



Rosehill School: Curriculum Map 2024 - 2025 Class 9, 10 & 11 KS4

Areas of learning and experience Subject	Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2	
	Topic		Topic		Topic	
	Our Past	World News	Dangerous Weather (Science Focus)	Food and Nutrition (Cooking and independence Focus)	Green Planet – Reforestation	Countries (Case Study) (PHSE and Geography Focus)
Communication, Speech, Language & Literacy	<p>Communication</p> <p>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.</p>					
	<p>Depending on the texts selected (in no specific order) children need to be learning to:</p> <p>Listen to (and read) poems about feelings and poems by significant poets, shape poems and riddles; stories from other cultures, stories by significant authors, adventure stories, myths and legends and books raising issues; instructions, emails, letters and recounts.</p> <p>Write posters, instructions, emails and letters; re-tell stories; write recounts of visits and events and explanations.</p> <p>Use glossaries and dictionaries where relevant.</p>					



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		<p>Oliver Twist (adapted version, e.g. Usborne Young Reading) Author: Montefiore</p> <p>Non-fiction books from Our Past KS1 BookLife</p>	<p>Home - CBBC Newsround</p> <p>Can You Believe It?: How to Spot Fake News and Find the Facts Author: Joyce Grant (for some pupils)</p> <p>Once Upon an Ordinary School Day Author: Colin McNaughton</p> <p>Use resources and ideas from: Unit: Recount: news report KS1 English Oak National Academy (thenational.academy)</p> <p>Feelings: Poems For Kids and Their Grown-ups Author: Katie Fraser-Kirk</p>	<p>Home and Dry Author: Sarah L. Smith</p> <p>After the Storm Author: Nick Butterworth</p>	<p>Cook Together Author: Pat-a-Cake</p> <p>I want to be a Chef: An Illustrated book for Children - Cooking - Restaurant - Job Author: Peter J</p> <p>Just Try It! (A Phil & Lil Book) Author: Phil Rosenthal, Lily Rosenthal</p>	<p>One Little Bird Paperback Author: Sheryl Webster</p> <p>Zonia's Rainforest Author: Juana Martinez Neal</p> <p>The Giving Tree Author: Shel Silverstein</p> <p>Greeny Author: Nielle P Marques</p> <p>Let's Save Our Planet: Forests: Uncover the Facts. Be Inspired. Make A Difference Author: Jess French (Au</p> <p>Dear Children: A Call to Action: Ousted Orangutan and the Deforestation Crisis Author: M.J. Davis</p>	<p>Books about a chosen country (e.g. Around the World (younger children) BookTrust)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Problem Solving, Maths, Science & Technology</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p>	<p>Number; 3.5 weeks (Place Value) Begin to talk about their work Compare values Record numbers of objects using numerals Count forwards and backwards</p>	<p>Number; 3.5 weeks (Addition and Subtraction) Solve number problems – concrete, pictorial and abstract. Solve problems Solve problems by partitioning</p>	<p>Number; 2.5 weeks (Multiplication and Division) Solve problems using arrays Understand multiplication as repeated addition Recall division facts</p>	<p>Number; 3 weeks (Place Value) Partition numbers into hundreds, tens and units Count forwards and backwards Write numerals</p>	<p>Number 3 weeks (Addition and Subtraction) Solve problems Use the symbols of operation Solve problems by partitioning Use concrete, pictorial and abstract</p>	<p>Number; 3.5 weeks (Fractions) Find half and quarter of objects and quantities Start to use and recognise the notation $\frac{1}{2}$ and $\frac{1}{4}$</p>
		<p>Geometry; 3.5 weeks (Position direction and movement) Give instructions for someone to turn. Programme the beebot to make a journey Use the language of direction</p>	<p>Measurement; 2.5 weeks (Shape properties, lines and angles) Recognise a right angle in 2D shapes and everyday objects. Know the number of vertices, faces etc on 2D and 3D shapes</p>	<p>Statistics; 3 weeks (Data, representations and correlations) Use a tally Make a bar graph Answer questions about data.</p>	<p>Measurement; 3 weeks (Money) Use coins to make different values of money Use different coins to make the same amount Use money to purchase items in the shop</p>	<p>Geometry; 2.5 weeks (Time) Show time in 5 minute intervals Show quarter to and quarter past Show half past Compare intervals of time</p>	<p>Measurement; 3.5 weeks (Mass) Record mass in standard units Compare weight and size Use a balance to find which is heavier</p>



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Science	<p>Making circuits Energy Electricity</p> <ul style="list-style-type: none"> To identify everyday things that use electricity and sort according to mains or battery powered To recognise that electricity can be dangerous and some of the dangers To explore and make a simple circuit <p>Please complete a mix of practical lessons using the Scientific process/ methods, and add to these with lessons on key knowledge and vocabulary from this topic (see resource folder).</p>	<p>Health, disease and the development of medicines Microbes and drugs</p> <ul style="list-style-type: none"> To explore the benefits and harmful effects of microbes To recognise the importance of being healthy and the helpful and harmful aspects of drugs/ medicines <p>Please complete a mix of practical lessons using the Scientific process/ methods, and add to these with lessons on key knowledge and vocabulary from this topic (see resource folder).</p>	<p>Material cycles and energy – Photosynthesis Plants</p> <ul style="list-style-type: none"> To explore the parts of a plant To begin to link different parts of a plant with their function To explore plant reproduction and growth To recognise what plants need to keep healthy <p>Please complete a mix of practical lessons using the Scientific process/ methods, and add to these with lessons on key knowledge and vocabulary from this topic (see resource folder).</p>
	F	<p style="text-align: center;">Food Technology - Exploring Global Food</p> <p>Lower pathways -Explore a range of foods from different countries, cultures and festivals.</p> <p>Upper Pathways -Introduce children to the teaching kitchen and observe safe practice whilst honing skills taught previously. Use the following as a basis of lessons to adapt to the needs of individuals and ability. Year 7 Schemes of Work - Food A Fact Of Life</p>	<p style="text-align: center;">Food and Nutrition (Cooking and independence Focus)</p> <p>Lower pathways -Explore healthy snacks that can be made with support for break/lunch times.</p> <p>Upper Pathways -Introduce children to the teaching kitchen and observe safe practice whilst honing skills taught previously. Use the following as a basis of lessons to adapt to the needs of individuals and ability. Year 7 Schemes of Work - Food A Fact Of Life</p>



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	Computing & E-Safety	<p style="text-align: center;">Our Past <i>E- safety</i></p> <p>To learn how devices have changed through time and become apps.</p> <p style="padding-left: 40px;">To become more confident identifying icons (maps, camera phone).</p> <p>To learn that online can represent real or fantasy situation then sort real and fantasy.</p> <p style="padding-left: 40px;">To play games that involve making choices.</p>	<p style="text-align: center;">World News <i>Digital literacy</i></p> <p>To learn the icons and emoji have meaning.</p> <p>To use search engines to search for information.</p> <p>To select icons emojis to show expression to content (news stories)</p> <p>To make a presentation either individually or as a group.</p> <p>To edit slideshow to have slide transitions.</p>	<p style="text-align: center;">Dangerous Weather <i>Key skills</i></p> <p>To develop their typing skills and mouse control when using the computer.</p> <p>To gain confidence in recording and editing.</p> <p>To use a search engine to find information and images.</p> <p>To save images for use.</p> <p>To share and present their work in different mediums i.e. video, talk tins posters.</p>	<p style="text-align: center;">Food and Nutrition <i>Programming</i></p> <p>To learn about different devices that are used in food preparation.</p> <p>To learn about safe use and storage of electronic equipment.</p> <p>To sequence a set of instructions to achieve a desired outcome.</p>	<p style="text-align: center;">Green Planet Reforestation <i>Programming</i></p> <p>To learn that devices can be controlled through direct instructions.</p> <p>To learn that some devices are controlled using multiple instructions.</p> <p>To learn to sequence a set of instructions to achieve a desired outcome.</p> <p style="padding-left: 40px;">Create and debug simple programs to move a robot</p> <p>For more confident pupils, use block coding to control a device- Sphero, purple mash, scratch</p>	<p style="text-align: center;">Countries <i>Key skills</i></p> <p>To use search engines to find information.</p> <p>To create drawings using an appropriate access device (IWB, iPad, computer- link to flags)</p> <p>To improve mouse control and tracing accuracy.</p> <p>To experience making decisions about their work.</p> <p>To is complete and print it out</p>
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Creative Arts

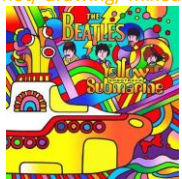
Art & Design

Linked with Celebrating Black History.
MIXED MEDIA.
Explore the cultures in the classroom using sensory provision. Colours, food, music.

Lower Pathways: Look at the classic British band the Beatles. Listen to the music, watch performances and examine the album covers.
Replicate the album covers using photography and mixed media.



Upper Pathways: Compare and contrast the different styles of album cover. Focus on the yellow submarine album cover – replicate using phot/ drawing/ mixed media.



Linked with film and media in English
COSTUME AND STAGE DESIGN.
LINK TO XMAS PLAY
Explore how films create settings and characters through visual identity.

Lower Pathways: Make a backdrop for the xmas play.



Upper Pathways:
Make costumes for the xmas play.



Linked with Geography – weather.
PRODUCT DESIGN
Create weather STEM activities to share with the school.



Lower Pathways:
Differentiate STEM activity as needed.

Upper Pathways:
Differentiate STEM activity as needed.

See DT –food tech for this half term's creative curriculum

Linked with science – natural world.
PAINTING, PRINTING AND COMPUTER AIDED DESIGN.
Explore the flower paintings/Prints of William Morris and those he influenced.

Lower Pathways: To use printing and CAD to create work like William Morris



Upper Pathways: Look at the artists and designers influenced by William Morris. Choose from the below to compare and contrast.

- Lindsay Phillip Butterfield (1869 – 1948) ...
- Walter Crane (1845 – 1915) ...
- Lewis Foreman Day (1845 – 1910) ...
- John Henry Dearle (1860 – 1932) ...
- Arthur Heygate Mackmurdo (1851 – 1942) ...
- Sidney Mawson (1876 – 1937) ...
- Allan Francis Vigers (1858 – 1921) ...
- Charles Voysey (1857 – 1941)

Linked with Geography – locations and graphical features.

Lower Pathways: To experience crafts and arts from around the world – link to the countries you are exploring.



LINK:



[10 Crafts from Around the World - In The Playroom](#)

Upper Pathways: To explore various crafts from different countries – more challenge.





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Personal Development, Health & Emotional Wellbeing	PSHE & RSHE			<ul style="list-style-type: none"> Classes will create opportunities for purposeful listening- Using environmental sounds and musical instruments Classes will enhance musical experiences by introducing sensory items for shared exploration Classes will encourage 'musical play' Classes will engage with 'non lyric based' singing sessions <p>Pupils with a keen interest or talent in music will also access group ensembles and tuition with specialist music teachers</p>			
		Music	Music		Music	Music	
		<p>Anyone Can Play SEN: Charanga Unit 1- Introducing Instruments Unit 2- Exploring Instruments Unit 3- Choosing Instruments Unit 4- Introducing Sway Unit 5- Introducing March Unit 6- Introducing Loud and Quiet</p>	<p>Rehearsals for Rosehill Christmas Play</p> <p style="text-align: center;">'Rosehill Saves Christmas'</p>	<p>Anyone Can Play SEN: Charanga Unit 7- Contrast Unit 8- Imitation Unit 9- Waltz Unit 10- March Unit 11- Loud and Quiet Unit 12- Boogie Train</p>	<p>Anyone Can Play SEN: Charanga Unit 13- Instrument skills Unit 14- Right Sound, Right Time Unit 15- Playing in a Group Unit 16- Directing Unit 17- Shake-Tap-Ring Unit 18- Shhh!</p>	<p>Anyone Can Play SEN: Charanga Unit 19- Playing Quietly Unit 20- Using Flash Cards Unit 21- Composition Unit 22- Patterns Unit 23- Pulse Unit 24- Pitch</p>	<p>Rehearsals for Rosehill's Got Talent Classes select and rehearse a song following Charanga KS1 or KS2 Topics or units of work.</p>
		<p style="text-align: center;">Self-Awareness</p> <p>SA3 Prejudice and discrimination</p> <p>Knowledge from Key Stage 3, plus; What stereotyping means. Constructive strategies for responding to prejudice and discrimination. Stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>	<p style="text-align: center;">Self-Care, support and Safety</p> <p>SSS7 Gambling</p> <p>Examples of 'taking a chance'. Meaning of the term 'gambling' and Places and ways this might take place. What it means to 'win' or 'lose' in relation to gambling. Reasons why people might choose to gamble. Risks associated with chance-based transactions (including in-game purchases) and gambling, including online. Influences or pressures on people to gamble (e.g. advertising, friends). Where and from whom to get help with gambling if we are worried about ourselves or others. Strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes). Strategies for managing influences related to gambling.</p>	<p style="text-align: center;">Managing Feelings</p> <p>MF3 Romantic feelings and sexual attraction</p> <p>Knowledge from Key stage 3, plus; Appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation. Everyone of all genders and sexual orientation is unique, special and worthy of respect. Reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p>	<p style="text-align: center;">Healthy Lifestyles</p> <p>HL7 Drugs, Alcohol and Tobacco</p> <p>Substances people might swallow, drink or inhale that could be harmful to their health. What alcohol is and how alcoholic drinks are different to non- alcoholic drinks. Common legal drugs (e.g. nicotine and alcohol). There are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Benefits of not smoking/vaping or drinking alcohol, or of delaying use. Most young people choose not to smoke/vape, drink alcohol or use drugs. There are special rules (laws) around supplying or possessing illegal substances, and why they exist.</p>	<p style="text-align: center;">Changing and Growing</p> <p>MF3 Romantic feelings and sexual attraction</p> <p>Build on Key stage 3 knowledge, plus; Talk to about relationships. Aspects of relationships that we are responsible for (e.g. being respectful, honest and kind). Positive strategies to manage inappropriate behaviour towards us. Some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices). What we can do if we are worried or concerned about an unhealthy relationship. Strategies to help us negotiate and assert our rights in a relationship.</p>	<p style="text-align: center;">The World I Live in</p> <p>WIL1 Diversity/rights and responsibilities</p> <p>Build on the knowledge from Key stage 3, plus; Everyone has 'human rights' and that the law protects these rights. Our rights to different opportunities in both education and work. Different cultures and faith groups have the right to practise their customs and beliefs within British law. How stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination. How to safely challenge stereotyping or discrimination when we witness or experience it. Whom we can talk to if we are worried about our rights or those of other people.</p>



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	Physical Education	<p>Multi-Skills/ Rebound Therapy Develop & master basic sending actions with hands and feet. Develop & master 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 done.</p>	<p>Gymnastics/ Rebound Therapy Perform actions, movements and shapes with increasing consistency and control. Apply with help compositional principles when performing a short sequence with a partner. 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 Control balls using hands, feet and a variety of equipment. Send and receive a ball and to keep possession. Develop rebound therapy skills and progress through the stages. Communicate how they feel after physical activity using signs, symbols, words and pictures. Watch each other skills and communicate on their own performance.</p>		<p>Net wall games/ Rebound Therapy Explore skills needed when playing net/ wall games. Develop some of these skills and perform with control and co-ordination. Develop rebound therapy skills and progress through the stages. Communicate through signs and symbols what they enjoyed the most.</p>		<p>Striking and fielding/ Rebound Therapy Develop their ability to throw, bat field and catch. Apply more specific techniques. Develop rebound therapy skills and progress through the stages. Understand the importance of warming up/ cooling down. Communicate what activities they enjoyed.</p>	<p>Athletics/ Rebound Therapy Run consistently at different speeds, demonstrate a combination of different jumps and use a range of throwing techniques. Choose and use the best technique for different challenges and equipment. Prepare skills needed for sports day. Develop rebound therapy skills and progress through the stages. Watch each other skills and communicate on their own performance.</p>
	Sensory	<i>See OT sensory plans</i>								



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Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p>History- Celebrating the different cultures in class.</p> <p>Focus: exploring cultures and communities within class. This can be through food, art and photos/pictures.</p> <p>Black History month project TBC</p>	<p>Humanities project: creating a film about the local area/ Nottingham</p> <p>Focus: exploring the local area, creating maps of what is available, recording wildlife and plants, discovering the history of Nottingham through the castle and robin hood. Reporting findings through film and photo.</p>	<p>Geography- dangerous weather</p> <p>Focus: what is weather? Different types of weather (rain, wind, thunder and lightning, tornados) Why is some weather more dangerous than others? How can we keep ourselves safe?</p>	<p>History- Food of the past</p> <p>Focus: healthy recipes from history</p> <p>Examples: Tudor pottage, Roman spelt bread, Victorian ginger cake</p>	<p>Geography- Reforestation</p> <p>Focus: what is reforestation and why is it important? Looking at the changes to our planet and what we can do to help.</p> <p>Suggestion: planting new trees, seasonal planting in class or out in school garden- raspberries, courgette, melon, pansies</p>	<p>History- Summer holidays then and now</p> <p>Focus: Holidays now/ then. Looking at differences between holiday at the seaside throughout history.</p> <p style="text-align: center;">Resources</p>
	Religious Education, SMSC, FBV	<p>Hinduism Focus Story : Rama and Sita</p> <p>How does Rama and Sita teach courage and loyalty?</p>	<p>Christianity Focus Story : The Christmas Story</p> <p>Has Christmas lost its meaning?</p>	<p>Islam Focus Story : The Crying Camel</p> <p>How can we apply the lessons from this story into our lives?</p>	<p>Christianity Focus Story – the Easter Story</p> <p>How important is it to Christians that Jesus came back to life?</p>	<p>Hinduism Focus Story – The Birth of Ganesh</p> <p>How did Ganesh become the ‘remover of the obstacles’</p>	<p>Christianity Focus Story – The Good Samaritan</p> <p>What are the qualities of a good Samaritan – examples in popular culture.</p>
	Careers	<p style="text-align: center;">AWARENESS OF OPPORTUNITIES</p> <p>Develop an awareness of the extent and diversity of opportunities in learning and work</p> <p style="text-align: center;">CHOICE MAKING</p> <p>Relate my own abilities, attributes and achievements and make informed choices based on an understanding of available options</p>		<p style="text-align: center;">MY SKILLS</p> <p>Recognise, develop and apply my skills for employability</p> <p style="text-align: center;">LEARN FROM PEOPLE</p> <p>Learn from contact with people who work, learn to work with people and be part of a team</p>		<p style="text-align: center;">THE WIDER PICTURE</p> <p>Learn about how and why businesses operate</p> <p style="text-align: center;">DEVELOP AWARENESS OF HEALTH AND SAFETY AT WORK</p> <p>Learn about important safety procedures and implement these in practical work-related activities.</p>	



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Community Inclusion	<p style="text-align: center;">Accessing the Café</p> <p>Recognises café symbol Locates empty chair/table Tolerates items on table Tolerates sitting at table with others Remains seated at table with adult throughout Waits at table for food/drink to arrive Remains at table until group is ready to leave Will order food / drink with support Will order food /drink independently Will hand over money for items purchased</p>	<p style="text-align: center;">Accessing Shopping</p> <p>Can behave appropriately in shops of varying sizes Can behave appropriately in shopping centres Is confident using lifts and escalators Is able to stand in queues Is able to carry basket Is able to push a trolley Is able to load conveyor belt Is able to hand over money in exchange for goods / check receipt Is able to pack bags Handles only items to be bought</p>	<p style="text-align: center;">Accessing Public Transport</p> <p>Will wait at stop appropriately Will board the transport appropriately Will engage in handing over fare / destination Will find a place to sit and sit appropriately in seat, with support Will wait patiently on transport Copes well during tricky situations on public transport Is involved in preparing to get off transport e.g. ring bell on bus Will dismount transport appropriately Will explore planning a journey Understands sequence of events for using public transport</p>
	<p style="text-align: center;">Developing Road Safety Skills</p> <p>Walks, next to an adult as appropriate Can stand/wait at kerb Will stop at kerb when walking ahead Can walk sensibly across road Looks and listens before crossing Can cross minor road Uses pelican crossing Uses zebra crossing Uses central refuge</p>		
LIVE	<p>Each half term pupils will be offered a range of opportunities to develop and promote skills, interest and hobbies. LIVE – Learning, Independence, Volunteering and Enterprise</p>		



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		<p style="text-align: center;">Class 9 Being Healthy</p> <p>Exercise With support, identify different types of exercise.</p> <p>Hygiene With support, identify different types of hygiene,</p> <p>Eating With support, identify healthy and other foods. <i>Be involved in keeping themselves healthy.</i> <i>Join in different types of exercise, making healthy snacks and completing hygiene tasks (washing hands).</i> Students begin to recognise why exercise keeps them healthy, how being hygienic keeps them healthy and how eating healthy foods keeps them healthy.</p>		<p style="text-align: center;">Class 9 Looking after your own environment</p> <p>Co-operate with an adult when completing tasks, begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform cleaning tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support. Show some understanding of how to look after their own environment</i> Complete cleaning/ tidying tasks with increased independence. Follow simple instructions (verbal/written) to complete work-related task. Develop understanding of basic safety. Understand what will happen if we don't look after our own environment.</p>		<p style="text-align: center;">Class 9 Personal Care</p> <p>Co-operate with an adult when personal care tasks; begin to develop basic skills and knowledge necessary to conduct personal care tasks. Begin to perform routine personal care tasks with reduced prompts and support; begin to understand the role and importance of personal care. Complete a personal care task with increased independence. Follow simple instructions (verbal/written) to complete personal care task. Develop understanding of the role and importance of personal care. Demonstrate safe use of personal care equipment.</p>		<p style="text-align: center;">Class 9 Enterprise</p> <p>Co-operate with an adult when accessing enterprise tasks and begin to develop communication and independence skills to participate in these tasks with less support <i>Begin to perform enterprise tasks with some assistance; understand basic money skills and the value of fundraising, whilst being able to complete tasks with support</i> Complete a range of enterprise tasks independently or following simple instructions (written or verbal); develop an understanding of fundraising/money skills and the concept of charity in our community, make informed choices within the activities and suggest ways of fundraising ideas</p>		<p style="text-align: center;">Class 9 Caring for the environment</p> <p>Co-operate with an adult when completing recycling and other tasks; begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform recycling and other tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support. Show some understanding of how to care for the environment.</i> Complete recycling and other environmental tasks with increased independence. Follow simple instructions (verbal/written) to complete work-related task. Develop understanding of basic safety. Understand what will happen if we don't look after the environment.</p>	<p style="text-align: center;">Class 9 Growing and Caring for Plants</p> <p>Co-operate with an adult when completing gardening/ maintenance tasks; begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform routine gardening and ground maintenance tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support</i> Independently complete a range of gardening and ground maintenance tasks. Follow simple instructions (verbal/written) to complete work-related task. Develop understanding of basic safety including use PPE equipment Demonstrate safe use of gardening tools</p>
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		<p style="text-align: center;">Class 10 Looking after your own environment</p> <p>Co-operate with an adult when completing tasks, begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform cleaning tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support. Show some understanding of how to look after their own environment</i></p> <p>Complete cleaning/ tidying tasks with increased independence.</p> <p>Follow simple instructions (verbal/written) to complete work-related task.</p> <p>Develop understanding of basic safety. Understand what will happen if we don't look after our own environment.</p>		<p style="text-align: center;">Class 10 Personal Care</p> <p>Co-operate with an adult when personal care tasks; begin to develop basic skills and knowledge necessary to conduct personal care tasks.</p> <p>Begin to perform routine personal care tasks with reduced prompts and support; begin to understand the role and importance of personal care.</p> <p>Complete a personal care task with increased independence.</p> <p>Follow simple instructions (verbal/written) to complete personal care task. Develop understanding of the role and importance of personal care.</p> <p>Demonstrate safe use of personal care equipment.</p>		<p style="text-align: center;">Class 10 Being Healthy</p> <p>Exercise With support, identify different types of exercise.</p> <p>Hygiene With support, identify different types of hygiene,</p> <p>Eating With support, identify healthy and other foods. <i>Be involved in keeping themselves healthy. Join in different types of exercise, making healthy snacks and completing hygiene tasks (washing hands).</i></p> <p>Students begin to recognise why exercise keeps them healthy, how being hygienic keeps them healthy and how eating healthy foods keeps them healthy.</p>		<p style="text-align: center;">Class 10 Caring for the environment</p> <p>Co-operate with an adult when completing recycling and other tasks; begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform recycling and other tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support. Show some understanding of how to care for the environment.</i></p> <p>Complete recycling and other environmental tasks with increased independence.</p> <p>Follow simple instructions (verbal/written) to complete work-related task.</p> <p>Develop understanding of basic safety. Understand what will happen if we don't look after the environment.</p>		<p style="text-align: center;">Class 10 Growing and Caring for Plants</p> <p>Co-operate with an adult when completing gardening/ maintenance tasks; begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform routine gardening and ground maintenance tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support</i></p> <p>Independently complete a range of gardening and ground maintenance tasks.</p> <p>Follow simple instructions (verbal/written) to complete work-related task.</p> <p>Develop understanding of basic safety including use PPE equipment</p> <p>Demonstrate safe use of gardening tools</p>	<p style="text-align: center;">Class 10 Enterprise</p> <p>Co-operate with an adult when accessing enterprise tasks and begin to develop communication and independence skills to participate in these tasks with less support <i>Begin to perform enterprise tasks with some assistance; understand basic money skills and the value of fundraising, whilst being able to complete tasks with support</i></p> <p>Complete a range of enterprise tasks independently or following simple instructions (written or verbal); develop an understanding of fundraising/money skills and the concept of charity in our community, make informed choices within the activities and suggest ways of improvement for future fundraising ideas</p>
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		<p style="text-align: center;">Class 11 Personal Care</p> <p>Co-operate with an adult when personal care tasks; begin to develop basic skills and knowledge necessary to conduct personal care tasks. Begin to perform routine personal care tasks with reduced prompts and support; begin to understand the role and importance of personal care.</p> <p>Complete a personal care task with increased independence. Follow simple instructions (verbal/written) to complete personal care task. Develop understanding of the role and importance of personal care. Demonstrate safe use of personal care equipment.</p>	<p style="text-align: center;">Class 11 Being Healthy</p> <p>Exercise With support, identify different types of exercise.</p> <p>Hygiene With support, identify different types of hygiene,</p> <p>Eating With support, identify healthy and other foods. <i>Be involved in keeping themselves healthy.</i> <i>Join in different types of exercise, making healthy snacks and completing hygiene tasks (washing hands).</i></p> <p>Students begin to recognise why exercise keeps them healthy, how being hygienic keeps them healthy and how eating healthy foods keeps them healthy.</p>	<p style="text-align: center;">Class 11 Looking after your own environment</p> <p>Co-operate with an adult when completing tasks, begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform cleaning tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support. Show some understanding of how to look after their own environment</i></p> <p>Complete cleaning/ tidying tasks with increased independence.</p> <p>Follow simple instructions (verbal/written) to complete work-related task. Develop understanding of basic safety. Understand what will happen if we don't look after our own environment.</p>	<p style="text-align: center;">Class 11 Growing and Caring for Plants</p> <p>Co-operate with an adult when completing gardening/ maintenance tasks; begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform routine gardening and ground maintenance tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support</i></p> <p>Independently complete a range of gardening and ground maintenance tasks. Follow simple instructions (verbal/written) to complete work-related task.</p> <p>Develop understanding of basic safety including use PPE equipment Demonstrate safe use of gardening tools</p>	<p style="text-align: center;">Class 11 Enterprise</p> <p>Co-operate with an adult when accessing enterprise tasks and begin to develop communication and independence skills to participate in these tasks with less support <i>Begin to perform enterprise tasks with some assistance; understand basic money skills and the value of fundraising, whilst being able to complete tasks with support</i></p> <p>Complete a range of enterprise tasks independently or following simple instructions (written or verbal); develop an understanding of fundraising/money skills and the concept of charity in our community, make informed choices within the activities and suggest ways of improvement for future fundraising ideas</p>	<p style="text-align: center;">Class 11 Caring for the environment</p> <p>Co-operate with an adult when completing recycling and other tasks; begin to develop basic skills and knowledge regarding working/working together. <i>Begin to perform recycling and other tasks with reduced prompts and support; understand basic safety rules and complete tasks safely, with support. Show some understanding of how to care for the environment.</i></p> <p>Complete recycling and other environmental tasks with increased independence.</p> <p>Follow simple instructions (verbal/written) to complete work-related task.</p> <p style="text-align: center;">Develop understanding of basic safety. Understand what will happen if we don't look after the environment.</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>						



Rosehill School: Curriculum Map 2024 - 2025 Class 9, 10 & 11 KS4

Subject Structure

Compulsory Curriculum at Rosehill School

Communication Community Inclusion LIVE (Learning, Independence, Volunteering and Enterprise)

KS 4 National Curriculum Entitlement

English	Mathematics PSHE & Relationships & Sex Education	Science & Sex Education	Design Technology Physical Education	Computing History	Art & Design Geography	Music	RE - Providing the local syllabus Foreign Languages & Culture
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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
 - ✓ LIVE: Rosehill's Programme of Study
 - ✓ Work Related Learning, Careers Education & Work Experience: Rosehill WRL