














Rosehill School: Curriculum Map 2022 - 2023 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	
		Family and Friends	Wonderful World	Pets	Memory Box	Blue Planet - Commotion in the Ocean	Investigating our School
Communication, Speech, Language & Literacy	Communication	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, a response, visual language approaches, labelling, auditory discrimination, phonological awareness, rhyme, oral motor skills use of key words, repetition and confidence					
	English	<p>R: Stories with repetitive patterns and predictable language Where's Lenny? by Ken Wilson-Max https://clpe.org.uk/videos/video/wheres-lenny-read-ken-wilson-max So Much by Trish Cooke W: Describing characters Labels for family and family members</p>	<p>R: Non-fiction texts CELEBRATE! The Holidays - DIVERSE CULTURE story book https://www.youtube.com/watch?v=Mgg1rGl1fVE W: Labels, captions, posters Describing pictures</p>	<p>R: Predictable structure What Pet to Get? by Emma Dodd https://www.booktrust.org.uk/book/w/what-pet-to-get/ Nursery rhymes and action rhymes about animals and pets W: Instructions – looking after a pet</p>	<p>R: Fiction/ Stories I Like Trains by Daisy Hirst https://www.booktrust.org.uk/book/i/i-like-trains/ W: Labels, captions (What is in my box?)</p>	<p>R: Poems/ stories with rhymes Commotion In the Ocean by Giles Andreae R: Labels, captions Writing own stories using the characters from the book</p>	<p>R: Stories with rhymes First Day at Bug School by Sam Lloyd https://www.booktrust.org.uk/book/f/first-day-at-bug-school/ W: Making signs for places in school. Describing places in school and what they are for</p>
Problem Solving, Maths, Science & Technology	Maths	<p>Number: 3.5 weeks (Place Value) Rote counting beyond 10 Recognise numerals to 10 Count objects with increasing accuracy Compare sets to identify more/less/bigger/smaller Make sets up to 10 on request</p> <p> Reasoning How many ways can you represent a number? How many people in your family?</p>	<p>Number: 4 weeks (Addition & Subtraction) Know the meaning of the word 'lots and gone' Begin to solve addition problems by combing two small sets and counting the total</p> <p> Reasoning How many ways can you group objects?</p>	<p>Number: 3 weeks (Place Value) Rote count beyond 10 Recognise numerals to 10 Count objects with increasing accuracy Compare sets to identify more/less/bigger/smaller Make sets up to 10 on request</p> <p> Reasoning How have they grouped the objects?</p>	<p>Number: 3 weeks (Multiplication & Division) Join in one-to-one matching Join in adding to a group or taking away Match two sets that are equal Use concrete objects to make groups Use key vocabulary</p> <p> Reasoning How have you grouped the objects?</p>	<p>Number: 2.5 weeks (Place Value) Rote count beyond 10 Recognise numerals to 10 Count objects with increasing accuracy Compare sets to identify more/less/bigger/smaller Make sets up to 10 on request</p> <p> Reasoning Count under the sea small world and group in different ways</p>	<p>Number: 3.5 weeks (Fractions) Count small objects to solve problems practically Copy simple patterns and sequences Respond to key vocabulary Understand the idea of sharing</p> <p> Reasoning How many ways can we split our school dinner?</p>
		<p>Geometry: 3.5 weeks (Properties of 2D shapes) Make people from shapes Look for shapes in the environment Show an awareness in the changing of shape Match pictures and objects to shape Have an awareness that shapes have names</p> <p> Reasoning How could you sort these shapes?</p>	<p>Measurement: 4 weeks (Time) Explore the differences in time Learn the vocabulary of time through daily discussions Be aware of the language of time in everyday routines</p> <p> Reasoning Labels to order your day. Use first and last</p>	<p>Statistics: 3 weeks (Data, graphs, charts) What is your favourite pet? Make physical block charts Counting Draw pictures to show data</p> <p> Reasoning How could you show which pet is the most popular/least?</p>	<p>Geometry: 3 weeks (Properties of 3D shapes) Explore 3D shapes Match objects and shapes</p> <p> Reasoning What belongs in the category, what doesn't?</p>	<p>Measurement: 2.5 weeks (Length and height) Use familiar words to describe length and height</p> <p> Reasoning Order sea animals by their size Compare sea animals by their size</p>	<p>Measurement: 3.5 weeks (Money) Buy items from the tuck shop Role play in a shop Money Week 12th-16th June</p> <p> Reasoning Sort coins by shape</p>
	Science	<p>Local Environment Explore similarities and differences between living things and where they live</p>		<p>Life Cycle (humans and animals) Explore different life cycles for humans and animals Science Week – Forces</p>		<p>Changing Materials Explore materials being separated</p>	



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Design Technology	<p>Food Technology – Exploring celebration food items from around the world (savoury)</p> <p>Introduction/ exploring to cooking utensils/ cookery room Seasonal ingredients and savoury food items, link to festivals Introduce pupils to ‘snack time’ Explore food items from around the world</p> <p>Design Technology - Exploring shapes that make a photo frame (linking to self-portraits in Art)</p> <p>Investigate structures and how to make a photo frame using cardboard – different ways to decorate. Introduce pupils to the studio (Art/D&T area) and tools appropriate to key stage</p>		<p>Food Technology – Exploring seasonal foods</p> <p>Introducing choice fruit/veg/ other Choosing fruit/ tasting different fruits/ vegetables Where food comes from. When certain fruit and vegetables will be ready to eat. Make basic dishes involving fruit and vegetables i.e. fruit salad, soup, coleslaw, and garden salad</p> <p></p> <p>Design Technology - How toys have changed and evolved (See TOYS in art section for cross curricular links) Make a wheeled toy</p>		<p>Food Technology – Exploring bread</p> <p>Explore a range of breads Experience how bread is made. Look at windmills Design and make a basic bread product. Look at dietary requirements (GI etc). Link to what bread, families enjoy at home.</p> <p> Design and Technology - Ocean Art Creating 2D recycled art to make a fish. (See ‘Ocean art’ in Art for cross curricular links) Use a variety of material to make the scales on the fish have a hinge mechanism</p>		
	Computing & E-Safety	<p>E-Safety Identity- who am I? Identify and access online content including choosing games/music to play</p>	<p>Multimedia- Beginning to paint Make marks or create drawings using an appropriate access device Begin to use basic painting tools- Purple Mash</p>	<p>Finding things out (counting and labelling) Begin to use computer programs to count Begin to use a painting package to draw shapes Begin to recognise that sets can be labelled Begin to drag labels to images</p>	<p>Sorting and matching pictures on a range of devices Sort a range of shapes and images by drop and drag Sort and match items according to simple criteria Begin to recognise that sets can be sorted by different criteria</p>	<p>Multimedia: Sound and music Listen and respond to a range of sounds and music using the computer and instruments (videos/songs, digital instruments and musical instruments) Listen and respond to a range of musical instruments</p>	<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>
Creative Arts	Art & Design	<p>Self-Portraiture - based on the art of Jean-Michel Basquiat - line drawings, painting and collage</p> <p> Black History Month Art celebration</p>	<p>Art from different religions – looking at pattern and iconography found in celebrations of different gods Gain Knowledge and skills around creating prints and patterns of religious symbols Printing and pattern making</p> <p> Celebrating Diwali through Rangoli art</p>	<p>Animals represented through art Investigate how to represent animals with 3D craft and sculpture Mosaics and sculpture</p> <p>Celebrating the animals of Chinese New Year through mask making</p> <p></p>	<p>Toys – How toys have changed and evolved – linked to DT Investigating toys, we know and love and creating wheeled toys of our own 3D design and graphic design</p> <p>Link to Science week- forces</p> <p></p>	<p>Ocean art – using recycled materials to create a large whole school installation piece using the inspiration of Nottingham artists such as Michelle Reader Creating 2D recycled art to make fish Recycled art</p> <p> Linked to Handmade Theatre</p>	<p>Cityscapes – looking at the art of Lowry and the Naïve movement Painting</p> <p></p>
	Dance, Movement & Drama	<p>Let’s Move; Snow World</p> <p>Jack Frost. Leap over the countryside, make the snow fall and the puddles freeze. Waves his wand and make the sleigh soar high up into the air. Creatures that live in the snow. Meet the robin, the snow fox and the penguin. Explore how they move and how they search for food. Walk in the snow, throw it into the air, make snowballs and build a snowman</p>		<p>Playdough</p> <p>Perform dances using simple movement patterns in the context of ‘changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life’. Change the speed, weight and size of movements</p>		<p>Let’s Move; Under the Sea</p> <p>Meet some of the creatures that live in the sea. Explores snapping crabs and lobsters, wriggling octopuses and the shoals of fish which swim around a shipwreck, then hide from the hungry shark. Create contrasting shapes and movements for turtles, dolphins and whales.</p>	



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Personal Development, Health & Emotional Wellbeing	Music	<p>Me! (Charanga) Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Our World (Charanga) Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p>Big Bear Funk (Charanga) Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting nursery rhymes and action songs Playing instruments within the song. Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p>My Stories (Charanga) Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place</p>	<p>Everyone (Charanga) Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p>	<p>Reflect, Rewind and Replay (Charanga) Listen and Appraise Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Sing and revisit nursery rhymes and action songs Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>
	PSHE & RSHE	<p>Self-Awareness SA4 People who are special to us Ways we might let them know they are special to us What is meant by 'family' What makes our family, friends, teachers, carers special to us</p>	<p>Self- Care, Support and Safety SSS1 Taking care of ourselves Ways we keep ourselves healthy and well</p>	<p>Managing Feelings MF1 Identifying and expressing feelings When we experience a change or a loss, we may feel sad/ unhappy Signs, actions, facial expressions, body language which can help us identify how others might be feeling No-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to</p>	<p>Changing and Growing CG4 Different types of relationships Different types of relationships People who make up our family Different types of family Features of a healthy and positive friendship or family relationship Whom to tell if something in our family life makes us unhappy or worried</p>	<p>Healthy Lifestyles HL1 Healthy eating Occasions when we can make choices about the foods that we like to eat What can help us choose what to eat</p>	<p>The World I Live In WIL14 Taking care of the environment Ways in which we may take care of people and/or animals Our own home and how we and family members may take care of it How we can take care of our school environment Importance of routines in taking care of people or pets</p>
	Physical Education	<p>Fundamental skills/ Rebound Therapy Explore sending actions with hands and feet Copy actions, such as throwing or rolling, for 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>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 others 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 others 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 Communicate about what they enjoyed</p>	<p>Athletics/ Rebound Therapy 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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	Sensor y	<i>See OT sensory plans</i>						
Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p style="text-align: center;">History Movers and Shakers: Significant people in our lives</p> <p>Florence Nightingale/Mary Seacole or other significant people link to Black History Month</p> <p>A study of the lives of significant individuals in the past who have contributed to national and international achievement</p>	<p style="text-align: center;">Geography Where does the football go?</p> <p>Link to world cup, devise a simple map and construct basic symbols in a key (link to PE)</p>		<p style="text-align: center;">History Toys and Childhood</p> <p>A study of the changes within living memory</p> <p>Understand the historical concepts such as change, similarity, difference, frame historically valid questions</p> <p>Gain historical perspective and growing knowledge of social history between short- and long-term timescales with toys from the past and present day</p>		<p style="text-align: center;">Geography Water, Continents and Oceans</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use basic geographical vocabulary to refer to physical features such as beach</p>	<p style="text-align: center;">History The Passage of Time - Robin Hood</p> <p>Local history study - A study of people, events and places in their own locality</p> <p>Develop awareness of significant historical events people and places in own locality</p> <p>Local history, famous person through stories</p>
	Religious Education, SMSC, FBV	<p style="text-align: center;">Theme: Special People</p> <p>Key question: What makes people special?</p> <p>Religions: Christianity, religions in my class community</p>	<p style="text-align: center;">Theme: Christmas</p> <p>Key question: What is Christmas?</p> <p>Religions: Christianity</p>		<p style="text-align: center;">Theme: Celebrations</p> <p>Key question: How do people celebrate?</p> <p>Religions: Hinduism</p>		<p style="text-align: center;">Theme: Stories</p> <p>Key question: What can we learn from stories?</p> <p>Religions: Christianity Hinduism</p>	<p style="text-align: center;">Theme: Special Places</p> <p>Key question: What makes places special?</p> <p>Religions: Hinduism, Christianity, Judaism, Islam</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</p>			<p style="text-align: center;">Road Safety</p> <p>Exploring our local area - road safety</p>		<p style="text-align: center;">Parks and Playgrounds</p> <p>Exploring and visiting parks and playgrounds in our local area - road safety</p>	
	Enrichment	<p style="text-align: center;">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 1 & KS2 National Curriculum Entitlement

English	Mathematics	Science	Design Technology	Computing	Art & Design	Music	RE - Providing the local syllabus
PSHE & Relationships	PSHE & 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