> <p>Exploring importance of churches, mosques and synagogues. Looking at artefacts from Christianity and Judaism.</p> <div style="text-align: center;">  </div>	
	Community Inclusion	<p style="text-align: center;"><b>Safety Rules</b></p> <p>Developing learning rules and conventions for community skills visits through the immersion room and school site</p>		<p style="text-align: center;"><b>Road Safety</b></p> <p>Exploring our local area - road safety</p>		<p style="text-align: center;"><b>Parks and Playgrounds</b></p> <p>Exploring and visiting parks and playgrounds in our local area - road safety</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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### Subject Structure

#### Compulsory Curriculum at Rosehill School

Communication    Community Inclusion

#### KS 1 & KS2 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