



Rosehill School: Curriculum Map 2024 - 2025 Class 12, 13 & 14 (KS5)

Areas of learning and experience Subject	Autumn Term 1 & 2		Spring Term 1 & 2		Summer Term 1 & 2	
	Topic		Topic		Topic	
	Cultures Now and then	Film and Media (English Focus)	Impact of Dangerous Weather (Science Focus)	Catering (Cooking and independence focus)	Green Planet – Eco Schools Challenge (Science Focus)	Continent (Case Study, PHSE and Geography Focus)
Communication, Speech, Language & Literacy	Communication	<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>				



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	English	<p>Jumbo: The Most Famous Elephant Who Ever Lived Author: Alexandra Stewart & Emily Sutton Non-fiction</p> <p>The Great Stink Author: Colleen Paeff and Nancy Carpenter</p> <p>Compare stories from the past with modern time. Pupils to learn to take part in a conversation and express their views/ likes/ dislikes</p> <p>AIM: Speaking and Listening to take part in a Conversation E1</p> <p>UAS: UAS AQA: - differentiated units (level/ unit to be selected by the teacher)</p> <p>AQA Programmes Unit Award Scheme unit details</p> <p>AQA Programmes Unit Award Scheme unit details</p> <p>AQA Programmes Unit Award Scheme unit details</p>	<p>A Christmas Carol by Charles Dickens A Christmas Carol (2009) - video Dailymotion</p> <p>Look Inside Wild Weather Author: Emily Bone</p> <p>Flooded: Author: Mariajo Ilustrajo</p> <p>Stranded!: A Mostly True Story from Iceland Author: Ævar Pór Benediktsson</p> <p>Escape from Pompeii Author: Christina Balit (Author)</p> <p>AIM: Reading for Meaning E1</p> <p>UAS: UAS AQA: - differentiated units (level/ unit to be selected by the teacher)</p> <p>AQA Programmes Unit Award Scheme unit details</p> <p>AQA Programmes Unit Award Scheme unit details</p> <p>AQA Programmes Unit Award Scheme unit details</p>	<p>A Fast-food Restaurant (Work Experience) Author: Peter Clarke</p> <p>I want to be a Chef: An Illustrated book for Children - Cooking - Restaurant - Job Author: Peter J</p> <p>Bluey and Bingo's Fancy Restaurant Cookbook: Yummy Recipes, for Real Life Author: Penguin Young Readers Licenses</p> <p>AIM: Reading Words, Signs and Symbols E1</p> <p>UAS: AQA Programmes Unit Award Scheme unit details to be adapted</p> <p>AQA Programmes Unit Award Scheme unit details</p>	<p>Maybe You Might Author: Imogen Foxell</p> <p>Traction Man and the Beach Odyssey Author: Mini Grey</p> <p>The Greatest Show on Earth Author: Mini Grey (Author)</p> <p>Let's Save Our Planet: Forests: Uncover the Facts. Be Inspired. Make A Difference Author: Jess French</p> <p>Dear Children: A Call to Action: Ousted Orangutan and the Deforestation Crisis Author: M.J. Davis</p>	<p>Antarctica: A Continent of Wonder Author: by Mario Cuesta Hernando</p> <p>Shackleton's Journey Author: William Grill</p> <p>Antarctica (BookLife Non-Fiction Readers) Author: Shalini Vallepur</p>
Problem Solving, Maths, Science &	Mathematics	<p>Addition</p> <p>Accredited through AIM awards (14.1. Foundations for Learning and Life, unit L/650/6005) AQA UAS (121511 MATHS: APPLICATION OF NUMBER AND MAKING GROUPS OF UP TO THREE 116103 NUMERACY SKILLS IN PRACTICAL SITUATIONS)</p>	<p>Subtraction</p> <p>Accreditation - (AIM Entry 1/2/3) AQA UAS - TBC</p>	<p>Time</p> <p>Accreditation - (AIM Entry 1/2/3) AQA UAS - TBC</p>		



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Science Food Technology Computing & E-Safety	Renewable Energy and Electricity: <ul style="list-style-type: none"> Learning sources of electricity and what is renewable energy; Identifying everyday things that use electricity; Recognizing that electricity can be dangerous and some of the dangers; Exploring and making a simple circuit. 		Health and Safety Please note that in KS5 Science teaching alternates with other subjects e.g. Humanities		Health and Safety Please note that in KS5 Science teaching alternates with other subjects e.g. Humanities	
	Preparing dishes using local produce linked to harvest Planning shopping lists, going to shops and using shopping lists.		Food and Nutrition (Cooking and independence Focus)		Food from case study country	
	Following Safe and Healthy Working Practices When Using ICT Unit objectives from AIM awards (14.1. Foundations for Learning and Life, unit Y/616/1273).	Key skills To improve typing skills using apps and games. To build confidence typing letters in rows To type become familiar with keys on home row. To learn how to use special characters. To improve mouse skills including click and drag.	Following Safe and Healthy Working Practices When Using ICT Unit objectives from AIM awards (14.1. Foundations for Learning and Life, unit Y/616/1273).	Key skills To improve typing skills using apps and games. To build confidence typing letters in rows To type become familiar with keys on home row. To learn how to use special characters. To improve mouse skills including click and drag.	Send and Receive Information using ICT Unit objectives from AIM awards (14.1. Foundations for Learning and Life)	Key skills To improve typing skills using apps and games. To build confidence typing letters in rows To type become familiar with keys on home row. To learn how to use special characters. To improve mouse skills including click and drag.



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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 bands of the 60's e.g., Beatles, The Doors, The Velvet Underground. 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 OR the Jimmy Hendrix Experience – replicate using phot/ drawing/ mixed media.

Linked with film and media in English
COSTUME AND STAGE DESIGN.

[Link to Christmas play](#)

Explore how films create settings and characters through visual identity.

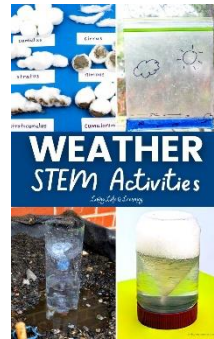
Lower Pathways: Make a backdrop for the Christmas play.



Upper Pathways: Make costumes for the Christmas 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.

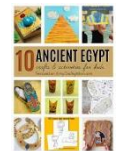
Lower Pathways: To experience crafts and arts from around the world – link to the countries you are exploring.



LINK:

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

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





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Music			<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	<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 '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>



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Personal Development, Health & Emotional Wellbeing	PSHE & RSHE	Relationships	Living in the Wider World	Health and Well-Being	Health and Well-Being	Relationships	Living in the Wider World
		<p>Diversity in Society</p> <p>Unit objectives from AIM awards (14.1. Foundations for Learning and Life, unit L/616/4431)</p>	<p>Media Literacy and digital resilience</p> <p>Set and maintain clear boundaries around personal privacy and to manage online safety in all its forms, including seeking help when appropriate. How social media can expand, limit or distort perspectives and recognise how content they create and share may contribute to, or challenge this. Be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation. When and how to report or access help for themselves or others in relation to extremism and radicalisation.</p>	<p>Sexual Health</p> <p>Select appropriate contraception in different contexts. Reduce the risk of contracting or passing on a sexually transmitted infection (STI). How to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment.</p>	<p>Drugs, Alcohol and Tobacco</p> <p>Manage alcohol and drug use in relation to immediate and long-term health How alcohol and drug use can affect decision making and personal safety, including looking out for friends, safe travel and drink-spiking. Impact of alcohol and drug use on road safety, work-place safety, reputation and career. Risks of being a passenger with an intoxicated driver and ways to manage this.</p>	<p>Forming and maintaining respectful relationships</p> <p>Manage mature friendships, including making friends in new places. Personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online. Develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. Constructive dialogue to support relationships and negotiate difficulties. Manage the ending of relationships safely and respectfully, including online. Recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships.</p>	<p>Work and Career</p> <p>How to identify and evidence strengths and skills when applying and interviewing for future roles and opportunities. How to produce a curriculum vitae and prepare effectively for interviews. How to recognise career possibilities.</p>



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Physical Education	<p>Fundamental skills/ Rebound Therapy Multi-Skills: Master basic sending actions with hands and feet. 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 Master 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 Master controlling 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 Master 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>Invasion Games/ Rebound Therapy Develop and master skills needed for striking and fielding. Apply more specific techniques. Develop rebound therapy skills and progress through the stages. Understand the importance of warming up/ cooling down. Communicate what activities the 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 Regulation	<i>See OT sensory plans</i>				



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Cultural Capital & Diversity	Religious Education, SMSC, FBV	<p>Hinduism Focus Story- Rama and Sita</p> <p>How do Hindus demonstrate teachings from the story in their lives?</p>	<p>Christianity Focus Story – The Nativity What is the most significant part of the Christmas story for today’s Christians?</p>		<p>Islam Focus story – The Crying Camel How do Muslims show kindness in their everyday lives?</p>	<p>Christianity Focus – The Easter Story How do Christians today remember the teachings of Jesus?</p>		<p>Hinduism Focus story – the Birth of Ganesh How do the themes of the story link to Hindu beliefs and practises?</p>	
	Preparation for Work, Careers Education & Work-Related Learning	<p>MY SKILLS</p> <p>Diversity in society including work places. Building confidence and self-esteem.</p>			<p>AWARENESS OF OPPORTUNITIES</p> <p>Develop an awareness of the extent and diversity of opportunities in learning and work</p> <p>WORKING WITH OTHERS – skills for working with others</p> <p>ESSENTIAL HEALTH AND SAFETY IN THE WORK PLACE</p>			<p>CHOICE MAKING CHOICE MAKING, JOB SEARCH AND CAREERS ADVICE (AIMS – Preparing for the future)</p> <p>AIMS – Reviewing and reflecting on own progress</p> <p>COMMUNITY ACTION – competition for best community action project</p>	
	Awards & Accredited Learning	<p>See within individual subject</p>			<p>See within individual subject</p>			<p>See within individual subject</p>	
	Community Inclusion	<p>Culture now and then Exploring our local area: Visiting places which classes in upper school are named after: Wollaton park and hall, Rufford park and Abbey, Sherwood Forest etc. Learning history and significance of the places.</p>			<p>Exploring our local area</p>			<p>Exploring and visiting places of interest in our local area</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>							
	LIVE	<p>Each half term pupils will be offered a range of opportunities to develop and promote skills, interest and hobbies.</p>							



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Subject Structure

Compulsory Curriculum at Rosehill School
Communication Community Inclusion

Functional Skills	Personal & Social Development	Independent Living	Health & Wellbeing	Vocational Learning
Accredited Learning ASDAN and AQA				

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 &
 - ✓ ASDAN and AQA *For details regarding qualifications, see accreditation and qualifications information