



## Rosehill School: Curriculum Map 2023 - 2024 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   |   |   |
|  | Inventors and Scientists | Exercise  | Ancient Life   | Take One Picture   | Conservation Counts – Climate   | London  |   |
| Communication, Speech, Language & Literacy | Communi-<br>cation       | 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><b>Reading:</b></p> <p><i>Suggested texts</i></p> <p>It's Only Stanley by Jon Agee (Author, Illustrator)</p> <p>Iggy Peck, Architect by Andrea Beaty</p> <p>What Do Machines Do All Day? By Jo Nelson</p> <p><b>Writing</b> – Describe a machine/ building and design your own machine/ building.<br/><i>Instructions</i></p>  | <p><b>Reading:</b></p> <p><i>Suggested texts</i></p> <p><i>Different stories by the same author – Jon Agee</i></p> <p>Lion Lessons by Jon Agee</p> <p>Oh, The Things You Can Do That Are Good For You! (The Cat in the Hat's Learning Library) by Tish Rabe (Author), Aristides Ruiz (Illustrator)</p> <p><b>Writing</b> – writing about sport and exercise at school.<br/><i>Recounts</i></p> | <p><b>Reading:</b></p> <p><i>Suggested texts</i></p> <p><i>Adapted texts based on Ancient times and seven wonders of the world:</i></p> <p>How We Lived in Ancient Times: Meet everyday children throughout history by Ben Hubbard</p> <p>Wonders of Our World (A Shine-a-light through book)</p> <p>Ancient Egypt for Kids: Learn About Pyramids, Mummies, Pharaohs, Gods, and More! by Samuel John</p> <p><b>Writing</b> – Fact files linked to the book.<br/><i>Information</i></p> | <p><b>Reading:</b></p> <p><i>Suggested texts</i></p> <p><i>TBC/ Suggestions</i></p> <p>Pippin Paints a Portrait by <a href="#">Charlotte Mei</a> (Author)</p> <p>Through the Magic Mirror by <a href="#">Anthony Browne</a></p> <p>Willy's Pictures (Willy the Chimp) by <a href="#">Anthony Browne</a></p> <p><b>Writing</b> -<br/>Own poetry - <a href="#">Painting Rhymes - Poems for KidsPoems for Kids (kristinmartin.net)</a></p> <p><i>Imaginative writing</i></p> | <p><b>Reading:</b></p> <p><i>Suggested texts</i></p> <p>The emerald forest by Catherine Ward</p> <p>The Journey Home by Frann Preston-Gannon</p> <p>There's a Rang-Tan in My Bedroom by James Sellick (Author), Frann Preston-Gannon (Illustrator)</p> <p><b>Writing</b> - <i>Posters, letters</i><br/>Writing about issues raised in stories.<br/><a href="#">Letters: Dear Greenpeace   Year 1 English   Hamilton Trust (hamilton-trust.org.uk)</a></p> | <p><b>Reading:</b></p> <p><i>Suggested texts</i></p> <p>A Walk in London by Salvatore Rubbino (Author, Illustrator)</p> <p>The London Eye by Paul Curtis <a href="#">Funny English Poems ~ The London Eye (peculiar-poetry.com)</a></p> <p>London Bridge is falling down</p> <p>All Aboard the London Bus by Patricia Toht (Author), Sam Usher (Illustrator)</p> <p><b>Writing</b> – Describing scenes and places<br/><i>Poetry</i></p> |



## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

|  |             |  |   |   |  |   |  |
|--|-------------|--|---|---|--|---|--|
| Problem Solving, Maths, Science & Technology | Mathematics | <p><b>Number; 3.5 weeks (Place Value)</b><br/>Demonstrate a secure understanding of place value identifying tens and ones</p>  | <p><b>Number; 3.5 weeks (Addition and Subtraction)</b><br/>Recall number facts to 20 (and beyond)<br/>Count in equal steps from 0 to 100 forwards and backwards</p>   | <p><b>Number; 2.5 weeks (Multiplication and Division)</b><br/>Use tallies or other marks to represent quantities.<br/>Share objects into groups.</p>  | <p><b>Number; 3 weeks (Place Value)</b><br/>Demonstrate a secure understanding of place value identifying tens and ones using objects and pictorial representations</p>  | <p><b>Number 3 weeks (Addition and Subtraction)</b><br/>Add one or more to groups of objects.<br/>Take objects away from groups<br/>Rote count forwards and backwards</p>   | <p><b>Number; 3.5 weeks (Fractions)</b><br/>Develop ability to solve a range of problems, including simple fractions, using concrete, pictorial and abstract representations</p>   |
|  |             | <p><b>Geometry; 3.5 weeks (Position direction and movement)</b><br/>Gain experience on instructions involving a turn<br/>Explain the position of objects<br/>Can describe position using the terms; turn, half turn.</p>   | <p><b>Measurement; 2.5 weeks (Shape properties, lines and angles)</b> Develop mathematical reasoning in order to analyse shapes and their properties, and confidently</p>   | <p><b>Statistics; 3 weeks (Data and representations)</b><br/>Use mathematical vocabulary correctly in a range of contexts</p>   | <p><b>Measurement; 3 weeks (Money)</b><br/>Understand that coins have different values<br/>Exchange coins for items.</p>   | <p><b>Geometry; 2.5 weeks (Time)</b><br/>Can link familiar a activities to the seasons<br/>Can link personal events to the passing of time<br/>Can use a timer to compare lengths of time<br/>Begin to recognise o'clock<br/>Use language of time</p> | <p><b>Measurement; 3.5 weeks (Capacity)</b><br/>Use measuring instruments with accuracy and make connections between measure and number</p>  |
|  | Science     | <p><b>Forces:</b><br/><b>Lower Pathways:</b> To explore and experience different forces through play, sensory exploration, sensory regulation and exercise.<br/><b>Upper Pathways:</b> To experience and begin to name different forces. To explore and investigate magnets.</p> |   | <p><b>Teeth:</b><br/><b>Lower Pathways:</b> To explore different states of matter through sensory play.<br/><b>Upper Pathways:</b> To explore and identify changes of state.</p> <p style="background-color: yellow; text-align: center;"><b>Nottingham Festival of Science and Curiosity TBC<br/>National Science Week 2024 "TIME"</b></p> |  | <p><b>Earth and Space:</b><br/><b>Lower Pathways:</b> To planets through sensory exploration and stories<br/><b>Upper Pathways:</b> To develop an understanding of planets and our solar system.</p>  |  |
|  |             | Food Technology  | <p><b>Food Technology - Exploring Packaging</b><br/>Design and make different dough dishes e.g. pizza's, cinnamon rolls, cheese twists etc.<br/><br/>Develop a range of packaging for a pizza.<br/><br/>Combining ingredients dough / flavours.<br/>Use of card construction techniques / templates.<br/><br/>Trip to Nottingham Mill to see how bread is made.</p> |   | <p><b>Food Technology - Knowledge Eat your 5 a day</b><br/>Investigate that different foods have different nutritional values.<br/>Explore a range of fruit and vegetables.<br/>Design and make a salad either fruit or using vegetables.<br/>Choosing fruit / tasting different fruits / vegetables. Chopping / preparing / eating own foods.</p> |   | <p><b>Food Technology - Exploring Chocolate and Enterprise</b><br/><br/>Looking at history of chocolate.<br/>Create a piece of chocolate for a target audience.<br/>Design and make a package for your chocolate design and make a chocolate mould.<br/>Combining ingredients / chocolate tempering / hygienic packaging / competitive pricings.<br/><br/>Make different choclate puddings and evaluate.<br/><br/>Trip to cadbury's world.<br/><br/>Can you make chocolate and the packaging to sell at the summer fair?</p> |



## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

|  |                      |  |  |  |   |  |   |  |
|--|----------------------|--|--|--|---|--|---|--|
|  | Computing & E-Safety | <p><b>Finding information and E-safety how to stay safe online:</b><br/>           Experience using a variety of tools to explore information sources- books, internet, leaflets etc.<br/>           Have opportunities to gather a range of information, including pictures, sounds, symbols and text.<br/>           Have opportunities to choose work to display and communicate about what they have done- display on school website, class walls, to send home etc.<br/>           Ask permission before using the internet.<br/>           Create basic rules for using the internet safely.</p> | <p><b>Programming and algorithms- controlling objects to make things happen</b><br/>           Learn that technology can be used to control objects in the environment- light switches, remotes etc.<br/>           Learn that certain actions produce predictable results- explore electronic toys.<br/>           Make connections between control devices and information on screen.<br/>           Sequence basic symbols/pictures for how to do a familiar task- make sandwich, wash hands etc.</p> |  | <p><b>Beginning to type</b><br/>           Enter text using a symbol or word processing program.<br/>           Use a symbol or word processing program to write simple sentences linked to the topic ancient life.<br/>           Develop keyboard skills by finding correct keys to enter text and delete mistakes.</p> | <p><b>Multimedia- art-making pictures:</b><br/>           Experience creating representative drawings using an appropriate access device<br/>           Widen their experience of painting tools- changing colour, brush size etc.<br/>           Have opportunities to communicate about their pictures and compare them to real life<br/>           Experience making decisions about when their work is complete and print it out</p> | <p><b>Multimedia- sound- making and recording sounds:</b><br/>           Contribute to making sounds using instruments, their body, singing etc.<br/>           Experience recording sounds using ICT- iPad music making apps, audio recorder, microphones etc.<br/>           Have opportunities to add sounds using ICT to accompany a multimedia presentation- e.g. add sounds onto scenes in purple mash.<br/>           Link sounds to different climates.</p> | <p><b>Multimedia- green screens, photography, recording films</b><br/> <b>Use green screens</b> to take photos and videos linked to take one picture.<br/>           Take photos using the green screen.<br/>           Use physical props and sounds effects to go onto the film.<br/>           For confident pupils- Add layers onto the green screen app to add props and sound effects.</p> |
|--|----------------------|--|--|--|---|--|---|--|



## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

Creative Arts

Art & Design

### Automatons!

To investigate robot toys, comics, cartoons for inspiration. Investigate robot inventors. Experiment with hinges to make a mouth open.

#### Lower pathways:

To show interest in a variety of different robots and toys. With a particular focus on opening and closing and light up 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:

To investigate robot toys, comics, cartoons for inspiration. Explore how different toys move / work, make a comparison. Look at a basic hinge / pop-up book. Exploring to see how different mechanism's work and which one they think is best to use to make a mouth open. Begin to introduce basic circuits to create a light switch to turn on. Use this to create eyes that light up and add to your robot. Explore the balloon and pump mechanism and share ideas on how to introduce that when making a box model robot. Design and make a robot with a mouth that opens using a balloon and pump. Evaluate moving robot with a focus on the mechanism used.

**TEXTILE AND THEATRE DESIGN.**

### Board Games



To play and investigate different games and board games such as hop-scotch, what time is it mr wolf, simple counting games, card games.

Make a forfeit spinner to direct game.

#### 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.

Investigate games that use numbers and spinners and look at what they have in common and think about the process of making these.

Explore how to make a basic spinner.

Design and make a board game using numbers and a spinner.

Create a 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 sculptures from clay.**



### 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 \(nhm.ac.uk\)](https://www.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 Climate related art using different digital media and technology.

**FINAL PIECE - PHOTOGRAPHY**

### Architecture





Learning about familiar houses and buildings. What makes a house? Learning about the 3D shapes within houses (cubes, cuboids, prisms etc). Investigating houses in different points in history, what are the similarities and differences?



Creating our own 3D box model, multi- roomed dolls houses, embellish and decorate each room for its purpose. Think about the structural supports needed to make floors, chimney's etc.  
**3D Modelling and structures.**



## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

|              |  |  |   |
|--------------|--|--|---|
| <p>Music</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 units of work;</p> <ul style="list-style-type: none"><li>• Bringing Us Together</li><li>• Friendship Song</li></ul> | <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 unit of work;</p> <ul style="list-style-type: none"><li>• Glockenspiel Stage 1</li></ul>  <p>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 units of work;</p> <ul style="list-style-type: none"><li>• Glockenspiel Stage 2</li></ul>  <p>Rosehill's Got Talent rehearsals and performances</p> |
|--------------|--|--|---|



## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

|  |             |   |  |  |  |  |  |
|--|-------------|---|--|--|--|--|--|
| Personal Development, Health & Emotional Wellbeing | PSHE & RSHE | <p style="text-align: center;"><b>Self-Awareness</b></p> <p>(Me, who I am, my likes, dislikes, strengths and interests)</p> <p>Things that make us special and unique as learners. What we like and dislike doing as learners. Our own learning targets or goals. The particular ways we like to learn. The difference between a short-term target and an aspirational, long term goal.</p> | <p style="text-align: center;"><b>Self-Care, support and Safety</b></p> <p>(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)</p> <p>What being frightened or worried means. Ways to communicate that we are frightened or worried. What it means to take care of our bodies and keep them safe. Who is responsible for keeping us safe and the importance of helping to keep ourselves safe. What unwanted physical contact means. Always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Ways of communicating to others that we need help. No one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. What is meant by 'personal space'. Ways we can safely challenge unwanted physical contact and ask for help. Strategies for communicating that we need help in different situations. Why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed. That it is never that person's fault.</p> | <p style="text-align: center;"><b>Managing Feelings</b></p> <p>(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)</p> <p>How we might feel, look and sound when we are happy or unhappy. When others may be feeling happy or unhappy from their facial expression and body language. Strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy). When we might feel strong emotions. Strategies we can use to feel and stay happy.</p> <p>feelings?</p> | <p style="text-align: center;"><b>Changing and Growing</b></p> <p>(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)</p> <p>What having or being a friend means. Different kinds of friendship and ways in which friendship is important. Occasions when we might need the support of friends. How we can show support to our friends. How we can let friends know that we need their help and support. Occasions when our friends might need our support. We might disagree with someone and still be friends. Ways to manage friendship disagreements restoratively. Friends do not always know what is best for each other. Ways friendships might change over time. Sometimes friendships may end, through choice or circumstances. Strategies for managing feelings about friendships as they change and develop. Demonstrate how we might end a friendship positively. Reliable and appropriate sources of support for ourselves and our friends. maintain them</p> | <p style="text-align: center;"><b>Healthy Lifestyles</b></p> <p>(Being and keeping healthy, physically and mentally)</p> <p>Help ourselves when we feel worried or stressed. What mental health and emotional wellbeing are. Ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). Link between physical health and mental wellbeing. When we need help with mental health or emotional wellbeing and whom we can speak to. Why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). Healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. How we can help friends or family who might be feeling stressed or unhappy. Things that can prevent people from seeking help with mental health issues (e.g. stigma). Reliable sources of advice and support for mental health and emotional wellbeing. Challenge stereotypes and stigma relating to mental health. after my Mental wellbeing</p> | <p style="text-align: center;"><b>The World I Live in</b></p> <p>(Living confidently in the wider world)</p> <p>Not everything we see online is 'real' or 'true'. Advertising online is targeted at individuals. Not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'. Steps to take to check if something we see online is trustworthy. The techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be. Information from our internet use is gathered, stored and used by external organisations. Organisations/ websites that can help us or other people with concerns about something seen or experienced online. The influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p> |
|  |             | <p style="text-align: center;"><b>Self-Awareness</b></p> <p>(Me, who I am, my likes, dislikes, strengths and interests)</p> <p>Things that make us special and unique as learners. What we like and dislike doing as learners. Our own learning targets or goals. The particular ways we like to learn. The difference between a short-term target and an aspirational, long term goal.</p> | <p style="text-align: center;"><b>Self-Care, support and Safety</b></p> <p>(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)</p> <p>What being frightened or worried means. Ways to communicate that we are frightened or worried. What it means to take care of our bodies and keep them safe. Who is responsible for keeping us safe and the importance of helping to keep ourselves safe. What unwanted physical contact means. Always tell someone if anyone makes us feel worried or uncomfortable, whoever they are. Ways of communicating to others that we need help. No one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. What is meant by 'personal space'. Ways we can safely challenge unwanted physical contact and ask for help. Strategies for communicating that we need help in different situations. Why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed. That it is never that person's fault.</p> | <p style="text-align: center;"><b>Managing Feelings</b></p> <p>(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)</p> <p>How we might feel, look and sound when we are happy or unhappy. When others may be feeling happy or unhappy from their facial expression and body language. Strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy). When we might feel strong emotions. Strategies we can use to feel and stay happy.</p> <p>feelings?</p> | <p style="text-align: center;"><b>Changing and Growing</b></p> <p>(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)</p> <p>What having or being a friend means. Different kinds of friendship and ways in which friendship is important. Occasions when we might need the support of friends. How we can show support to our friends. How we can let friends know that we need their help and support. Occasions when our friends might need our support. We might disagree with someone and still be friends. Ways to manage friendship disagreements restoratively. Friends do not always know what is best for each other. Ways friendships might change over time. Sometimes friendships may end, through choice or circumstances. Strategies for managing feelings about friendships as they change and develop. Demonstrate how we might end a friendship positively. Reliable and appropriate sources of support for ourselves and our friends. maintain them</p> | <p style="text-align: center;"><b>Healthy Lifestyles</b></p> <p>(Being and keeping healthy, physically and mentally)</p> <p>Help ourselves when we feel worried or stressed. What mental health and emotional wellbeing are. Ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). Link between physical health and mental wellbeing. When we need help with mental health or emotional wellbeing and whom we can speak to. Why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating). Healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. How we can help friends or family who might be feeling stressed or unhappy. Things that can prevent people from seeking help with mental health issues (e.g. stigma). Reliable sources of advice and support for mental health and emotional wellbeing. Challenge stereotypes and stigma relating to mental health. after my Mental wellbeing</p> | <p style="text-align: center;"><b>The World I Live in</b></p> <p>(Living confidently in the wider world)</p> <p>Not everything we see online is 'real' or 'true'. Advertising online is targeted at individuals. Not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'. Steps to take to check if something we see online is trustworthy. The techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be. Information from our internet use is gathered, stored and used by external organisations. Organisations/ websites that can help us or other people with concerns about something seen or experienced online. The influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p> |








## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

|                              |   |   |  |   |  |   |
|------------------------------|---|---|--|---|--|---|
| Physical Education           | <p><b>Fundamental skills/ Rebound Therapy</b><br/>Multi-Skills:<br/>Develop basic sending actions with hands and feet.<br/>Develop actions, such as throwing or rolling, for particular games.<br/>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><b>Gymnastics/ Rebound Therapy</b><br/>Gymnastics:<br/>Perform actions, movements and shapes with increasing consistency and control.<br/>Apply with help compositional principles when performing a short sequence. Develop rebound therapy skills and progress through the stages.<br/>Be aware of the basic principles of a warm up and cool down activity. With help, suggest ways of improving performance.</p> | <p><b>Net wall/ Rebound Therapy</b><br/>Explore skills needed when playing net/ wall games.<br/>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><b>Gymnastics (apparatus)/ Rebound Therapy</b><br/>Gymnastics:<br/>Perform actions, movements and shapes with increasing consistency and control.<br/>Apply with help compositional principles when performing a short sequence. Develop rebound therapy skills and progress through the stages.<br/>Be aware of the basic principles of a warm up and cool down activity. With help, suggest ways of improving performance.</p>                           | <p><b>Invasion Games/ Rebound Therapy</b><br/>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><b>Athletics/ Rebound Therapy</b><br/>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  |  |   |  |   |
| Cultural Capital & Diversity | <p style="text-align: center;"><b>History</b></p> <p>75<sup>th</sup> Anniversary Windrush linked to Black History month</p>   | <p style="text-align: center;"><b>Geography</b></p> <p>UK Discovery</p> <p>Is the UK the same everywhere?<br/>Focus: Physical geography - hills, coasts, rivers, farms, industry, population.</p> <p>Key Questions: What can we spot on a satellite image of the UK?<br/>Where are the UK's hills, mountains and rivers? What are the major UK landmarks and where will I find them?</p>                                | <p style="text-align: center;"><b>History</b></p> <p>Fantastic Firsts - What special events and inventions have changed our world?</p> <p>Developing Historical Knowledge: knowledge of events and inventions of national/ global significance beyond living memory.</p> <p style="text-align: center;">Focus: 'firsts'.</p> <p>Suggestions; First pupils in the school, first person on the moon, first train, first flight, women's first vote, first movie, first telephone, first computer, the Wright Brothers Why was it so ground breaking? Similarities and differences between the Wright flyer and a modern aeroplane.</p> | <p style="text-align: center;"><b>Geography</b></p> <p>We've got it all! Why is the East Midlands so special?</p> <p>Regional focus with lead on rivers. Focus: Fieldwork, water cycle, rivers- their formation and impact.</p> <p>Key questions: What do we know about the East Midlands? What are some of the main human and physical features of the East Midlands? What does the East Midlands look like on a map? What is made in the East Midlands?</p> | <p style="text-align: center;"><b>History</b></p> <p>Great Fire of London</p> <p>Explain how London was different in 17th Century<br/>Order the events in the Great Fire<br/>Explain how the fire was finally stopped<br/>Explain how we know what happened in such detail because of Samuel Pepys.</p>  |   |
|                              | Humanities – History & Geography (MILE)   |   |  |   |  |   |



## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

|                                |   |  |  |  |  |
|--------------------------------|---|--|--|--|--|
| Religious Education, SMSC, FBV | <p>2.1 Leaders</p> <p>C J W V</p>  <p>What makes some people inspiring to others? Moses and St Peter</p>   | <p>1.1 Celebrations &amp; Festivals (C J)</p>  <p>Diwali, Christmas, Hannukah Who celebrates?</p> | <p>Religious Celebrations in our community</p> <p>C I</p>  <p>Easter, Eid Why are these festivals celebrated?</p>   | <p>2.2 Believing</p> <p>J</p> <p>Judaism</p> <p>What are some ways Jewish people show their beliefs?</p>  | <p>2.3 Belonging</p> <p>What does it mean to be part of different religions in Nottingham City today? Visit to a local Church/Mosque/Temple.</p>    |
| Community Inclusion            | <p><b>Developing Road Safety Skills</b></p> <p>Walks, next to an adult as appropriate<br/>Can stand/wait at kerb<br/>Will stop at kerb when walking ahead<br/>Can walk sensibly across road<br/>Looks and listens before crossing<br/>Can cross minor road<br/>Uses pelican crossing<br/>Uses zebra crossing<br/>Uses central refuge</p>  |  | <p><b>Accessing Shopping</b></p> <p>Can behave appropriately in shops of varying sizes<br/>Can behave appropriately in shopping centres<br/>Is confident using lifts and escalators<br/>Is able to stand in queues<br/>Is able to carry basket<br/>Is able to push a trolley<br/>Is able to load conveyor belt<br/>Is able to hand over money in exchange for goods / check receipt<br/>Is able to pack bags<br/>Handles only items to be bought</p> |  | <p><b>Accessing the Café</b></p> <p>Recognises café symbol<br/>Locates empty chair/table<br/>Tolerates items on table<br/>Tolerates sitting at table with others<br/>Remains seated at table with adult throughout<br/>Waits at table for food/drink to arrive<br/>Remains at table until group is ready to leave<br/>Will order food / drink with support<br/>Will order food /drink independently<br/>Will hand over money for items purchased</p> |
| Careers                        | <p><b>My Skills</b></p> <p><i>Recognise, develop and apply my skills for employability</i></p> <p>Keeping safe, looking after yourself and your health, Dealing with problems, understanding money, developing self-awareness, developing independent living skills, using interpersonal skills to contribute to positive relationship</p> <p>Linked to PHSE topics; Self-awareness and Self-care, support and safety</p> |  | <p><b>Awareness of Opportunities</b></p> <p><i>Develop an awareness of the extent and diversity of opportunities in learning and work</i></p> <p>Having your say, looking after the environment, developing community participation skills, participating in enterprise projects</p> <p>Linked to PHSE topic; Managing Feelings<br/>Linked to Community Skills; Accessing Shopping</p>   |  | <p><b>Learn from People</b></p> <p>Learn from contact with people who work, learn to work with people and be part of a team<br/>Finding out about occupations of people who help us<br/>Helping others</p> <p>Linked to PHSE topic; The world I live in</p> <p>Workshops from various employers.</p>   |
| Enrichment                     | <p>Each half term pupils will be offered a range of additional opportunities to develop and promote their skills, interests and hobbies.<br/>These opportunities will be developed from staff talents and pupils' interests.</p>  |  |  |  |  |



## Rosehill School: Curriculum Map 2023 - 2024 Class 7 & 8 (UKS3)

### Subject Structure

#### Compulsory Curriculum at Rosehill School Communication    Community Inclusion

#### KS 3 National Curriculum Entitlement

|   |             |         |  |           |                         |                    |  |
|---|-------------|---------|--|-----------|-------------------------|--------------------|--|
| English<br>PSHE & Relationships & Sex Education | Mathematics | Science | Design Technology<br>Physical Education (Swimming KS2) | Computing | Art & Design<br>History | Music<br>Geography | RE - Providing the local syllabus<br>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