


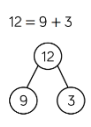
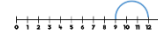





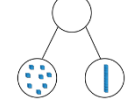



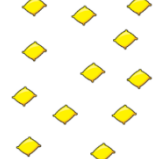




Rosehill School: Curriculum Map 2022 - 2023 Class 7 & 8 (UKS3)


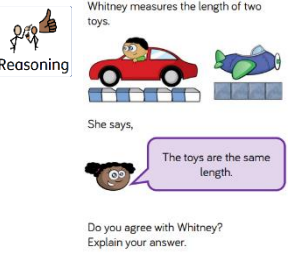

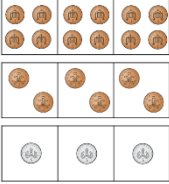

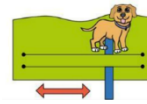


Areas of Learning and Experience & Subject		Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2	
		Topic		Topic		Topic	
		People Who Help/ Incredible People	Holy Buildings	Woodland Habitats	Growing Up	Blue Planet – Plastic is Not Fantastic	Urban Pioneers
Communication, Speech, Language & Literacy	Comm unicat ion 6	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: Non-fiction - Information and Recounts I am Amelia Earhart by Brad Meltzer</p> <p>Fiction/ Books/stories on similar themes – fiction stories about superheroes Supertato by Sue Hendra</p> <p>W: Diaries (e.g. of pretend experiences linked to A. Earhart story)</p>	<p>R: Poems on similar themes 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 Holy Buildings</p>	<p>R: Significant children's authors Shape poems Humorous verse Itchy Bear by Neil Griffiths Alphabet Poem by Edward Lear Shape poems about animals</p> <p>W: Writing own poems</p>	<p>R: Stories from other cultures Fiction Baby Goes to Market by Atinuke When I Grow Up by Tim Minchin</p> <p>W: Writing about individual experiences and what children want to do in the future</p>	<p>R: Clean Up! by Nathan Bryon W: Posters – looking after environment Letters to friends about being "green"</p>	<p>R: Significant children's authors Books/stories on similar themes Mrs Rainbow by Neil Griffiths Walter's Windy Washing Line by Neil Griffiths In Every House, on Every Street by Jess Hitchman</p> <p>W: Instructions (e.g. hang washing, making a model house)</p>
Problem Solving, Maths, Science & Technology	Maths	<p>Number: 3.5 weeks (Place Value) Recall number facts to 20 (and beyond) Demonstrate a secure understanding of place value identifying tens and ones, using concrete, pictorial and abstract representations Count in equal steps from 0 to 100 forwards and backwards</p> <p> Reasoning</p> <p>Mr Monaghan says,</p> <div style="border: 1px solid orange; border-radius: 15px; padding: 5px; display: inline-block;"> <p>I am going to count to 20 I will start at 8</p> </div> <p>Will Mr Monaghan say 11? Explain how you know.</p>	<p>Number: 4 weeks (Addition & Subtraction) Become increasingly fluent with whole numbers and addition and subtraction Understand addition is finding the total of two sets of objects and subtraction is taking objects away Count on and count back Use number bonds to 5 and 10 Understand when to use = + and – symbols Use concrete objects to check calculations</p> <p> Reasoning</p> <p>Which of the representations are equivalent to the bar model?</p> <div style="text-align: center;">  </div> <p>There are 9 cars in a car park, 3 cars leave.</p> $12 = 9 + 3$ <div style="text-align: center;">  </div> $9 - 3 = 12$ <div style="text-align: center;">  </div>	<p>Number: 3 weeks (Multiplication and Division) Become increasingly fluent with whole numbers and the four operations Count on to find double number to 20 Use an array to solve problems Count in 2s, 5s, 10s from 0. Begin to recognise odd and even</p> <p> Reasoning</p> <p>Match the equal groups.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  Three 5s </div> <div style="text-align: center;">  Two 10s </div> <div style="text-align: center;">  Two 3s </div> </div>	<p>Number: 3 weeks (Place Value) Recall number facts to 20 (and beyond) Demonstrate a secure understanding of place value identifying tens and ones, using concrete, pictorial and abstract representations Count in equal steps from 0 to 100 forwards and backwards</p> <p> Reasoning</p> <p>Alex makes a part-whole model.</p> <div style="text-align: center;">  </div> <p>She says:</p> <div style="border: 1px solid blue; border-radius: 10px; padding: 5px; display: inline-block;"> <p>There are 8 tens and 1 one.</p> </div> <p>Explain her mistake. What is her number?</p>	<p>Number: 2.5 weeks (Addition & Subtraction) Become increasingly fluent with whole numbers and addition and subtraction Understand addition is finding the total of two sets of objects and subtraction is taking objects away Count on and count back Use number bonds to 5 and 10 Understand when to use = + and – symbols Use concrete objects to check calculations</p> <p> Reasoning</p> <p>There are 6 animals.</p> <div style="text-align: center;">  </div> <p>How many different ways can you sort the animals? Complete a part-whole model for each way. Can you partition the animals into more than 2 groups?</p>	<p>Number: 3.5 weeks (Fractions) Develop ability to solve a range of problems, including simple fractions, using concrete, pictorial and abstract representations Find and name half as two equal parts Recognise half of a set of objects. Divide groups into half Share objects into 4 equal parts</p> <p> Reasoning</p> <p>How many different ways can you put these beanbags into equal groups?</p> <div style="text-align: center;">  </div>



Rosehill School: Curriculum Map 2022 - 2023 Class 7 & 8 (UKS3)



	<p>Geometry: 3.5 weeks (Position, direction and Movement) Use mathematical vocabulary correctly in a range of contexts Use a range of prepositions to describe position Describe repeating patterns Describe the relationship of objects through pictures and patterns Encounter a wide range of everyday language to describe position, direction and movement</p> <p>Reasoning</p>  <p>Where are all the people who help us? What position are they in?</p> <p>Jack is directly above Alex. Eva is directly below Alex. _____ is to the right of Eva. There is no-one above Amir. What are the missing names? Add people to complete the grid and describe where they are.</p>	<p>Measurement: 4 weeks (length height and perimeter) Use measuring instruments with accuracy and make connections between measure and number Use mathematical vocabulary correctly in a range of contexts.</p> <p>Reasoning</p> 	<p>Statistics: 3 weeks (Data, graphs, charts) Make block charts (Concrete, pictorial, abstract) Counting Draw pictures to show data. Tally</p> <p>Reasoning</p> <p>Which animals can you see at the wood? Which animal is the most popular? Which is your favourite? How can we show the data? How do we count quickly and easily using a tally? What are the advantages of using a tally?</p>	<p>Measurement: 3 weeks (capacity) Use mathematical vocabulary correctly in a range of contexts Have experience of using a range of standard and non-standard measuring equipment.</p> <p>Reasoning</p>  <p>How many cubes does the teddy bear weigh? Explain how you know.</p>	<p>Geometry: 2.5 weeks (Shape) Develop mathematical reasoning in order to analyse shapes and their properties, and confidently describe the relationships between them Use mathematical vocabulary correctly in a range of contexts</p> <p>Reasoning</p> <p>Using geoboards, how many different rectangles can you make? What's the same about the rectangles? What's different? Has your friend made any different rectangles?</p>	<p>Measurement: 4 weeks (Money) Use mathematical vocabulary correctly in a range of contexts Understand that different coins have different values 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>Which group of money is the odd one out? Explain why.</p> <p>Money Week 12th-16th June</p>
<p>Science</p>	<p>Human and Animal skeleton Explore the human skeleton and its use Explore muscles and how they work</p>	<p>Diet and Digestion Recognise healthy and unhealthy foods and why we need food Explore the digestive system and the process of digestion</p> <p>Science Week – Forces</p>	<p>Heart and Circulation Explore how the heart, lungs and circulatory system works</p>			
<p>Design Technology</p>	<p>Food Technology – Exploring celebration food items from around the world (savoury and sweet) and presentation Using cooking utensils/ cookery room Seasonal ingredients and food items, link to festivals Students to suggest preference and prepare own 'snack time' Explore food items from around the world</p> <p>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</p>	<p>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</p> <p>Prepare and cook a variety of healthy dishes that involve different seasonal foods using a range of cooking techniques</p> <p>Design Technology - How toys have changed and evolved (See TOYS in Art section for cross curricular links) Design and make a wheeled toy</p> 	<p>Food Technology - Exploring sandwiches (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</p> <p>Design Technology - Ocean Art (See 'Ocean Art' in Art section for cross curricular links) Creating 3D recycled art to make a crab and rocks DT skills – Make the crab have a basic moving mechanism such as a slider</p> 			



Rosehill School: Curriculum Map 2022 - 2023 Class 7 & 8 (UKS3)



Creative Arts	Computing & E-Safety	<p>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</p>	<p>Writing in Different Ways- Creating Posters Research using the internet and present information Learn that they can use Internet tools to search for information and save their favourite websites in a list. Information from the Internet can be copied and pasted into other programs Use search engines to search for key words on a topic Learn that ICT can be used to express ideas in pictures, sound, symbols or text Use the keyboard to type words Use copy and paste to add pictures. Learn that work can be saved on the computer</p>	<p>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</p>	<p>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</p>	<p>Multimedia - Manipulating Sounds Learn that ICT can be used to produce musical sounds Use a range of ICT devices to compose, collect and communicate musical ideas Explore various musical and sound effects, and use ICT to create, organise and record sounds</p>	<p>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)</p>
	Art & Design	<p>Self-Portraiture – Based on the art of Yayoi Kusama - 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 Look at the tessellation of geometric patterns found in Islamic, Hindu, Jewish and Christian art</p> <p>Printing and pattern making</p>  <p style="color: red;">Celebrating Diwali through Rangoli art</p>	<p>Animals Represented Through Art Investigate how Gaudi represented animals through mosaics and create your own interpretation</p>  <p>Mosaics and sculpture Celebrating the animals of Chinese New Year through mask making</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 using axels and a power source such as battery power</p>  <p>3D design and graphic design Link to Science week- Forces</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 3D recycled art to make crabs and rocks</p>  <p>Recycled art Linked to Handmade theatre</p>	<p>Cityscapes – Looking at the art of Van Gough and the Impressionist movement</p>  <p style="text-align: center;">Painting</p>
	Dance, Movement & Drama	<p>Dance Through the Decades: 1960s 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</p>	<p>Carnival of the Animals 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</p>	<p>Rivers and Seas Perform dances using a range of movement patterns Design own movement phrases to represent rivers and seas</p>			



Rosehill School: Curriculum Map 2022 - 2023 Class 7 & 8 (UKS3)



Personal Development, Health & Emotional Wellbeing	Music	<p>Let Your Spirit Fly This is a six-week Unit of Work - All the learning is focused around one song: Let Your Spirit Fly 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</p>	<p>Glockenspiel Stage 1 This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel</p>	<p>Three Little Birds This is a six-week Unit of Work - All the learning is focused around one song: Three Little Birds The material presents an integrated approach to music where games, elements 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 other Reggae songs</p>	<p>The Dragon Song To confidently identify and move to the pulse To think about what the words of a song mean To take it in turn to discuss how the song makes them feel Listen carefully and respectfully to other people's thoughts about the music</p>	<p>Bringing Us Together To know five songs from memory and who sang them or wrote them To know the style of the five songs. To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song</p>	<p>Reflect, Rewind and Replay 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>Self-Awareness SA1 Personal Strengths 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</p>	<p>Self-Care, Support and Safety SSS1 Feeling Unwell The difference between feeling well and feeling unwell; how to let someone know that we are feeling unwell</p>	<p>Managing Feelings MF1 Self-Esteem and Unkind Comments Feelings associated with feeling good about ourselves</p>	<p>Changing and Growing CG1 Puberty 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</p>	<p>Healthy Lifestyles HL1 Elements of a Healthy Lifestyle Recognise what is meant by a healthy lifestyle Ways that people can live a healthy lifestyle</p>	<p>The World I Live In WIL1 Diversity/Rights and Responsibilities Similarities and differences between young people of our age What is meant by having rules in school, at home and in the wider world</p>
	Physical Education	<p>Fundamental Skills/ Rebound Therapy Multi-Skills: 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</p>	<p>Gymnastics/ Rebound Therapy Gymnastics: 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</p>	<p>Net Wall/ Rebound Therapy 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</p>	<p>Gymnastics (Apparatus)/ Rebound Therapy Gymnastics: 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</p>	<p>Invasion Games/ Rebound Therapy 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>Athletics/ Rebound Therapy Develop and extend their range of athletic skills through travelling, running, jumping, and throwing activities Experience different ways of travelling, jumping, throwing, with or without support Develop rebound therapy skills and progress through the stages Communicate using signs, symbol which activities they enjoy</p>
Sensor y	See OT sensory plans						



Rosehill School: Curriculum Map 2022 - 2023 Class 7 & 8 (UKS3)



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>Geography 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 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: Diwali Key question: How would celebrating Diwali make a Hindu child feel part of the community? Religions: Hinduism</p>	<p>Theme: Christmas Key question: What can we learn from the Christmas Story? Religions: Christianity</p>	<p>Theme: Jesus Miracles Key question: Can Jesus heal people? Religions: Christianity</p>	<p>Theme: Easter - The Resurrection Key question: How important is it to Christians that Jesus came back to life? Religions: Christianity</p>			<p>Theme: Hanny El – Banna Key question: Who is Hanny El-Banna? Why is he important? Religions: Islam</p>	<p>Theme: Pilgrimage to the River Ganges Key question: Why is the River Ganges special to Hindus? Religions: Hinduism</p>
	Community Inclusion	<p>Safety Rules Learning rules and risks during community skills visits through the immersion room/ school site</p>	<p>Road Safety / Shops Exploring our local area - road safety</p>	<p>Shopping Visiting local shopping</p>	<p>Cafes Visiting local cafes</p>			<p>Using Public Transport Using the local bus route to visit a local shop or café</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 (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
<ul style="list-style-type: none"> ✓ English & 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"> ✓ 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 <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ 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) <ul style="list-style-type: none"> ✓ Sensory Regulation Programme: Personalised Programmes/ Diets and Sensory Journals