



Rosebank School

Name Class: Chestnut

Term Date: Autumn 1 2025

Topic Title: People who help
US

Vocabulary

Foundation Subjects: artist, painting, keyboard, laptop, mammal, survival, local area, map, coordination, balance.

Life Skills: safe, unsafe, stranger, emergency, emotions, Christian, bible.

LIFE Skills (PSHE)	LIFE Skills (ICP)	LIFE Skills (RE)	LIFE Skills (Zones of Regulation)			
<p>Safety First To explain what it means to stay safe and identify trusted adults they can go to if they feel unsafe. To recognise common dangers in the home and describe ways to stay safe in each situation. To describe safe behaviours when outside and explain what to do if they get lost or feel unsafe. To keep myself safe in different situations with people I don't know. To understand the difference between public and private information. To name trusted adults at home, school, and in the community, and explain how and when to ask for help in different situations.</p>	<p>Safety in the community <u>Walks safely by the side of road</u> To walk safely beside adult (no contact) by the side of road. To walk safely with group by side of road. To walk safely by side of road without support. <u>Crosses road safely</u> To cross the road safely with adult. To use a pelican crossing safely. To use a zebra crossing safely. To cross a road safely in a familiar and unfamiliar environment.</p>	<p>Why is the bible a special book for Christians? To know what makes a book "special". To know what sort of books are in the bible. To know what words of wisdom are in the bible. To explain what the story of David and Goliath teach a Christian. To know how the story of the stilling of the storm helps Christians. To know what prayers are in the bible and why Christians pray.</p>	<p>Me and my zones To name and describe a wider range of emotions. To explain the four Zones of Regulation (blue, green, yellow, red) and why they are helpful for understanding behaviour and feelings. To recognise and communicate which Zone they are in at a given time. To track and reflect on how feelings change throughout the day. To design and create a visual collage showing different emotions within the zones.</p>			
English	Maths	PE	Computing			
<p>Text: Lost and found by Oliver Jeffers <u>Writing outcome:</u> To write an adventure story based on the structure of 'Lost and Found' with a new animal. <u>Greater depth writing outcome:</u> To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.</p>	<table border="1"> <tr> <td><u>Year 1 - Units</u> Place Value Addition and subtraction shape</td> <td><u>Year 2 - Units</u> Place value Addition and subtraction shape</td> <td><u>Year 3 - Units</u> Place value Addition and subtraction Multiplication and division.</td> </tr> </table>	<u>Year 1 - Units</u> Place Value Addition and subtraction shape	<u>Year 2 - Units</u> Place value Addition and subtraction shape	<u>Year 3 - Units</u> Place value Addition and subtraction Multiplication and division.	<p>Balance and core skills To use coordination in our exercises. To show determination to keep moving even when we are tired. To know what AMRAP stand for. To identify what we find challenging and why. To work under time pressure and challenge. To beat our previous score and work out the difference.</p>	<p>Information technology – typing skills To identify keys on a keyboard. To practise typing letters and words using a keyboard. To make capital letter using a keyboard. To use more than one hand when typing. To type numbers and letters using the keyboard.</p>
<u>Year 1 - Units</u> Place Value Addition and subtraction shape	<u>Year 2 - Units</u> Place value Addition and subtraction shape	<u>Year 3 - Units</u> Place value Addition and subtraction Multiplication and division.				
Science	Art/D&T	Geography/History	Educational Visits			
<p>To explore and identify a variety of mammals, understand their key features, and learn about their basic needs for survival. To identify different birds, their features and explore their needs for survival. To explore different types of fish and their features</p>	<p>Art – Lowry To know who the artist Lowry is. To compare paintings. To paint a seascape using mixed colours. To paint a background. To draw matchstick figures.</p>	<p>Local geography – Mapwork To be able to locate the local area on a map. To understand what our local area is like. To recognise human features in the context of children's own locality.</p>	<ul style="list-style-type: none"> • Minibus week 1 – Barton park • Minibus week 2 – Marbury • Minibus week 3 – Cuddington park • Minibus week 4 – Vickersway • Minibus week 5 – Grange Park • Minibus week 6 – Kelsall park • Minibus week 7 – Whalton hall gardens 			

and look at specific needs for survival.
To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To make a collage based off the work of Lowry.

To understand different types of housing and jobs in the local area.
To follow a map to locate places in the local area.

- Minibus week 8 – Frodsham park