



Rosehill School: Curriculum Map 2022 - 2023 Class 5 & 6 (LKS3)


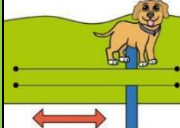

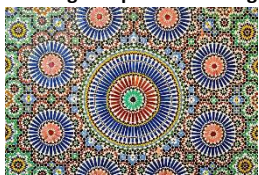






Areas of Learning and Experience & Subject	Autumn Term 1 & 2				Spring Term 1 & 2				Summer Term 1 & 2		
	Topic		Topic		Topic		Topic		Topic		
	School Community	Sacred Places	At the Zoo	Changes	Blue Planet – From Net to Plate	Bright Lights, Big City					
Communication, Speech, Language & Literacy	Communication	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: Traditional stories – own and other cultures e.g. The Enormous Turnip</p> <p>W: Instructions – e.g. how to grow a turnip</p>	<p>R: Poems about different cultures</p> <p>Let's Celebrate! - Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy</p> <p>W: Imaginary and real visits and events - recounts of visits to sacred places</p>	<p>R: Significant children's poets</p> <p>We're Going on a Bar Hunt by Michael Rosen</p> <p>Poems Aloud by Joseph Coelho</p> <p>Edward Lear Alphabet Poem</p> <p>W: Writing own poems</p>	<p>R: Stories about changes</p> <p>Dragon Post by Emma Yarle</p> <p>Kipper: One Year with Kipper by Mick Inkpen</p> <p>W: Letters</p>	<p>R: Non-fiction</p> <p>Meet the Oceans by Caryl Hart</p> <p>W: Posters</p> <p>Information</p>	<p>R: In Every House, on Every Street by Jess Hitchman</p> <p>Mrs Rainbow by Neil Griffiths</p> <p>The Town Mouse and the Country Mouse</p> <p>W: Writing own stories using the characters from the books</p>				
Problem Solving, Maths, Science & Technology	Maths	<p>Number: 3.5 weeks (Place Value)</p> <p>Recall number facts to 20 (and beyond)</p> <p>Demonstrate a secure understanding of place value identifying tens and ones, using concrete, pictorial and abstract representations</p> <p>Count in equal steps from 0 to 100 forwards and backwards</p>	<p>Number: 4 weeks (Addition & Subtraction)</p> <p>Become increasingly fluent with whole numbers and addition and subtraction</p> <p>Understand addition is finding the total of two sets of objects and subtraction is taking objects away</p> <p>Count on and count back</p> <p>Use number bonds to 5 and 10</p> <p>Understand when to use = + and – symbols</p> <p>Use concrete objects to check calculations</p>	<p>Number: 3 weeks (Multiplication and Division)</p> <p>become increasingly fluent with whole numbers and the four operations</p> <p>Count on to find double number to 20</p> <p>Use an array to solve problems</p> <p>Count in 2s, 5s, 10s from 0</p> <p>Begin to recognise odd and even</p>	<p>Number: 3 weeks (Place Value)</p> <p>Recall number facts to 20 (and beyond)</p> <p>Demonstrate a secure understanding of place value identifying tens and ones, using concrete, pictorial and abstract representations</p> <p>Count in equal steps from 0 to 100 forwards and backwards</p>	<p>Number: 2.5 weeks (Addition & Subtraction)</p> <p>Become increasingly fluent with whole numbers and addition and subtraction</p> <p>Understand addition is finding the total of two sets of objects and subtraction is taking objects away</p> <p>Count on and count back</p> <p>Use number bonds to 5 and 10</p> <p>Understand when to use = + and – symbols</p> <p>Use concrete objects to check calculations</p>	<p>Number: 3.5 weeks (Fractions)</p> <p>Develop ability to solve a range of problems, including simple fractions, using concrete, pictorial and abstract representations</p> <p>Find and name half as two equal parts</p> <p>Recognise half of a set of objects.</p> <p>Divide groups into half</p> <p>Share objects into 4 equal parts</p>				
		<p>Reasoning</p> <p>How many ways can you use the base 10 equipment in the part whole model?</p>	<p>Reasoning</p> <p>Is this calculation correct? How do you know?</p>	<p>Reasoning</p> <p>Sort objects into equal groups and unequal groups.</p> <p>If I had 3 equal groups of 2 how many do I have altogether?</p>	<p>Reasoning</p> <p>Annie counts how many muffins she has.</p> <p>I have 35 muffins.</p> <p>Do you agree with Annie?</p> <p>Explain your answer.</p>	<p>Reasoning</p> <p>4 is the whole, how many different part-whole models can you make to show this? Can you write STEM sentences to match?</p>	<p>Reasoning</p> <p>Annie has some gummy bears.</p> <p>She circles half of them.</p> <p>How many gummy bears did she have at the start?</p>				
<p>Geometry: 3.5 weeks (Position, direction and Movement)</p> <p>Use mathematical vocabulary correctly in a range of contexts</p> <p>Use a range of prepositions to describe position</p> <p>Describe repeating patterns</p> <p>Describe the relationship of objects through pictures and patterns. Encounter a wide range of everyday language to describe position, direction and movement</p>	<p>Measurement: 4 weeks (length height and perimeter)</p> <p>Use measuring instruments with accuracy and make connections between measure and number</p> <p>Use mathematical vocabulary correctly in a range of contexts.</p>	<p>Statistics: 3 weeks (Data, graphs, charts)</p> <p>Make block charts (Concrete, pictorial, abstract)</p> <p>Counting</p> <p>Draw pictures to show data. tally</p>	<p>Measurement: 3 weeks (capacity)</p> <p>Use mathematical vocabulary correctly in a range of contexts</p> <p>Have experience of using a range of standard and non-standard measuring equipment.</p>	<p>Geometry: 2.5 weeks (Shape)</p> <p>Develop mathematical reasoning in order to analyse shapes and their properties, and confidently describe the relationships between them</p> <p>Use mathematical vocabulary correctly in a range of contexts</p>	<p>Measurement: 3.5 weeks (money)</p> <p>Use mathematical vocabulary correctly in a range of contexts</p> <p>Understand that different coins have different values</p> <p>Use knowledge of place value to match coins with equivalent values. i.e. ten 1p coins are the same as a 10p coin.</p>						
<p>Reasoning</p> <p>Use vocabulary to direct people around our school</p>	<p>Reasoning</p> <p>Eva thinks the pencils are the same length.</p> <p>How can Eva check if she is correct?</p>	<p>Reasoning</p> <p>Which animals can you see at the zoo?</p> <p>Which animal is the most popular?</p> <p>Which is your favourite?</p> <p>How can we show the data?</p> <p>How do we count quickly and easily using a tally?</p> <p>What are the advantages of using a tally?</p>	<p>Reasoning</p> <p>I'm thinking of an object. It is heavier than a pencil, but lighter than a dictionary.</p> <p>What object could Jack be thinking of? Prove it.</p> <p>How many objects can you think of?</p>	<p>Reasoning</p> <p>Here are 18 lollipop sticks.</p> <p>How many hexagons can you make?</p> <p>How many octagons can you make?</p> <p>What other shapes can you make with 18 lollipop sticks?</p>	<p>Reasoning</p> <p>Dora says:</p> <p>All coins are round.</p> <p>Do you agree with Dora? Justify your answer.</p>						



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Science	Life Cycle of Humans and Animals Observe and record life cycles for humans and animals Explore human reproduction		Food and Drink - Diet and Digestion Recognise healthy and unhealthy foods Explore and observe how food is vital for energy, growth and health		Local Environment Explore living things, where they live and how to group them	
	Design Technology Food Technology – Exploring celebration food items from around the world (savoury and sweet) Using cooking utensils/ cookery room Seasonal ingredients and food items, link to festivals Students to suggest preference ‘snack time’ Explore food items from around the world Design Technology – Exploring different ways of joining to make a photo frame (linking to self-portraits in Art) Investigate structures and how to make a photo frame using boxes/cardboard – looking at different ways of joining Pupils to begin to navigate their way around the studio (Art/D&T area) and explore tools		 Food Technology – Exploring and advantages of seasonal foods Pupils will state preference on a variety of fruit/veg/ other choosing fruit/ tasting different seasonal fruits/ vegetables and comparing Understanding principles of a healthy and varied diet Prepare and cook a variety of healthy dishes that involve different seasonal foods using a range of cooking techniques Design Technology - How toys have changed and evolved (See TOYS in art section for cross curricular links) Design and make a wheeled toy		Food Technology - Exploring Sandwich (local produce) Develop an awareness of healthy eating Design and make a sandwich for a purpose (picnic/ beach day) How is bread made? Take a visit to the windmill. Consider sell by dates/ allergies Cutting/ slicing/ use of correct coloured chopping boards Try different fillings. Make a questionnaire and make sandwiches for another class  Design and Technology - Ocean Art (See ‘Ocean art’ in Art section for cross curricular links) Creating 3D recycled art to make a sun and clouds DT skills – Make the rain drops from the clouds have a basic moving mechanism such as a slider.	
Computing & E-Safety	E-Safety Identify what personal information is- sort statements into public or private Asking permission before using computers Choosing age appropriate websites/games- why they may not be age appropriate	Multimedia – Progressing paint skills 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	Programming and Algorithms – Learning how to control things Follows a short sequence of instructions- both using devices and without technology Give simple instructions to control a range of devices using command cards before inputting into the device Learn that if they put the wrong instruction into the control device, it will not work Try alternative approaches to get the device to go in the desired direction	Multimedia – Photography Learn that photographs can be used to record events/ activities and can be transferred onto different devices and then printed 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	Beginning to Type 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	Multimedia – Recording films and using props Use a variety of ICT tools to obtain pictures- cameras, iPad, internet, green screens Put pictures into a multimedia program- add images into PPT to create a moving image Add sound effects to their pictures. Create a film using the green screen linked to the topic Learn what the different multimedia buttons do on films (play, stop, rewind, fast forward, record)
	Self-Portraiture - Based on the art of Keith Haring - line drawings, painting and collage  Black History Month Art celebration	Art from Different Religions – Looking at pattern and iconography found in celebrations of different gods Look at the geometric patterns found in Islamic, Hindu, Jewish and Christian art Printing and pattern making  Celebrating Diwali through Rangoli art	Animals Represented Through Art Investigate how Romans and Greeks represented animals through mosaics and create your own interpretation  Mosaics and sculpture Celebrating the animals of Chinese New Year through mask making	Toys – How toys have changed and evolved (linked to DT) Investigating toys, we know and love and creating wheeled toys of our own using axels and a power source such as balloons or rubber bands  3D design and graphic design Link to Science week- Forces	Ocean Art – Using recycled materials to create a large whole school installation piece using the inspiration of Nottingham artists such as Michelle Reader Creating 3D recycled art to make suns and clouds  Recycled art Linked to Handmade theatre	Cityscapes – Looking at the art of Van Gough and the Impressionist movement  Painting
Creative Arts	Art & Design					



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Dance, Movement & Drama	Dance Through the Decades: 1960s		Carnival of the Animals		Rivers and Seas	
	Identify some music and dance styles popular in the UK in the 1960s when my grandparents were young Perform some key 1960s dance moves that are inspired by the Twist Perform key and characteristic 1960s-style dance moves, such as twisting the hips and flicking the heels and feet outwards		Perform dances using a range of movement patterns in the context of choreographing dances inspired by Carnival of the Animals Improvise movement patterns inspired by Carnival of the Animals		Perform dances using a range of movement patterns Design own movement phrases to represent rivers and seas	
Music	Hands, Feet, Heart (Charanga)	Ho Ho Ho (Charanga)	I Wanna Play in a Band (Charanga)	Zootime (Charanga)	Friendship Song (Charanga)	Reflect, Rewind and Replay
	All the learning is focused around one song: Hands, Feet, Heart The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music	All the learning is focused around one song: Ho Ho, Ho - a Christmas song You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing	As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs	All the learning is focused around one song: Zootime The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked		
PSHE & RSHE	Self-Awareness SA1 Personal strengths	Self-care, Support and Safety SSS1 Feeling unwell	Managing Feelings MF1 Self-esteem and unkind comments	Changing and Growing CG1 Puberty	Healthy Lifestyles HL1 Elements of a healthy lifestyle	The World I Live In WIL1 Diversity/rights and responsibilities
	What we are good at and/or enjoy How to recognise and appreciate personal strengths in other people How what others say and think about us can positively and negatively affect the way we feel about ourselves	The difference between feeling well and feeling unwell; how to let someone know that we are feeling unwell	Feelings associated with feeling good about ourselves	Different ways we have changed as we have grown older New opportunities and responsibilities we have experienced as we have grown older Different stages of change as people progress from birth to adulthood	Recognise what is meant by a healthy lifestyle Ways that people can live a healthy lifestyle.	Similarities and differences between young people of our age What is meant by having rules in school, at home and in the wider world
Physical Education	Multi-Skills/ Rebound Therapy	Gymnastics/ Rebound Therapy	Net Wall/ Rebound Therapy	Gymnastics (apparatus)/ Rebound Therapy	Invasion Games/ Rebound Therapy	Athletics/ Rebound Therapy
	Develop basic sending actions with hands and feet Develop actions, such as throwing or rolling, for particular games Develop rebound therapy skills and progress through the stages Experience and enjoy warming up and cooling down Observe and communicate what they have learnt	Perform actions, movements and shapes with increasing consistency and control Apply with help compositional principles when performing a short sequence Develop rebound therapy skills and progress through the stages Be aware of the basic principles of a warm up and cool down activity With help, suggest ways of improving performance	Explore skills needed when playing net/ wall games 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	Perform actions, movements and shapes with increasing consistency and control Apply with help compositional principles when performing a short sequence Develop rebound therapy skills and progress through the stages Be aware of the basic principles of a warm up and cool down activity With help, suggest ways of improving performance	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	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
Sensory	<i>See OT sensory plans</i>					



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Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p>History Movers and Shakers: Significant people from the past Florence Nightingale, Mary Seacole where they came from and the Crimean War or person linked to Black History Month Pupils should develop knowledge about the world, the U.K and their locality</p>	<p>Geography World of Football Longitude and Latitude Collect, analyse and communicate with a range of data gathered to deepen their understanding of geographical processes Deepen their spatial awareness of the world's countries using maps of the world</p>	<p>History Toys and Childhood Childhood throughout the ages - Rome to modern day life and leisure of children Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>		<p>Oceans Weather vs Climate? Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features</p>	<p>History Creswell Crags Neolithic - A Local History Study From the National Curriculum: The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p>
	Religious Education,	<p>Theme: What did Jesus Teach? Key question: Is it possible to be kind to everyone, all of the time? Religions: Christianity</p>	<p>Theme: Christmas - Jesus as a Gift From God Key question: Why do Christians believe Jesus was a given to Earth, from god? Religions: Christianity</p>	<p>Theme: Prayer at Home Key question: How does prayer help Muslims in their everyday lives? Religions: Islam</p>	<p>Theme: Easter – Palm Sunday Concept: Incarnation Key question: Why was Jesus welcomed like a King or Celebrity when he arrived on Palm Sunday? Religions: Christianity</p>	<p>Theme: Community and Belonging Key question: How does going to the mosque, help Muslims feel part of a community? Religions: Islam</p>	<p>Theme: Hajj Key question: Does completing Hajj make a person a better Muslim? Religions: Islam</p>
	Community Inclusion	<p>Safety Rules Learning rules and conventions for community skills visits through the immersion room/ school site</p>	<p>Road Safety / Shops Exploring our local area - road safety</p>	<p>Shopping / Cafes Local shopping Visiting a local cafe</p>		<p>Parks and Playgrounds 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 3 National Curriculum Entitlement

English	Mathematics	Science	Design Technology	Computing	Art & Design	Music	RE - Providing the local syllabus
	PSHE & Relationships & Sex Education		Physical Education	History	Geography	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