



Rosehill School: Curriculum Map 2023 - 2024 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		
	Machines	Hobbies and Interests	Dinosaurs	Take one Picture	Conservation Counts – Nature	Buildings	
Communication, Speech, Language & Literacy	Com muni	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>Reading: <i>Suggested texts</i></p> <p>Any books from Amazing Machines by Tony Mitton</p> <p>Writing – describing machines – what are they for, label parts, where they work.</p> <p>Community skills visit – what machines did you see – labels/ captions about the photographs from the visit</p>	<p>Reading: <i>Suggested texts</i></p> <p>Mr Big by Ed Vere</p> <p>Want to Play Trucks? by Ann Stott</p> <p>The Extraordinary Gardener by Sam Broughton</p> <p>Writing – Narration of personal interest. Expressing likes and dislikes, labelling pictures of different hobbies, building sentences about individual hobbies using photographs as a prop</p>	<p>Reading: <i>Suggested texts</i></p> <p>Poems and Rhymes</p> <p>Dinosaur Roar by Paul Stickland</p> <p>Dinosaur Munch! Dinosaur roar! Dinosaur stomp! By Peter Curtis (Author), Jeanne Willis (Author)</p> <p>Rumble with the Dinosaurs</p> <p>Writing – poetry/ rhymes</p> <p>Activities for Teaching Poetry in the Early Years (firstdiscoverers.co.uk)</p>	<p>Repetitive patterns</p> <p>Predictable structures</p> <p>Call and Response</p> <p style="text-align: center;">TBC</p>	<p>Reading: <i>Suggested texts</i></p> <p>A First Book of Nature by Nicola Davies</p> <p>There's a Tiger in the Garden by Lizzy Stewart</p> <p>Ernest the Elephant by Anthony Browne</p> <p>Writing – Exploring nature at Rosehill school and/ or a local area. Labelling pictures of local wildlife, building sentences about experiences using photographs as props.</p> <p>Write nature poetry using the senses.</p>	<p>Reading: <i>Suggested texts</i></p> <p>Traditional stories</p> <p>Jack & The Beanstalk</p> <p>Hansel and Gretel</p> <p>Snow White</p> <p>Cinderella</p> <p>Busy Builders, Busy Week! Board book – Picture Book, 8 Sept. 2016 by Jean Reidy (Author), Leo Timmers (Illustrator)</p> <p>Writing – Retelling stories (sequencing/ captions and labels.) Describing and comparing settings (homes, e.g. palaces and houses of poor, unusual houses – Snow White)</p> <p>Writing a story about a familiar character</p>
Problem Solving, Maths,	Mathematics	<p>Number; 3.5 weeks (Place Value)</p> <p>Develop confidence and mental fluency with whole numbers and counting</p>	<p>Number; 3.5 weeks (Addition and Subtraction)</p> <p>Recall number facts to 10 (and beyond)</p> <p>Count objects with confidence and accuracy</p>	<p>Number; 2.5 weeks (Multiplication and Division)</p> <p>Make sets with objects</p> <p>Share objects into groups</p>	<p>Number; 3 weeks (Place Value)</p> <p>Identify one more and one less from any given number up to 20 (and beyond)</p> <p>Begin to estimate a number and check by counting Read numerals 0 to 20 (and beyond)</p> <p>Begin to use ordinal numbers (first, second, third)</p>	<p>Number 3 weeks (Addition and Subtraction)</p> <p>Begin to work with numerals, words and practical resources to solve problems</p> <p>Count onwards and backwards from a given number</p>	<p>Number; 3.5 weeks (Fractions)</p> <p>Cut objects, food etc into halves and quarters.</p> <p>Discuss equal parts</p> <p>Share objects, food etc between groups.</p>



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	<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>Animals including humans: Adaptation Lower Pathways: To explore animals and their habitats. To be delivered through Attention Autism Techniques Upper Pathways: To explore how different living things are adapted for their habitat.</p>		<p>Food Science: Lower Pathways: Food science experiments linked to acids and alkalis and reactions delivered through Attention Autism Techniques Upper Pathways: Food Science experiments – link to dinosaurs. Nottingham Festival of Science and Curiosity TBC National Science Week 2024 "TIME"</p>		<p>Plants: Lower Pathways: To explore senses and plants through Attention Autism Techniques Upper Pathways: To explore and label parts of plants – link to gardening.</p>	
Food technology	<p>Exploring containers 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>Exploring culture 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>Food Technology – Exploring Food Investigate different fruit / vegetables. Design & 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>	
Computing & E-Safety	<p>Programming- Using Beebots 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>Labelling and classifying things Sort and match items according to an increasing range of criteria, linked to likes and dislikes, hobbies and interests. Use the computer to apply labels to pictures of objects.</p>	<p>Multimedia- sound- making and recording sounds: Contribute to making sounds using instruments, their body, singing etc for a soundscape of dinosaurs. Experience recording sounds using ICT- iPad music making apps, audio recorder, microphones etc. Use online musical instruments to create a dinosaur sounds e.g. https://insidetheorchestra.org/musical-games/#brass https://www.virtualmusicalinstruments.com/</p>	<p>Multimedia- photography- taking and printing photos Learn that photographs can be used to record events/activities. Use a camera to record familiar activities and events. Explore using special effects to modify photographs- iPads. Use the green screen to add different backgrounds.</p>	<p>Finding information and E-safety how to stay safe online Experience using a variety of tools to explore information sources- books, internet, leaflets etc related to nature and conservation. Have opportunities to gather a range of information, including pictures, sounds, symbols and text. Have opportunities to choose work to display and communicate about what they have done- display on school website, class walls, to send home etc. Create basic rules for using the internet safely.</p>	<p>Multimedia- progressing paint skills Make marks or create drawings using an appropriate access device Begin to use basic painting tools- Purple Mash. Link to painting different types of buildings/creating buildings using different shapes etc.</p>



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Automatons!



To investigate robot toys, comics, cartoons for inspiration.
 Design and make a Robot costume with TWO moving, sound or light elements.
Lower pathways:
 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.
Higher pathways:
 Design and make a Robot costume – using a variety of techniques, tools and complete by painting them.
 To explore moving, sound and light elements of different toys. Explore how they could add one of these elements to their costume.
 Evaluate their costume, with a focus on materials.

TEXTILE AND THEATRE DESIGN.

Board Games



To play and investigate different games and board games such as hop-scotch, simple counting games, ring-a-roses etc.

Lower pathways:
 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.

To show interest in basic games, with a focus on turn taking.
Higher pathways:
 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 and simple picture instructions.

Evaluate and play their board game.

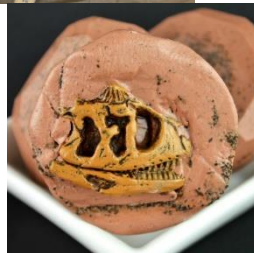
UNDERSTANDING COLOUR AND LINE IN 2D MEDIA. PHOTOGRAPHY FOR INSTRUCTIONS.

Night at the Museum Exhibition @ Rosehill.



[25 Fun Fossil Ideas For Kids \(playideas.com\)](https://www.playideas.com)

Explore and be curious about the world of Dinosaurs and fossils through sensory experiences, clay-work, box modelling, printing etc.
 Help Rosehill create a Night at the museum experience/ exhibition open to parents by: **Making Dino fossil sculptures for others to explore.**



Take one picture



Pieter de Hooch's 'Courtyard of a House in Delft'
 Investigate the picture and the art history through the T.O.P suggested path.
 Explore elements of the painting in different media. Create own interpretation as a whole school project for the National Gallery competition.

MIXED MEDIA

Young Wildlife Photographer of the Year Competition.



[Gallery | Wildlife Photographer of the Year | Natural History Museum \(nhm.ac.uk\)](#)

Investigate the winners of the 2023 competition.
 What do we like about the photographs? Why? Who where they taken by?
 Create our own **Nature** art using different digital media and technology.

FINAL PIECE - PHOTOGRAPHY

Architecture



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?



Creating our own 3D box model houses to embellish and decorate.
3D Modelling and structures.



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	Music	<p>Active listening: 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"> • Me • Every one 		<p>Active listening: 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"> • Our World <p style="text-align: center;">Christmas production rehearsals</p>	<p>Active listening: 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"> • Big Bear Funk <p style="text-align: center;">Rosehill's Got Talent rehearsals and performances</p>			
Personal Development, Health & Emotional Wellbeing	PSHE & RSHE	<p>Self-Awareness Getting on with others (family, class, department)</p> <p>Times when we may feel unhappy with our friends or family members. Positive ways we could let others know how we are feeling. How to treat ourselves and others with respect. Why it is important to listen to others' point of view. What we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.</p>	<p>Self-Care, support and Safety Keeping myself and others safe</p> <p>Feelings associated with not feeling safe (e.g. worried, scared, frightened)</p> <p>Trusted adults who can help us if we feel this way.</p> <p>Ways of making it clear to others when we need help.</p> <p>Rules for keeping safe near water, railways, roads and fire. Different responsibilities we may have to help keep ourselves and others safe. When someone might need first aid because they are hurt/injured. Why it is important to persist with asking for help if our initial requests are not met or understood.</p> <p>Ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.</p> <p>Strategies for keeping physically safe in situations when we might feel afraid.</p> <p>When a situation is an emergency and explain or demonstrate how to get help, including how to call 999.</p>	<p>Managing strong feelings Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education</p> <p>Strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Strategies to help us manage very strong feelings, including in response to change and loss. Why it is important that others know how we are feeling. Ways we can help others to feel better if they are feeling sad or upset. How rest and spending time doing things we enjoy can help to make us feel happy.</p> <p>When we get upset, angry or frustrated our actions can affect others as well as ourselves. How to respond appropriately to others' feelings.</p>	<p>Changing and Growing Changes I will experience during puberty</p> <p>Whom we can talk to about growing and changing. Physical changes that occur as we grow up (e.g. body shape, height,). (UKS2) What happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.</p> <p>Correct vocabulary to name male and female reproductive organs. During and after puberty, some people enjoy masturbating, and this should be done in private. People experience the physical and emotional changes of puberty over different lengths of time. Reliable sources of advice on growing and changing.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1503 325 1865 1268"> <p>Healthy Lifestyles Taking care of my physical health and help others to make healthy choice</p> <p>Routines for going to bed/going to sleep. What might happen if we don't take care of our personal hygiene. Benefits of balancing exercise, food and rest. What might happen to our bodies if we don't protect them from overexposure to the sun. Why it is important to take care of our bodies both now and in the future. Things that can stop us sleeping well, and ways to manage these. Spending excessive time on electronic devices can affect sleep, mental and physical wellbeing</p> </td> <td data-bbox="1865 325 2213 1268"> <p>The World I Live in Belonging to a community</p> <p>Different groups that we may belong to (e.g. family, school, clubs, faith). Things we do in the groups we belong to. How being part of a group makes us feel. Specific things we take part in as a member of these groups. What it means to be part of a community. Different groups that make up our community. How it feels to be part of a community. Ways we can help people to feel welcome in the different groups and communities we belong to.</p> </td> </tr> </table>	<p>Healthy Lifestyles Taking care of my physical health and help others to make healthy choice</p> <p>Routines for going to bed/going to sleep. What might happen if we don't take care of our personal hygiene. Benefits of balancing exercise, food and rest. What might happen to our bodies if we don't protect them from overexposure to the sun. Why it is important to take care of our bodies both now and in the future. Things that can stop us sleeping well, and ways to manage these. 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Physical Education	<p>Fundamental skills/ Rebound Therapy 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.</p>	<p>Gymnastics/ Rebound Therapy 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>Multi-skills/ Rebound Therapy 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</p>	<p>Multi-skills/ Rebound Therapy 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</p>	<p>Gymnastics (apparatus) / Rebound Therapy 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>Athletics/ Rebound Therapy 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</p>
	Sensory Regulation	<i>See OT sensory plans</i>				
Cultural Capital & Diversity	<p>History 75th Anniversary Windrush linked to Black History month</p>	<p>Geography Navigation. Focus: My Geography. Fieldwork and Observational skills Key Questions; 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>History I'm making History! Changes within living memory Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions. Suggestion: 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>Geography What is my country like? Focus: Me and my UK. UK countries, capitals and seas. Focus: map skills Key Questions: 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>History History detectives – spot the differences! Changes within living memory, changes to Nottingham Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity. Suggestion: local history enquiry, toys/ phones/ transport now and then.</p>	
	Humanities – History & Geography (MILE)					



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Religious Education, SMSC, FBV	<p>1.2 Myself & caring for Others</p>  <p>C J How do we show we care for others? Pupils to learn about their uniqueness as a family in the community.</p>	<p>1.1 Celebrations & Festivals</p>  <p>C J Diwali, Christmas, Hannukah How are they celebrated?</p>	<p>Religious Celebrations in our community</p>  <p>C I Easter, Eid How are they celebrated?</p>	<p>1.3 Beliefs & Teachings</p>  <p>C Stories of Jesus Exploring and experiencing bible stories.</p>	<p>1.4 Symbols in worship & 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> 
Community Inclusion	<p style="text-align: center;">Safety Rules</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>Road Safety</p> <p>Exploring our local area - road safety</p>		<p>Parks and Playgrounds</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>				

Subject Structure

Compulsory Curriculum at Rosehill School

Communication Community Inclusion

KS 2 National Curriculum Entitlement

English PSHE & Relationships & Sex Education	Mathematics	Science	Design Technology Physical Education (Swimming KS2)	Computing	Art & Design History	Music Geography	RE - Providing the local syllabus KS2 - Foreign Languages & Culture
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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



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- ✓ 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