



Rosehill School: Curriculum Map 2023 - 2024 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	
	Home Management	Mental Health and Well Being	Social Action Project – Volunteering	Take One Picture	Conservation Counts – Wildlife Community Project	Work Places
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>Reading:</p> <p>Suggested texts</p> <p>All: Non-fiction texts – leaflets/ posters/ encyclopaedias/ cookbooks etc</p> <p><i>A Place Called Home: Look Inside Houses Around the World</i> by Kate Baker</p> <p><i>My Big Wimmelbook—My Busy Day Board book</i> by Caryad</p> <p><i>This is My Home (Young Explorer:)</i> by Angela Royston</p> <p>Group 1: <i>Be the Boss of Your Stuff: The Kids' Guide to Decluttering and Creating Your Own Space</i> by Casazza, Allie</p> <p>Group 2/3: <i>Time to Tidy Up. Share the art of tidying up with your little one</i> by Penny Tassoni</p> <p><i>It's Time to... Clean Up!: You can do it too</i> by Ladybird</p> <p><i>We're moving house</i> by Sam Taplin</p> <p>Writing – Instructions/ Re-telling information/ Posters</p> <p>ACCREDITATION Group 1: AIMS Using Reading Skills (Entry 1/2)</p> <p>Group 1 - To teach throughout the year and gather evidence:</p>	<p>Reading:</p> <p>Suggested texts</p> <p>All: Non-fiction texts – leaflets/ posters/ encyclopaedias/ cookbooks etc</p> <p><i>Never Get Bored (6 books)</i> by James Maclaine, Lara Bryan, Sarah Hull</p> <p><i>Let's Play Football!</i> by Ben Lerwill</p> <p><i>The Camping Trip</i> by Jennifer K. Mann</p> <p>Writing – Instructions/ Re-telling information/ Posters</p> <p>ACCREDITATION Group 1: AIMS Using Reading Skills (Entry 1/2)</p> <p>Group 1 - To teach throughout the year and gather evidence:</p> <p>AIMS Writing Letters of the Alphabet and Spelling Words E1 (to be submitted SUT 2024)</p> <p>Reading for Meaning E1 (to be submitted in 2024/25)</p> <p>Group 2/3: UAS 72331 DEVELOPING READING SKILLS (UNIT 1) 114803 SEQUENCING THREE STEP DAILY LIVING TASKS WITH SUPPORT</p> <p>114802 SEQUENCING AND COMPLETING DAILY LIVING TASKS WITH SUPPORT</p>	<p>Reading:</p> <p>Suggested texts</p> <p>All: Non-fiction texts – Instruction/ Information</p> <p>Real and practice/ pretend volunteering in a range of settings (office/ another class/ school tuck shop/ school charity shop/ school librarian or librarian ambassador) – read information and instructions about tasks. Role plays developing speaking and listening skills.</p> <p>Writing – Recounts/ Diaries</p> <p>ACCREDITATION Group 1: AIMS Speaking and listening skills to obtain information (Entry 1)</p> <p>Group 1 - To teach throughout the year and gather evidence:</p> <p>AIMS Writing Letters of the Alphabet and Spelling Words E1 (to be submitted SUT 2024)</p> <p>Reading for Meaning E1 (to be submitted in 2024/25)</p> <p>Group 2/3: UAS 118670 FOLLOWING INSTRUCTIONS</p> <p>110959 FOLLOWING SIMPLE VERBAL/VISUAL INSTRUCTIONS</p> <p>116859 <i>DEVELOPING</i> COMMUNICATION SKILLS (UNIT 13)</p>	<p>TBC</p> <p>As in SPT1 plus whole school project</p> <p>Possible genres: Poems about feelings Significant poets Puns and riddles</p>	<p>Reading:</p> <p>Suggested texts: Books/stories on similar themes</p> <p><i>The emerald forest</i> by Caterine Ward</p> <p><i>Saving Sorya: Chang and the Sun Bear</i> by Trang Nguyen (Author), Jeet Zdung (Author, Illustrator)</p> <p><i>Can We Save the Tiger?</i> by Martin Jenkins</p> <p><i>Into the Wild</i> by Thomas Docherty</p> <p>Non-fiction resources from The best charity clubs for kids TheSchoolRun</p> <p>Writing - Posters, letters Writing about issues raised in stories. Letters: Dear Greenpeace Year 1 English Hamilton Trust (hamilton-trust.org.uk)</p> <p>Writing about a visit to the farm/ zoo/ charity shop</p> <p>ACCREDITATION Group 1: AIMS Writing Letters of the Alphabet and Spelling Words E1 (to be submitted SUT 2024)</p> <p>Reading for Meaning E1 (to be submitted in 2024/25)</p> <p>Group 2/3: UAS 111951 RECOUNTING A STORY</p> <p>86891 EARLY WRITING SKILLS</p> <p>83408 COMPOSING AND WRITING A SHORT SENTENCE</p>	<p>Reading:</p> <p>Suggested texts:</p> <p>Interactive BOOKS from Careers/ Jobs series (in Rosehill careers library)</p> <p>Optional: <i>How to Be a Doctor and Other Life-Saving Jobs</i> by Dr Punam Krishan</p> <p><i>I Like Animals... What Jobs Are There?</i> by Steve Martin</p> <p><i>Clothesline Clues to Jobs People Do</i></p> <p><i>All Through the Night: The People Who Work While We Sleep</i> by Polly Faber</p> <p>Writing – Job descriptions/ Person specification Writing a dialogue – questions and answers about a job.</p> <p>ACCREDITATION Group 1: AIMS Writing Letters of the Alphabet and Spelling Words E1 (to be submitted SUT 2024) Reading for Meaning E1 (to be submitted in 2024/25)</p> <p>Group 2/3: UAS 111951 RECOUNTING A STORY</p> <p>86891 EARLY WRITING SKILLS</p> <p>83408 COMPOSING AND WRITING A SHORT SENTENCE</p>
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	<p>AIMS Writing Letters of the Alphabet and Spelling Words E1 <i>(to be submitted SUT 2024)</i></p> <p>Reading for Meaning E1 <i>(to be submitted in 2024/25)</i></p> <p>Group 2/3: UAS 72331 DEVELOPING READING SKILLS (UNIT 1)</p> <p>114803 SEQUENCING THREE STEP DAILY LIVING TASKS WITH SUPPORT</p> <p>114802 SEQUENCING AND COMPLETING DAILY LIVING TASKS WITH SUPPORT</p>					
Problem Solving, Maths, Science & Technology	<p>ACCREDITATION Whole numbers to 20/200/1000 (AIM Entry 1/2/3)</p> <p>UAS AQA: - differentiated units (level/ unit to be selected by the teacher) – one unit to be submitted for accreditation per pupil per term 113733 WORK IT OUT: MATHS FOR LEISURE WITH ASSISTANCE</p> <p>93744 COUNTING TWO ITEMS ON THE COMPUTER SCREEN</p> <p>111371 USING MATHS IN DAILY SITUATIONS</p> <p>108907 MATHS: DEMONSTRATING AWARENESS AND UNDERSTANDING</p> <p>87606 ENGAGING IN NUMBER ACTIVITIES IN A SENSORY MATHS ENVIRONMENT</p> <p><u>Group 1 - Objectives for non-accredited units throughout the year</u> -UAS AQA - 115633 PRACTICAL MONEY AND BANKING 116863 MANAGING MONEY (UNIT 4) AIM - Using Money E1</p>	<p>ACCREDITATION Represent information (AIM Entry 1/3)</p> <p>UAS AQA: - differentiated units (level/ unit to be selected by the teacher) – one unit to be submitted for accreditation per pupil per term 114001 USING DATA (UNIT 2): GROUPING OBJECTS</p> <p>113375 MATHS: REPRESENTING DATA WITH SUPPORT</p> <p>110851 SIMPLE DATA HANDLING WITH ASSISTANCE</p> <p>85695 SENSORY STATISTICS: CREATING A PERSONAL PREFERENCE DIAGRAM</p> <p><u>Group 1 - Objectives for non-accredited units throughout the year</u> - UAS AQA - 115633 PRACTICAL MONEY AND BANKING 116863 MANAGING MONEY (UNIT 4) AIM - Using Money E1</p>	<p>ACCREDITATION Money (AIM Entry 1/2/3)</p> <p>UAS AQA: - differentiated units (level/ unit to be selected by the teacher) – one unit to be submitted for accreditation per pupil per term 116998 USING SHOPPING FACILITIES (UNIT 2)</p> <p>119324 SHOPPING IN A LOCAL SUPERMARKET WITH SUPPORT</p> <p>118442 EXPERIENCING VISITING A LOCAL SHOP, WITH SUPPORT</p> <p><u>Group 1 - Objectives for non-accredited units throughout the year</u> - UAS AQA - 115633 PRACTICAL MONEY AND BANKING 116863 MANAGING MONEY (UNIT 4) AIM - Using Money E1</p>			



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	Science	<p>ACCREDITATION AIM</p> <p>Group 1 Entry 1/2/3 - Chemical products used in the home</p> <p>Groups 2/3 - Cleaning E1</p>			Food Technology	<p>ACCREDITATION AIM</p> <p>Group 1 Entry 1/2/3 - Energy in the Home</p> <p>Groups 2/3 - Looking after Clothes E1 (to include using appliances e.g. washing machine/ tumble drier/ iron etc)</p> <p style="text-align: center;">Food Technology - Exploring Chocolate</p> <p style="text-align: center;">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 style="text-align: center;">Make different chocolate puddings and evaluate.</p> <p style="text-align: center;">Trip to Cadbury's world.</p>			Food Technology	<p>ACCREDITATION AIM</p> <p>Group 1 Entry 1/2/3 - Science and Our Universe</p> <p>Groups 2/3 - Reviewing and Reflecting on Own Progress E1 (<i>Work towards – gather evidence to submit in 2024/25</i>)</p> <p style="text-align: center;">Food Technology - Knowledge Eat your 5 a day</p> <p style="text-align: center;">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>	
	Food Technology	<p style="text-align: center;">Food Technology - Exploring Specialist Diets</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>Information: advertising and the media:</p> <p>Learn that information in the media can be presented in a variety of formats. Learn that information sources have different purposes, e.g. information, persuasion, selling. Learn that information sources can be linked, e.g. television programmes and websites. Learn that some information that read in the media can be fake news. Create adverts for events in school. Use QR codes to find and share information around school.</p> <p>Working with images- editing, painting tools, creating posters:</p> <p>Use painting tools to add features to an image Use a desktop publishing program to combine images and add text Explore photo editing tools that add effects to an image and change the size of the image. Use crop tools to crop images that are not needed from the photo.</p>				<p>Multimedia- manipulating and sequencing sounds:</p> <p>Develop their understanding that sounds can be recorded and stored in digital format- listen to a range of sounds on CDs, radio, computer. Learn the advantages of storing and manipulating sounds electronically- included microwaves, cooking equipment, lifts and why they have sounds. Explore the practical applications of the use of ICT to manipulate stored sounds- add effects onto recordings.</p> <p>Programming and algorithms, to include de-bugging programmes:</p> <p>Learn that devices can be controlled through direct instructions- include washing machines, self-service tills etc. Learn that some devices are controlled using multiple instructions and these instructions need to be in order. Name a range of algorithms. Learn to sequence a set of instructions to achieve a desired outcome.</p>	
	Computing & E-Safety	<p>Exchanging and sharing information- creating a multimedia presentation:</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>AIM: Developing and Presenting Information Using ICT E1 Presentation Software Skills L1</p> <p>UAS AQA: 108804 USING I-PADS WITH SUPPORT</p> <p>115583 ACCESSING APPS INDEPENDENTLY FOR LEISURE ACTIVITIES</p>	<p>E-safety- how to stay safe online by thinking before you click:</p> <p>Identify public or private information and why we need to keep personal information private. Consent- asking to use/do things. Choose age appropriate websites and games- PEGI ratings. Using search engines safely. Real and fake news. Pop ups and opening attachments.</p> <p>Internet Safety for IT Users L1</p> <p>UAS AQA: 108804 USING I-PADS WITH SUPPORT</p> <p>115583 ACCESSING APPS INDEPENDENTLY FOR LEISURE ACTIVITIES</p>			<p>Accredited learning – to complete and submit units from AUT 2023</p> <p style="text-align: center;">Imaging Software Skills L1</p>					



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Creative Arts

Art & Design

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
What could it help you do I the home?

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.

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 sculpture items to sell in our museum shop. Eg:

Fossil Necklaces Grade 2



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 \(nhm.ac.uk\)](http://www.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. Try to make a turret using a cylinder.

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;</p> <ul style="list-style-type: none"> • Don't Stop Believin' • Livin' On A Prayer 	<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;</p> <ul style="list-style-type: none"> • 3 Little Birds <p style="text-align: center;">Christmas production rehearsals</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;</p> <ul style="list-style-type: none"> • Make you Feel My Love <p style="text-align: center;">Rosehill's Got Talent rehearsals and performances</p>			
Personal Development, Health & Emotional Wellbeing	PSHE & RSHE	<p>Health and Well-Being How can I have and maintain a healthy Lifestyle?</p> <p>Take responsibility for monitoring personal health and wellbeing, including sun safety, breast awareness and self-examination, testicular self-examination and cervical screening. Consistently access reliable sources of information and evaluate media messages about health; and how to make informed decisions about health, including vaccination/immunisation'. How to register with and access health services in new locations. Recognise illnesses that particularly affect young adults, such as meningitis. How to maintain a healthy diet, especially on a budget. How to maintain work-life balance, including understanding the importance of continuing with regular exercise and sleep, and balancing time online.</p>	<p>Relationships Consent – what is it?</p> <p>How can I exercise my consent Moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online) Emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent. Seek help in the case of, abuse, and the process for reporting to appropriate authorities.</p>	<p>Living in the Wider World What are my employment rights? What responsibilities may I have with a job?</p> <p>The importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols. Importance of workplace confidentiality and security including cyber-security and data protection. Bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation.</p>	<p>Health and Well-Being Managing risk and personal safety, especially in the home</p> <p>Assess and manage risk and personal safety in a wide range of contexts, including online; about support in place to safeguard them in these contexts and how to access it. Manage personal safety in relation to travel, such as cycle safety, young driver safety, passenger safety, using licensed taxis and getting home safely. Travel safely around the UK and abroad; understand legal rights and responsibilities when travelling abroad, including passport, visa and insurance requirements. Perform first aid and evaluate when to summon emergency services, irrespective of any potential legal implications, for example, when the situation involves alcohol, drugs, gangs or violent crime.the community</p>	<p>Relationships What is Contraception and how does it work?</p> <p>What does Parenthood involve? Implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception. Assert, the use of contraception with a sexual partner. How to effectively use different contraceptives, including how and where to access them. rights?</p>	<p>Living in the Wider World What Financial choices may I need to make?</p> <p>Plan expenditure and budget. Salary deductions including taxation, national insurance and pensions. Savings options. Manage financial contracts including, mobile phone services and renting items and accommodation; how to identify appropriate advice.</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 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 warmup and cool down activity. With help, suggest ways of improving performance.</p>	<p>Invasion 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>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>
	<p style="text-align: center;"><i>See OT sensory plans</i></p>					



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Cultural Capital & Diversity	Humanities – History & Geography (MILE)	<p>History</p> <p>75th Anniversary Windrush linked to Black History month</p>	<p>Geography</p> <p>What shapes my world?</p> <p>Processes and key features shaping places and human experiences. Focus: weather, biomes and climate zones</p> <p>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?</p>			<p>History</p> <p>Fantastic Firsts - What special events and inventions have changed our world?</p> <p>Developing Historical Knowledge: The chronology, knowledge of events and inventions of national/ global significance beyond living memory.</p> <p>Focus ‘firsts.</p> <p>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.</p> <p>What was life like before phones?</p>	<p>Geography</p> <p>Fantastic Forests – Why are they so important?</p> <p>Vegetation and forest types.</p> <p>Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America.</p> <p>Local fieldwork opportunity in local woodlands, data collection and presentation tasks.</p>	<p>History</p> <p>Early Civilizations</p> <p>Achievements of earliest civilisations - Ancient Egypt</p> <p>Focus: key features of early civilisation, chronology When did they live? Make a timeline.</p> <p>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?</p>
	Religious Education, SMSC, FBV	<p>3.1 Beliefs & questions</p> <p style="text-align: center;"> C</p> <p>How do Christian’s beliefs about Jesus impact on their lives? Exploring Christian faith.</p>	<p>1.1 Celebrations & Festivals (C H J) Diwali, Christmas, Hannukah Why are these festivals celebrated?</p> <p style="text-align: center;"></p>	<p>Religious Celebrations in our community</p> <p style="text-align: center;">C I</p> <p>Easter, Eid Why are these festivals celebrated?</p> <p style="text-align: center;"></p>	<p>3.2 Prayer</p> <p style="text-align: center;"></p> <p style="text-align: center;">C I</p> <p>How do Christian and Islamic people pray?</p>	<p>3.4 Inspirational people in the past C I J S W W</p> <p style="text-align: center;"></p> <p>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.</p>		
	Preparation for Work, Careers Education & Work-Related Learning	<p>MY SKILLS</p> <p>Recognise, develop and apply my skills for employability</p> <p>Skills stories to focus on:</p> <ul style="list-style-type: none"> • Speaking • Listening <p>Personal development profile- Setting targets</p>	<p>MY SKILLS</p> <p>Appropriate behaviour in society and the work place.</p> <p>AIMS- Personal awareness</p> <p>Ways to manage stress.</p>	<p>AWARENESS OF OPPORTUNITIES</p> <p>Develop an awareness of the extent and diversity of opportunities in learning and work. Explore a range of different jobs.</p> <p>Essential Health and safety in the work place – tools and equipment</p>	<p>AIMS- Volunteering</p> <p>Develop understanding of what voluntary organisations are, both national and local charities.</p> <p>Understand the different roles of a volunteer.</p>	<p>CHOICE MAKING, JOB SEARCH AND CAREERS ADVICE - Relate my own abilities, attributes and achievements and make informed choices based on an understanding of available options</p> <p>Review targets- AIMS reviewing and reflecting on own progress</p>	<p>Community action</p> <p>Competition for best community action project- litter picking in the community, reading to younger children, letters/cards to care homes, raising money, sponsored walks etc.</p>	



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	Awards & Accredited Learning	See within individual subject		See within individual subject		See within individual subject
	Community Inclusion	Exploring our local area		Exploring our local area		Exploring and visiting places of interest in our local area
	Enrichment	Each half term pupils will be offered a range of additional opportunities to develop and promote their skills, interests and hobbies. These opportunities will be developed from staff talents and pupils' interests.				
	LIVE	Each half term pupils will be offered a range of opportunities to develop and promote skills, interest and hobbies.				

Subject Structure

Compulsory Curriculum at Rosehill School Communication Community Inclusion

KSS Foundation Curriculum Accredited Learning ASDAN and AQA

Functional Skills	Personal & Social Development	Independent Living	Health & Wellbeing	Vocational Learning
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Additional Offer at Rosehill School

Dance, Drama & Movement	Multi Interactive Learning Environment (MILE)	Sensory Regulation	Enrichment
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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