



## Rosehill School: Curriculum Programme 2020 - 2021 Class 3 & 4 (KS1 & KS2)

| Curriculum                                   | Subject                          | Autumn Term 1 & 2  |  |  |                            |  | Spring Term 1 & 2  |                    |  |                        | Summer Term 1 & 2                        |  |                        |                    |  |                   |  |
|--|----------------------------------|--|--|--|----------------------------|--|--|--------------------|--|------------------------|--|--|------------------------|--------------------|--|-------------------|--|
| Topic  |                                  | Looks interesting  |  |  |                            |  | Our Cool School  |                    |  |                        | Our Super City                           |  |                        |                    |  |                   |  |
|  |                                  | Superheroes  |  | Toy town   |                            |  | Rosehill School 90 <sup>th</sup> Birthday celebration  |                    |  |                        | History of Nottingham (Take one picture) |  |                        | Nottingham Castle  |  |                   |  |
| Communication, Speech, Language & Literacy   | Communication                    | Creating a language rich environment: Teach key topic vocabulary, signs & symbols. Use colourful semantics, communication books & word mats, language aids & apps. Weekly language opportunity groups to develop understanding & expression, pre-verbal skills such as intensive interaction, waiting for a response, visual language approaches, labelling, auditory discrimination, phonological awareness, rhyme, oral motor skills use of key words, repetition & confidence |  |  |                            |  |  |                    |  |                        |  |  |                        |                    |  |                   |  |
|  | English                          | R: Reading stories about real life "superheroes"<br>W: Developing vocabulary linked to jobs of people who help others; sentence building   | R: Reading play scripts and watching plays and performances<br>W: Labelling characters from the plays and expressing opinions about them |  |                            | R: Reading a story about school<br>(*see link)<br>W: Making a fact file about Rosehill: people, places, activities | World Book Day. Poems and stories about school- Competition<br><br>R, W: preparing for celebration – writing cards, lists, invitations |                    | Author study - linked to Nottingham (** see link)  |                        |  | R: Reading fairy tales/ traditional stories – Story of Robin Hood and Nottingham Castle<br><br>W: Sequencing events of a story or an experience (e.g. visit to the castle) |                        |                    |  |                   |  |
| Problem Solving, Maths, Science & Technology | Mathematics                      | Wks 1-3<br>Number  | Wks 2-6<br>2D shapes   | Wks 7-9<br>Money   | Wks 10-11<br>Data Handling | Wks 12-14<br>Addition  | Wks 1-3<br>Number  | Wks 4-6<br>Measure | Wks 7-9<br>Subtraction                             | Wks 10-12<br>2D Shapes | Wks 1-2<br>Number                        | Wks 3-4<br>Addition  | Wks 5-6<br>Subtraction | Wks 7-9<br>Sharing | Wks 10-11<br>Position  | Wks 12-14<br>Time |  |
|  | Science                          | Biology- Life cycles- animals and humans<br>Explore life cycles and growth.  |  |  |                            |  | Chemistry – Acids, Alkalis and Earth Science<br>Explore safe acids and alkalis and their everyday uses.                                |                    |  |                        |  | Biology- Plants<br>Plant life cycle- including seed dispersal and formation, what a plant needs to grow. Identify the functions of plant parts.                            |                        |                    |  |                   |  |
|  | Design Technology                | Construction-<br>toy town  |  | Textiles<br>superhero cape   |                            |  | Design an instrument to accompany a performance  |                    | To create a recipe book to make healthy party food |                        |  | Making a model castle.   |                        |                    | Robin Hood, Maid Marian and his Merry men costume and props        |                   |  |
|  | Computing & IT (Include ESafety) | E-Safety<br>Identity- all about me. Right and wrong. Identify and access online content.   |  | Programming and algorithms<br>2.2a- learning how to control things- beebots, remote control cars, electric toys. |                            |  | Multimedia- sound<br>2.2c making and recording sounds- using instruments and microphones   |                    | Multimedia- Paint                                  |                        |  | Multimedia- photography- 2.3f taking and printing photos.  |                        |                    |  |                   |  |
| Creative Arts                                | Art & Design                     | Sculptures of superhero vehicles   |  | Sculpture: Model making using a range of materials- dolls furniture/houses etc.                                  |                            |  | Party masks: collage/ textiles   |                    | Whole school mural: printing                       |                        |  | Take one picture: digital media  |                        |                    | Patterns and structures using natural materials: collage/ textiles |                   |  |
|  | Dance, Movement & Drama          | Superheroes  |  | Recreating characters, places and activities in Toy town   |                            |  | Parties- children's disco dancing  |                    |  |                        |  | Copying actions from another, using mirrors to copy.   |                        |                    | Retelling the story of Robin Hood through drama.                   |                   |  |
|  | Music                            | Sound effects  |  | Preparing and recording class Christmas performance  |                            |  | Making music and recording performance for Rosehill celebration  |                    |  |                        |  | Rosehill has got talent  |                        |                    |  |                   |  |



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|  |   |  |   |  |  |   |   |
|--|---|--|---|--|--|---|---|
| Personal Development, Health & Emotional Wellbeing | Personal, Social, Health Education Relationships Education (Healthy Choices, Independence & Well-Being) | Preparing to play an active part<br>Media - Like/Dislike.<br><br>RSE: Healthy and happy friendships – Being a good friend (R3)   | The physical self<br><br>RSE: Families and committed relationships – Different types of committed relationships (R22)                         | Me and my relationships<br><br>RSE: Healthy body, healthy minds – Sleep, food and hygiene (HW3)<br>RSE: Coping with change – Coping with feelings when things change (R28) |  | PSHE: Developing a healthy, safer life style. (healthy body and mind)<br><br>RSE: Caring and responsibility – Responsibility and boundaries (R16)<br>RSE: Similarities and differences – Valuing and respecting one another (R10) |   |
|  | Physical Education  | Fundamental skills   | Gymnastics  | Multi skills   |  | Invasion games  | Athletics   |
|  | Sensory Regulation  | <b>Proprioceptive System</b> – learning about our bodies and our environment – where is our body in space? What heavy work activities do we like/not like? AET 1.1; 2.2.3; 2.3.7.  | <b>Vestibular System</b> – learning about our bodies & our environment from movement (up & down, on horizontal plane, spinning AET 1.1; 2.3.6 | <b>Visual System</b> – learning about our bodies and our environment with our eyes AET 1.1; 2.3.4  | <b>Olfactory &amp; Gustatory System</b> – learning about our bodies and our environment from our smell / taste AET 1.1; 2.3.3; 2.3.5 | <b>Auditory System</b> – learning about our bodies and our environment by hearing AET 1.1; 2.2.2; 2.3.2   | <b>Tactile System</b> – learning about our bodies and our environment through touch. AET 1.1 and 2.1. AET 2.2.1.2.3.1 |
| Cultural Capital & Diversity                       | Humanities – History & Geography (Include the MILE)   | Geography:<br>Exploring the places of work of the ‘people who help us’.  | History:<br>Toys and Games – Exploring different toys from the Past and present.  | Geography:<br>Investigating the Geography of our school 2.1<br>Exploring and observing our immediate environment – looking at different rooms and departments.             |  | History:<br>The passage of time - Nottingham<br>Exploring and visiting places that have historical interest.  |   |
|  | Foreign Languages & Cultures  |  |   |  |  |   |   |
|  | RE, SMSC, FBV   | <b>1.1 Celebrations and festivals</b>  |   | 1.7 Belonging. What does it mean?  |  | 1.8 Jewish and Christian Stories  |   |
|  | Community Inclusion   | Developing learning rules and conventions for community skills visits through the immersion room and school site- safety walks and road safety.  |   | Exploring our local area   |  | Exploring and visiting places of interest in our local area   |   |
|  | Enrichment  | Each half term pupils will be offered a range of opportunities to develop and promote skills, interest and hobbies. These opportunities will be developed from staff talents and pupils interests.<br>AQA unit award scheme to be used for accreditation of pupils achievements. |   |  |  |   |   |

\* <https://home.oxfordowl.co.uk/blog/top-8-books-about-starting-school/#:~:text=Top%208%20books%20about%20starting%20school.%201%20Starting,Am%20Too%20Absolutely%20Small%20For%20School.%20More%20items>

\*\* <https://www.nottinghamcityofliterature.com/blog/nottingham-writers-childrens-books>



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|  |                                    |         |   |           |                                   |            |  |
|--|------------------------------------|---------|---|-----------|-----------------------------------|------------|--|
| <b>Subject Structure</b>                                 |                                    |         |   |           |                                   |            |  |
| <b><u>Compulsory Curriculum at Rosehill School</u></b>   |                                    |         |   |           |                                   |            |  |
| <b>Communication      Community Inclusion</b>            |                                    |         |   |           |                                   |            |  |
| <b><u>KS 1&amp;2 National Curriculum Entitlement</u></b> |                                    |         |   |           |                                   |            |  |
| English  | Mathematics                        | Science | Design Technology                             | Computing | Art & Design                      | Music      |  |
| PSHE & Relationships Education                           | Physical Education, (swimming KS2) |         | History                                       | Geography | KS2 - Foreign Languages & Culture |            |  |
| <b><u>Additional Offer at Rosehill School</u></b>        |                                    |         |   |           |                                   |            |  |
| Dance, Drama & Movement                                  | RE - Providing the local syllabus  |         | Multi Interactive Learning Environment (MILE) |           | Sensory Regulation                | Enrichment |  |

| Schemes of Work at Rosehill School  |
|---|
| <ul style="list-style-type: none"> <li>✓ English &amp; Communication: National Curriculum Programmes of Study, Rosehill English Schemes of Work, Sensory Bag Books and Colourful Semantics/ Phonics               <ul style="list-style-type: none"> <li>✓ Mathematics: National Curriculum Programmes of Study, Rosehill Maths Schemes of Work, Numicon</li> </ul> </li> <li>✓ Science: National Curriculum Programmes of Study, STRATA Scheme of Work (SC1 Enquiry to be incorporated termly) and Equals               <ul style="list-style-type: none"> <li>✓ PSHE &amp; Citizenship Education: Rosehill Specialised Programme including Relationships Education</li> </ul> </li> <li>✓ The Arts (Art, Music &amp; Drama): National Curriculum Programmes of Study, Rosehill Specialised Programmes of Study and ArtsMark               <ul style="list-style-type: none"> <li>✓ RE, MFL &amp; Cultures: Agreed Nottinghamshire Syllabus</li> <li>✓ SMSC &amp; FBV: Rosehill cross-curricula programmes</li> <li>✓ Computing: National Curriculum Programmes of Study and Equals Programme</li> <li>✓ Humanities: National Curriculum Programmes of Study and Equals Programme</li> </ul> </li> <li>✓ PE Curriculum, including Dance &amp; Swimming: National Curriculum Programmes of Study and Equals Programme               <ul style="list-style-type: none"> <li>✓ D&amp;T: National Curriculum Programmes of Study and Equals Programmes</li> </ul> </li> <li>✓ Community Inclusion &amp; Cultural Capital - Devised termly (Personalised- skills for life/ personal development)</li> <li>✓ Multi Interactive Learning Environment (MILE): Devised termly – Incorporating Intensive Interaction, relaxation, scenario based, 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> |