



## Rosehill School: Curriculum Map 2023 - 2024 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	
	Inventions	Leisure and Recreation	Palaeontology and Fossils	Take One Picture	Conservation Counts – Wildlife Charity Project	Work Places
Communication, Speech, Language & Literacy	Communication <p style="text-align: center; margin-top: 20px;">Creating a language rich environment: Teach key topic vocabulary, signs &amp; symbols. Use colourful semantics, communication books &amp; word mats, language aids &amp; apps. Weekly language opportunity groups to develop understanding &amp; 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 &amp; confidence.</p>					



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Problem Solving, Maths, Science & Technology	English	<p><b>Reading:</b></p> <p><b>Suggested texts</b></p> <p>The Story Machine by Tom McLaughlin (Author)</p> <p>Mrs Armitage Queen Of The Road by Quentin Blake (Author)</p> <p>Mrs Armitage on Wheels by Quentin Blake (Author)</p> <p><b>Writing – Instructions and Letters</b> Design your own machine and write instructions. Write a letter about your inventions.</p> <p><b>Writing – Recounts and diaries</b> Writing about hobbies, keeping a diary of events linked to hobbies. <a href="#">Shape poems, humorous verse</a> - poems about hobbies.</p>	<p><b>Reading:</b></p> <p><b>Suggested texts</b></p> <p>Let's Play Football! by Ben Lerwill</p> <p>I Am An Artist by Marta Altés (Author)</p> <p>The Artist by Ed Vere</p> <p>The Crayon Man. The true story of the invention of Crayola crayons by Natascha Biebow</p> <p>What I Like!: Poems for the Very Young by Gervase Phinn</p> <p><b>Writing – writing stories/ comic strips about real and imaginary creatures from the past</b></p>	<p><b>Reading:</b></p> <p><b>Suggested texts</b></p> <p>The Story of Life: A First Book about Evolution by Catherine Barr (Author), Steve Williams (Author)</p> <p>The Street Beneath My Feet by Charlotte Guillian (Author)</p> <p>Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt</p>	<p><b>Reading:</b></p> <p><b>Suggested texts</b></p> <p><b>TBC</b></p> <p><a href="#">Poems on similar themes</a></p>	<p><b>Reading:</b></p> <p><b>Suggested texts: Books/stories on similar themes</b></p> <p>The emerald forest by Catherine Ward</p> <p>Saving Sorya: Chang and the Sun Bear by Trang Nguyen (Author), Jeet Zdung (Author, Illustrator)</p> <p>Can We Save the Tiger? by Martin Jenkins</p> <p>Into the Wild by Thomas Docherty</p> <p>Non-fiction resources from <a href="#">The best charity clubs for kids</a>   <a href="#">TheSchoolRun</a></p> <p><b>Writing - Posters, letters</b> Writing about issues raised in stories. <a href="#">Letters: Dear Greenpeace   Year 1 English   Hamilton Trust (hamilton-trust.org.uk)</a></p> <p><a href="#">Writing about a visit to the farm/ zoo/ charity shop</a></p>	<p><b>Reading:</b></p> <p><b>Suggested texts:</b></p> <p>How to Be a Doctor and Other Life-Saving Jobs by Dr Punam Krishan</p> <p>I Like Animals... What Jobs Are There? by Steve Martin</p> <p>Clothesline Clues to Jobs People Do</p> <p>All Through the Night: The People Who Work While We Sleep by Polly Faber</p> <p><b>Writing -</b> Writing a dialogue – questions and answers about a job. Jobs fact files.</p>
	Mathematics	<p><b>Number; 3.5 weeks (Place Value)</b> Begin to talk about their work Compare values Record numbers of objects using numerals Count forwards and backwards</p> <p><b>Geometry; 3.5 weeks (Position direction and movement)</b> Give instructions for someone to turn. Programme the beebot to make a journey Use the language of direction</p>	<p><b>Number; 3.5 weeks (Addition and Subtraction)</b> Solve number problems – concrete, pictorial and abstract. Solve problems Solve problems by partitioning</p> <p><b>Measurement; 2.5 weeks (Shape properties, lines and angles)</b> Recognise a right angle in 2D shapes and everyday objects. Know the number of vertices, faces etc on 2D and 3D shapes</p>	<p><b>Number; 2.5 weeks (Multiplication and Division)</b> Solve problems using arrays Understand multiplication as repeated addition Recall division facts</p> <p><b>Statistics; 3 weeks (Data, representations and correlations)</b> Use a tally Make a bar graph Answer questions about data.</p>	<p><b>Number; 3 weeks (Place Value)</b> Partition numbers into hundreds, tens and units Count forwards and backwards Write numerals</p> <p><b>Measurement; 3 weeks (Money)</b> 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><b>Number 3 weeks (Addition and Subtraction)</b> Solve problems Use the symbols of operation Solve problems by partitioning Use concrete, pictorial and abstract</p> <p><b>Geometry; 2.5 weeks (Time)</b> Show time in 5 minute intervals Show quarter to and quarter past Show half past Compare intervals of time</p>	<p><b>Number; 3.5 weeks (Fractions)</b> Find half and quarter of objects and quantities Start to use and recognise the notation <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></p> <p><b>Measurement; 3.5 weeks (Mass)</b> Record mass in standard units Compare weight and size Use a balance to find which is heavier</p>



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Science	<p style="text-align: center;"><b>Animals and humans-Heart and Lungs</b></p> <p><b>Lower Pathways:</b> Link to leisure and recreation topic – how exercise makes us feel.</p> <p><b>Upper Pathways:</b> To explore how the heart and lungs work. To explore the circulatory system and its health.</p>		<p style="text-align: center;"><b>Rocks and Fossils (link to Palaeontology)</b></p> <p><b>Lower Pathways:</b> Sensory exploration of rocks, fossils and soils.</p> <p><b>Upper Pathways:</b> To explore, label and categorise rocks, fossils and soil.</p> <p style="text-align: center; background-color: yellow;"><b>Nottingham Festival of Science and Curiosity TBC</b></p> <p style="text-align: center; background-color: yellow;"><b>National Science Week 2024 "TIME"</b></p>		<p><b>Conservation Project – linked to topic</b></p>	
	F	<p style="text-align: center;"><b>Food Technology - Exploring Specialist Diets</b></p> <p>To explore a range of meals for a special diet. Investigate special diets. Explore a range of different diets Vegan / Vegetarianism / GI. To understand each diet / what types of food they do and do not eat. Produce a two-course meal for a specialist diet. Combining ingredients / think about cross contamination of food.</p>		<p style="text-align: center;"><b>Food Technology - Exploring Chocolate</b></p> <p>Looking at history of chocolate. Create a piece of chocolate for a target audience. Design and make a package for your chocolate design and make a chocolate mould. Combining ingredients / chocolate tempering / hygienic packaging / competitive pricings.</p> <p>Make different chocolate puddings and evaluate.</p> <p style="text-align: center;">Trip to cadbury's world.</p>		<p style="text-align: center;"><b>Food Technology - Knowledge Eat your 5 a day</b></p> <p>Investigate that different foods have different nutritional values. Explore a range of fruit and vegetables. Design and make a salad either fruit or using vegetables. Choosing fruit / tasting different fruits / vegetables. Chopping / preparing / eating own foods.</p>
Computing & E-Safety		<p><b>Research using the internet and present information:</b></p> <p>Learn that the Internet contains large amounts of 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 a range of programmes to present information e.g. word, purple mash, PowerPoint etc. On PowerPoint, add effects and images to the slides. Use search engines to search for key words on a topic. Ask permission before using the internet. Use the internet safely and know who to report concerns to.</p>	<p><b>Multimedia- film green screens, photography, recording films, using props and adding sound effects:</b></p> <p>Use green screens to record videos linked to the topic. Take photos using the green screen. Use physical props and sounds effects to go onto the film. For confident pupils- Add layers onto the green screen app to add props and sound effects.</p>	<p><b>Exchanging and sharing information- creating a multimedia presentation:</b></p> <p>Plan a multimedia presentation and assemble the pictures and sounds Add sounds and captions to complete their presentation Save and retrieve their presentation for editing. Add special effects onto the presentation. Share the presentation with others.</p>	<p><b>Multimedia-art using paint tools:</b></p> <p>Select and use painting tools to create a picture. Select the most effective painting tools for particular purposes. Use painting tools for a design activity.</p>	<p><b>Designing and exploring environments:</b></p> <p>Learn that computers can represent real or fantasy situations- play games that involve making choices. Use a computer to develop models of real life- create images of objects using paint, find pictures of real-life objects e.g. putting animals into different environments etc.</p>
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### Automatons!

To investigate the history of robot toys and their link to science fiction. Explore how robots have developed since Robert the Robot in 1954.

#### Lower pathways:

To show interest in a variety of different robots and toys with a particular focus on wind-up toys. Exploring colours and materials. Begin to use appropriate shapes for box modelling and select the correct tools to begin to make a simple robot with support.

#### Higher pathways:

To investigate robot toys, comics, cartoons for inspiration. Explore how different toys move / work, make a comparison. Look at different wind-up toys and explore how the mechanisms allow them to move. Explore using elastic bands. Begin to introduce basic wind-up mechanisms to move different things. Begin to introduce basic circuits to create a light switch to turn on. Use this to create eyes that light up and add to your robot. Design and make a robot that has a light up element and can move across a room using a wind-up mechanism. Evaluate moving robot with a focus on the mechanism used.



TEXTILE AND THEATRE DESIGN.

### Board Games

To play and investigate different games and board games such as hop-scotch, what time is it mr wolf, snakes and ladders, card games. Design and make a board game using numbers and a dice. Make a forfeit spinner to direct game.

#### Lower pathways:

To create a simple matching games for example, snap. To use a variety of different printing techniques to make a simple matching game, including, stencils, pictures and symbols. To show interest in basic games, with a focus on turn taking.

#### Higher pathways:

To investigate different board games, how they work, what do you have to do - make comparisons and state preferences. Investigate games that use numbers and spinners and look at what they have in common and think about the process of making these. Explore how to make a basic spinner. Design and make a board game using numbers and a spinner. Create a storage box and simple picture instructions. Some pupils to design and make 3D clay characters for their board game. Pupils to use different techniques including lines, textures, rolling, cutting, moulding and carving and then completing model by painting them. Evaluate and play their board game.

UNDERSTANDING COLOUR AND LINE IN 2D MEDIA.

### Night at the Museum Exhibition @ Rosehill.



[25 Fun Fossil Ideas For Kids \(playideas.com\)](http://playideas.com)

Explore and be curious about the world of Dinosaurs and fossils through sensory experiences, clay-work, box modelling, printing etc. Help Rosehill create a Night at the museum experience/ exhibition open to parents by:

Making dino sculptures from recycling.



### Take one picture



Pieter de Hooch's 'Courtyard of a House in Delft'

Investigate the picture and the art history through the T.O.P suggested path. Explore elements of the painting in different media. Create own interpretation as a whole school project for the National Gallery competition.

MIXED MEDIA

### Young Wildlife Photographer of the Year Competition.



[Gallery | Wildlife Photographer of the Year | Natural History Museum \(nhm.ac.uk\)](#)

Investigate the winners of the 2023 competition. What do we like about the photographs? Why? Who where they taken by? Create our own Wildlife art using different digital media and technology. FINAL PIECE - PHOTOGRAPHY

### Architecture



Learning about familiar houses and buildings. Investigating the Nottingham Architect Watson Fothergill. Visit buildings in Nottingham. Be curious about the structures found within the architecture. Look at these buildings within an historical context.



Creating our own 3D wooden model, dolls houses, embellish and decorate in the style of Watson Fothergill. Think about the joins needed for moveable doors, stairs etc. 3D Modelling and structures.



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	Music	<p>Active listening: Pupils will listen to and appraise music from composers of all eras at the beginning of each music lesson</p> <p>Charanga scheme of work units:</p> <ul style="list-style-type: none"><li>• In The Groove</li><li>• I Wanna Play in a Band</li></ul>	<p>Active listening: Pupils will listen to and appraise music from composers of all eras at the beginning of each music lesson</p> <p>Charanga scheme of work unit;</p> <ul style="list-style-type: none"><li>• Lean on Me</li></ul> <p><b>Christmas production rehearsals</b></p>	<p>Active listening: Pupils will listen to and appraise music from composers of all eras at the beginning of each music lesson</p> <p>Charanga scheme of work unit;</p> <ul style="list-style-type: none"><li>• Mamma Mia</li></ul> <p><b>Rosehill's Got Talent rehearsals and performances</b></p>
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### Self-Awareness

(Me, who I am, my likes, dislikes, strengths and interests)  
 Knowledge from Key Stage 3, plus; Strategies we can use to help us be organised in our learning. How we might achieve our targets and goals (e.g. breaking longer-term goals down into several short-term targets). How it feels to achieve a target. Ways we can develop our strengths and skills through practice. Ways in which our current learning will help us in the future. How our personal strengths, interests and skills may help us in our future lives, choices or employment. Ways of managing emotions in relation to future employment aspirations.

### Self-care, Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)  
 What is meant by private and what is meant by public. Things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone. No one has the right to make us share a photo of ourselves, or give information about ourselves or others, online. Why being asked to share a photo of ourselves might not be a safe thing to do. Why it is important to talk with a trusted adult before deciding whether to share a photo or personal information. Aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. What is appropriate and inappropriate to share online. Trusted adults who can help us if someone tries to pressurise us online. How to manage requests to share a photo, or information about ourselves or others online, including how to report. Specific ways of keeping ourselves safe online

See Long term PHSE Plans for further objectives for this unit of work

### Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)  
 Knowledge from Key Stage 3, plus; How we can help others who may be feeling unhappy. Whom to ask or tell if we are feeling unhappy and/or need help. Responses to feeling unhappy that might be unhelpful and why they are unhelpful. How when we feel strong emotions, we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. How to manage strong emotions by using simple strategies to help ourselves and others. Range of feelings, where we might feel them in our body, and how they might make us behave. Things we can do to help and support others when they are experiencing strong emotions. Signs that we or someone we know might need help to cope with strong emotions and whom to speak to. Reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, [Thinkuknow.co.uk](http://Thinkuknow.co.uk)).

### Changing and Growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)  
 Different types and features of committed, long-term relationships. Adults who are in a long-term relationship (e.g., married, in a civil partnership, living together, engaged). What being in a family means. Marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. What 'adopted', 'fostered', or 'looked after' mean in terms of families. Some relationships will end—meaning that a couple don't go out together, or live together any more. Whom we can talk to if we're worried about relationships changing/ ending. What the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent. Responsibilities of being a parent. Different ways a person can become pregnant, including assisted conception, donor conception  
 See Long term PHSE Plans for further objectives for this unit of work

### Healthy Lifestyles

(Being and keeping healthy, physically and mentally)  
 What is meant by a 'medicine'?  
 Difference between over-the-counter medicines and those prescribed by a doctor. Examples of over-the-counter medicines.  
 How medicines, when used responsibly can help us to take care of our health (e.g., painkillers when we have a headache).  
 Importance of taking over the counter and prescribed medicines correctly. All drugs can have risks to health, even if they are legal or have been prescribed.

### The World I Live In

(Living confidently in the wider world)  
 What money is and how it is used. The money we get from cash machines or through 'cashback' in the supermarket etc. is our money. Ways in which people might acquire money. Ways that money can be kept safe. How other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves. What is meant by earning, spending, and saving money. Ways in which we are encouraged to spend money, including online. Consequences of losing money or spending more than we have. What is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). Difference between essential and luxury purchases. Skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent. What is meant by 'debt' and 'credit'? What is meant by 'value for money'?  
 Different methods of saving for the future. What we can do if something we buy is faulty or we want to return it (our legal rights). Enterprise skills (e.g., participation in a mini enterprise project).








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Physical Education	<p><b>Multi-Skills/ Rebound Therapy</b>            Develop &amp; master basic sending actions with hands and feet.            Develop &amp; 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><b>Gymnastics/ Rebound Therapy</b>            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><b>Net wall games (Balloon Badminton) / Rebound Therapy</b>            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 the enjoyed the most.</p>	<p><b>Net wall games (Tennis) / Rebound Therapy</b>            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 the enjoyed the most.</p>	<p><b>Striking and fielding/ Rebound Therapy</b>            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 the enjoyed.</p>	<p><b>Athletics/ Rebound Therapy</b>            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)	<b>History</b>  75 <sup>th</sup> Anniversary Windrush linked to Black History month	<b>Geography</b>  What shapes my world?  Processes and key features shaping places and human experiences. Focus: weather, biomes and climate zones  Key Questions; Why is the land around the planet so many different shapes? How has ice shaped our Earth? What happens when plates move? How do rivers shape our world? How do waves change the coast?	<b>History</b>  Fantastic Firsts - What special events and inventions have changed our world?  Developing Historical Knowledge: The chronology, knowledge of events and inventions of national/ global significance beyond living memory.  Focus 'firsts'.  Suggestions; E.g., first pupils in the school, first person on the moon, first train, first flight, women's first vote, first movie, first telephone, first computer. Look at Armstrong's speech and film. Look at and discuss old telephones.  What was life like before phones?	<b>Geography</b>  Fantastic Forests – Why are they so important?  Vegetation and forest types.  Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America.  Local fieldwork opportunity in local woodlands, data collection and presentation tasks.	<b>History</b> <b>Early Civilizations</b>  Achievements of earliest civilisations - Ancient Egypt  Focus: key features of early civilisation, chronology When did they live? Make a timeline.  Look at artefacts from Ancient Egyptian life. Look at internal and external photos of a pyramid. Look at Manchester children's museum website. Look at sarcophagus, mummification, famous examples, Who was King Tutankhamun? Why did the Ancient Egyptians build pyramids?	
	Religious Education, SMSC, FBV	3.1 Beliefs & questions   C  How do Christian's beliefs about Jesus impact on their lives? Exploring Christian faith.	1.1 Celebrations & Festivals (C H J) Diwali, Christmas, Hannukah Why are these festivals celebrated?  	Religious Celebrations in our community CI    Easter, Eid Why are these festivals celebrated?	3.2 Prayer    CI How do Christian and Islamic people pray?	3.4 Inspirational people in the past CIJSWV    What can we learn from inspiring people in the past? Classes to learn about religious leaders Jesus, Moses, Mohammed. Summer 2 classes to select an inspirational person to focus on.	
	Careers	<b>My Skills</b> <i>Recognise, develop and apply my skills for employability</i> Keeping safe, looking after yourself and your health, Dealing with problems, understanding money, developing self-awareness, developing independent living skills, using interpersonal skills to contribute to positive relationship  Linked to PHSE topics; Self-awareness and Self-care, support and safety Links to Community Inclusion		<b>Awareness of Opportunities</b> <i>Develop an awareness of the extent and diversity of opportunities in learning and work</i> Having your say, looking after the environment, developing community participation skills, participating in enterprise projects  Linked to PHSE topic; Managing Feelings Linked to Community Skills; Accessing Shopping Links to Community Inclusion		<b>Learn from People</b> Learn from contact with people who work, learn to work with people and be part of a team Finding out about occupations of people who help us Helping others  Linked to PHSE topic; The world I live in Workshops from various employers. Links to Community Inclusion	



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	Community Inclusion	<p style="text-align: center;"><b>Accessing the Café</b></p> <ul style="list-style-type: none"> <li>Recognises café symbol</li> <li>Locates empty chair/table</li> <li>Tolerates items on table</li> <li>Tolerates sitting at table with others</li> <li>Remains seated at table with adult throughout</li> <li>Waits at table for food/drink to arrive</li> <li>Remains at table until group is ready to leave</li> <li>Will order food / drink with support</li> <li>Will order food /drink independently</li> <li>Will hand over money for items purchased</li> </ul>		<p style="text-align: center;"><b>Accessing Shopping</b></p> <ul style="list-style-type: none"> <li>Can behave appropriately in shops of varying sizes</li> <li>Can behave appropriately in shopping centres</li> <li>Is confident using lifts and escalators</li> <li>Is able to stand in queues</li> <li>Is able to carry basket</li> <li>Is able to push a trolley</li> <li>Is able to load conveyor belt</li> <li>Is able to hand over money in exchange for goods / check receipt</li> <li>Is able to pack bags</li> <li>Handles only items to be bought</li> </ul>		<p style="text-align: center;"><b>Accessing Public Transport</b></p> <ul style="list-style-type: none"> <li>Will wait at stop appropriately</li> <li>Will board the transport appropriately</li> <li>Will engage in handing over fare / destination</li> <li>Will find a place to sit and sit appropriately in seat, with support</li> <li>Will wait patiently on transport</li> <li>Copes well during tricky situations on public transport</li> <li>Is involved in preparing to get off transport e.g. ring bell on bus</li> <li>Will dismount transport appropriately</li> <li>Will explore planning a journey</li> <li>Understands sequence of events for using public transport</li> </ul>
	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>				



## Rosehill School: Curriculum Map 2023 - 2024 Class 9, 10 & 11 (KS4)

		<p style="text-align: center;"><b>Class 9 Being Healthy</b></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;"><b>Class 9 Looking after your own environment</b></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;"><b>Class 9 Personal Care</b></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;"><b>Class 9 Enterprise</b></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;"><b>Class 9 Caring for the environment</b></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;"><b>Class 9 Growing and Caring for Plants</b></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>
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## Rosehill School: Curriculum Map 2023 - 2024 Class 9, 10 & 11 (KS4)

		<p style="text-align: center;"><b>Class 10</b> <b>Looking after your own environment</b></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;"><b>Class 10</b> <b>Personal Care</b></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.</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;"><b>Class 10</b> <b>Being Healthy</b></p> <p><b>Exercise</b> With support, identify different types of exercise.</p> <p><b>Hygiene</b> With support, identify different types of hygiene,</p> <p><b>Eating</b> 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;"><b>Class 10</b> <b>Caring for the environment</b></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;"><b>Class 10</b> <b>Growing and Caring for Plants</b></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;"><b>Class 10</b> <b>Enterprise</b></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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## Rosehill School: Curriculum Map 2023 - 2024 Class 9, 10 & 11 (KS4)

		<p style="text-align: center;"><b>Class 11 Personal Care</b></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;"><b>Class 11 Being Healthy</b></p> <p><b>Exercise</b> With support, identify different types of exercise.</p> <p><b>Hygiene</b> With support, identify different types of hygiene,</p> <p><b>Eating</b> 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;"><b>Class 11 Looking after your own environment</b></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.</i> <i>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;"><b>Class 11 Growing and Caring for Plants</b></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;"><b>Class 11 Enterprise</b></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;"><b>Class 11 Caring for the environment</b></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 2023 - 2024 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	Science	Design Technology	Computing	Art & Design	Music	RE - Providing the local syllabus
	PSHE & Relationships & Sex Education		Physical Education	History	Geography		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

- ✓ 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