



# Rosehill School: Curriculum Map 2022 - 2023 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	
		Family Connections	Give Thanks and Praise	Down on the Farm	Childhood	Blue Planet – Pollution in the Ocean	Street Detectives
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, 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: Coming to England by Floella Benjamin <a href="https://www.panmacmillan.com/authors/floella-benjamin/coming-to-england/9781529009415">https://www.panmacmillan.com/authors/floella-benjamin/coming-to-england/9781529009415</a> W: Narration of personal interest Describing our own families Labels, captions</p>	<p>R: Visits and events CELEBRATE! The Holidays - DIVERSE CULTURE story book <a href="https://www.youtube.com/watch?v=Mgg1rG1f1VE">https://www.youtube.com/watch?v=Mgg1rG1f1VE</a> W: Posters and captions Describing celebrations</p>	<p>R: Repetitive patterns Predictable structures Call and Response Cows on the Bus Board book by Tiger Tales Noisy Farm: A lift-the-flap book Board book by Rod Campbell Topsy and Tim: At the Farm by Jean Adamson W: Captions and labels Visits and events - writing about farm visits</p>	<p>R: Information Toys (Info Buzz: History) by Izzi Howell W: Labels, captions, instructions how to use Comparing old and new Writing own stories with the toy characters</p>	<p>R: Duffy's Lucky Escape: A True Story About Plastic In Our Oceans: 1 (Wild Tribe Heroes) Clean Up! by Nathan Bryon W: Instructions how to look after the environment Captions to pictures</p>	<p>R: Familiar settings Narration of familiar short stories Predictable structures Playtown Board book by Roger Priddy The Three Little Pigs W: Making signs for places in community Describing places in community and what they are for Retelling and ordering</p>
Problem Solving, Maths, Science & Technology	Maths	<p><b>Number:</b> 3.5 weeks (Place Value) Read numerals 0 to 20 (and beyond). Mental fluency with whole numbers and counting. Count onwards and backwards from a given number. Recall number facts to 10 (and beyond). Identify one more and one less from any given number up to 20 (and beyond). Count objects with confidence and accuracy.  Reasoning How many people in your wider family? How could you group them?</p>	<p><b>Number:</b> 4 weeks (Addition &amp; Subtraction) Work with numerals, words and practical resources to solve problems. Use the terms; one, less, lots, more, gone. Match objects Realise when there is too many when matching objects.  Reasoning Is the 10 frame correct?</p>	<p><b>Number:</b> 3 weeks (Multiplication and Division) Share objects between two groups. Create groups of small quantities. Double numbers to 5.  Reasoning Use farm-yard small world objects to share animals between the fields. How else could you arrange them? Can you put the same number of animals in each field? How could you count them quickly?</p>	<p><b>Number:</b> 3 weeks (Place Value) Read numerals 0 to 20 (and beyond). Count onwards and backwards from a given number. Recall number facts to 10 (and beyond). Identify one more and one less from any given number. Count objects with confidence and accuracy. Use ordinal numbers (first, second, third). Estimate a number and check by counting  Reasoning How many toys in the toy box? How can you arrange them in different groups? Betty thinks there are 5 toys in the toy box, is she correct?</p>	<p><b>Number:</b> 2.5 weeks (Addition &amp; Subtraction) Work with numerals, words and practical resources to solve problems. Count on to find the total. Begin to use the + and = signs to record work.  Reasoning How could you represent your calculation? Bar models, 10 frames, part whole models, pictures, concrete objects, small world toys?</p>	<p><b>Number:</b> 3.5 weeks (Fractions) Make groups. Start to understand equal groups. Understand the idea of sharing. Match sets that are equal.  Reasoning Are the cars parked equally? How can we group the people into their homes? Has every house got a car?</p>
		<p><b>Geometry:</b> 3.5 weeks (Properties of shapes) Develop ability to recognise, compare and sort different shapes using related vocabulary  Reasoning Can you explain how you have sorted the shapes?</p>	<p><b>Measurement:</b> 4 weeks (Length and perimeter) Use a range of measures to describe, compare and recognise differences in quantities  Reasoning Order objects by their size and explain how you've done it</p>	<p><b>Statistics:</b> 3 weeks (Data, graphs, charts) Make physical block charts. Counting. Draw pictures to show data. Tally  Reasoning Which animals can you see at Stonebridge farm? Which animal is the most popular? Which is your favourite? How can we show the data?</p>	<p><b>Measurement:</b> 3 weeks (capacity) Use the terms big, small, more, less  Reasoning Compare the capacity of different containers. Which has more/less? How do you know?</p>	<p><b>Geometry:</b> 2.5 weeks (Position and direction) Show an awareness of changes in position Notice changes of orientation in themselves  Reasoning Where is the fish? Has it moved? Challenge: Use vocabulary to describe the fish's position</p>	<p><b>Measurement:</b> 3.5 weeks (Money) Go to the shops and exchange coins for items Use 1p coins for items up to 10p Make a role play area with a shop  Reasoning Can you sort a coin by colour and size? Notice the different numbers on the coins, why are they there?</p> <p><b>Money Week 12<sup>th</sup>-16<sup>th</sup> June</b></p>



## Rosehill School: Curriculum Map 2022 - 2023 Class 3 & 4 (UKS2)



<b>Science</b>	<b>Local Environment</b>		<b>Human Senses</b>		<b>Changing Materials</b>	
	Explore similarities and differences between living things and their habitats – use magnifying glass where appropriate		Explores at the senses for humans <b>Life Cycle and Growth</b> Explores different life cycles <b>Science Week – Forces</b>		Make new materials – separation of materials	
<b>Design Technology</b>	<b>Food Technology – Exploring celebration food items from around the world (Sweet) and how these are presented</b> Introduction to cooking utensils/ cookery room Seasonal ingredients and sweet food items, link to festivals Introduce students to ‘snack time’ Explore food items from around the world  <b>Design Technology - Exploring advanced 2D shapes that make a photo frame (linking to self-portraits in Art)</b> Investigate structures and how to make a photo frame using boxes/cardboard – to design and make. Introduce pupils to the studio (Art/D&T area) and introduce tool terminology		 <b>Food Technology – Exploring seasonal foods</b> 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  <b>Design Technology - How toys have changed and evolved.</b> (See TOYS in art section for cross curricular links) Make a wheeled toy		<b>Food Technology – Exploring bread (local produce)</b> 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   <b>Design and Technology - Ocean Art</b> (See ‘Ocean art’ in Art section for cross curricular links) Creating 2D recycled art to make waves and seaweed <b>DT skills</b> – Use a variety of material to make the wave have a hinge mechanism	
	<b>Computing &amp; E-Safety</b>	<b>E-Safety</b>	<b>Multimedia – Progressing paint skills</b>	<b>Labelling and classifying items</b>	<b>Beginning to type</b>	<b>Multimedia – Sound and music</b>
Identity- who am I? Identify and access online content including choosing games/music to play Begin to understand what information needs to be kept private Begin to understand that information online can be shared		Experience creating drawings using an appropriate access device (IWB, iPad, computer) Widen their experience of painting tools Have opportunities to communicate about their pictures and compare them to real life Experience making decisions about when their work is complete and print it out	Sort and match items according to an increasing range of criteria, across the curriculum- this doesn't require technology but could be done by matching symbols to picture on the IWB Use computer programs to work on a suitable range of mathematical skills e.g. counting, adding and subtracting Use the computer to apply labels to pictures of objects	Enter text using a symbol or word processing program Use a symbol or word processing program to write simple sentences Develop keyboard skills by finding correct keys to enter text and delete mistakes	Contribute to making sounds using instruments, their body, singing etc Experience recording sounds using ICT- iPad music making apps, audio recorder, microphones etc Have opportunities to add sounds using ICT to accompany a multimedia presentation- e.g. add sounds onto scenes in Purple Mash	Learn that technology can be used to control objects in the environment- light switches, remotes etc Learn that certain actions produce predictable results- explore electronic toys and Beebots Make connections between control devices and information on screen Sequence symbols/pictures for how to do a familiar task- make sandwich, wash hands etc
<b>Creative Arts</b>	<b>Art &amp; Design</b>	<b>Self-Portraiture</b> - based on the art of Picasso - <b>line drawings, painting and collage</b>	<b>Animals Represented Through Art</b>	<b>Toys – How toys have changed and evolved – linked to DT</b>	<b>Ocean Art</b> – using recycled materials to create a large whole school installation piece using the inspiration of Nottingham artists such as Michelle Reader	<b>Cityscapes</b> – looking at the art of Lowry and the Naive movement <b>Painting</b>
	 Black History Month Art celebration	<b>Art from Different Religions</b> – looking at pattern and iconography found in celebrations of different gods Create repeated and rotated patterns using religious symbols <b>Printing and pattern making</b>  Celebrating Diwali through Rangoli art.	Investigate how to represent animals in their environment with 3D craft and sculpture   <b>Mosaics and sculpture</b> Celebrating the animals of Chinese New Year through mask making	Investigating toys, we know and love and creating wheeled toys of our own using axels and pivots.   <b>3D design and graphic design</b> Link to Science week - Forces	 <b>Recycled art</b> Linked to Handmade theatre  Creating 2D recycled art to make waves and seaweed	
<b>Dance, Movement &amp; Drama</b>	<b>Fireworks</b>		<b>Clockwork Toys</b>		<b>Water, Water Everywhere!</b>	
Perform dances using simple movement patterns in the context of events beyond living memory that are significant nationally. Dance with an object	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'. Move to a rhythm		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'. Move to a rhythm		Perform dances using a range of movement patterns. Respond to stimuli, creating movement phrases using specific skills	



## Rosehill School: Curriculum Map 2022 - 2023 Class 3 & 4 (UKS2)



Personal Development, Health & Emotional Wellbeing	Music	<p><b>Hey You! (Charanga)</b> Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes</p>	<p><b>Rhythm In The Way We Walk and Banana Rap (Charanga)</b> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing</p>	<p><b>In The Groove (Charanga)</b> In The Groove is a song that was specially written for classroom use to teach children about different styles of music This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk Each week you will listen and learn a different style of In The Groove</p>	<p><b>Round and Round (Charanga)</b> This unit presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p><b>Your Imagination (Charanga)</b> Find the pulse and understand it is the 'heartbeat' of the music Recognise and name two or more instruments they hear</p>	<p><b>Reflect, Rewind and Replay (Charanga)</b> Listen and appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
	PSHE & RSHE	<p><b>Self-Awareness SA4 People who are special to us</b> 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><b>Self- Care, Support and Safety SSS1 Taking care of ourselves</b> Ways we keep ourselves healthy and well</p>	<p><b>Managing Feelings MF1 Identifying and expressing feelings</b> 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><b>Changing and Growing CG4 Different types of relationships</b> 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><b>Healthy Lifestyles HL1 Healthy Eating</b> Occasions when we can make choices about the foods that we like to eat What can help us choose what to eat?</p>	<p><b>The World I Live In WIL4 Taking care of the environment</b> 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><b>Fundamental skills/ Rebound Therapy</b> 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><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 each other 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 each other 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 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	<i>See OT sensory plans</i>					



## Rosehill School: Curriculum Map 2022 - 2023 Class 3 & 4 (UKS2)

Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p><b>History</b> <b>Movers and Shakers:</b> Significant famous people- Florence Nightingale/Mary Seacole or other significant person linked to Black History month Children should understand how our knowledge of the past is constructed from a range of sources</p>	<p><b>Geography</b> <b>Football Around the World</b> Link to world cup - the people and its capital Extending knowledge beyond local area to include South America Location and characteristics of human and physical features</p>	<p><b>History</b> <b>Toys and Childhood</b> Changes in an aspect of social history, Anglo-Saxons to the present or leisure and entertainment in the 20th Century Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life</p>		<p><b>Geography</b> <b>Ocean - Water Cycle and River Field Work</b> Physical geography including rivers and the water cycle Land use and how aspects of this have changed over time</p>	<p><b>History</b> <b>The Passage of Time – Robin Hood</b> Significant history and events, people and places in own locality. Developing through listening and understanding the stories and legends.</p>
	Religious Education, SMSC,	<p><b>Theme: Creation story</b> Concept: God/ creation Key question: Does God want Christians to look after the world? Religions : Christianity</p>	<p><b>Theme: Christmas</b> Concept: Incarnation Key question: What gifts might Christians in my school and town give Jesus if he was born in Nottingham not Bethlehem? Religions : Christianity</p>	<p><b>Theme: Special Places</b> Key question: What makes places special? Religions: Hinduism, Christianity, Judaism, Islam</p>	<p><b>Theme: Easter</b> Key question: Why is Easter important to Christians? Religions: Christianity</p>	<p><b>Theme: Shabbat</b> Key question: Is Shabbat important to Jewish children? Religions: Judaism</p>	<p><b>Theme: Rosh Hashana and Yom Kippur</b> Key question: Are Rosh Hashana and Yom Kippur important to Jewish children? Religions: Judaism</p>
	Community Inclusion	<p><b>Safety Rules</b> Developing learning rules and conventions for community skills visits through the immersion room and school site</p>		<p><b>Road Safety / Shops</b> Exploring our local area - road safety Local shopping</p>		<p><b>Parks and Playgrounds / Cafe</b> Exploring and visiting parks and playgrounds in our local area - road safety Visiting a local cafe</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>					

<b>Subject Structure</b>							
<b>Compulsory Curriculum at Rosehill School</b>							
Communication    Community Inclusion							
<b>KS 2 National Curriculum Entitlement</b>							
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
<b>Additional Offer at Rosehill School</b>							
Dance, Drama & Movement		Multi Interactive Learning Environment (MILE)			Sensory Regulation		Enrichment

<b>Adapted Programmes of Study / Long Term Plans / Schemes of Work</b>
<ul style="list-style-type: none"> <li>✓ English &amp; Communication: National Curriculum Programmes of Study, Rosehill English Long-Term Plan, Colourful Semantics, No Nonsense Phonics, Sensory Bag Books               <ul style="list-style-type: none"> <li>✓ Mathematics: National Curriculum Programmes of Study, Rosehill Maths Long Term Plan, Numicon, White Rose</li> </ul> </li> <li>✓ 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</li> <li>✓ PSHE &amp; RSHE Citizenship Education: PSHE Association SEND Scheme of Work, Rosehill PSHE &amp; RSHE Long Term Plan, including Relationships Education, Discovery Education, Autism Education Trust</li> <li>✓ The Arts (Art, Music &amp; Drama): National Curriculum Programmes of Study, Rosehill Specialised Art and Music Long Term Plans, Creative Collaborative (Arts Council), ArtsMark, Music Hub               <ul style="list-style-type: none"> <li>✓ Religious Education, MFL &amp; Cultures: Agreed Nottinghamshire Syllabus, Communication Strand of the Curriculum, SMSC &amp; FBV: Rosehill cross-curricula programmes                   <ul style="list-style-type: none"> <li>✓ Computing &amp; E-Safety: National Curriculum Programmes of Study, Rosehill Computing &amp; E-Safety Long Term Plan, Equals Scheme of Work</li> <li>✓ Humanities – History &amp; Geography: National Curriculum Programmes of Study, Rosehill Humanities Long Term Plans, Equals Scheme of Work</li> </ul> </li> </ul> </li> <li>✓ Physical Education, including Dance, Swimming &amp; Rebound Therapy: National Curriculum Programmes of Study, Rosehill PE Long Term Plans, Equals Scheme of Work, Swimming ASA Programme               <ul style="list-style-type: none"> <li>✓ Design Technology &amp; Food Technology: National Curriculum Programmes of Study, Rosehill DT Long Term Plans, Equals Scheme of Work</li> <li>✓ Community Inclusion &amp; Cultural Capital - Devised termly (Personalised- skills for life/ personal development)</li> </ul> </li> <li>✓ Multi Interactive Learning Environment (MILE): Devised termly – Incorporating Intensive Interaction, relaxation, scenario-based learning, Cultural Diversity and Occupational Therapy (Personalised Programmes)               <ul style="list-style-type: none"> <li>✓ Sensory Regulation Programme: Personalised Programmes/ Diets and Sensory Journals</li> </ul> </li> </ul>